

Forest Fields Primary and Nursery School



FFPS Oracy Policy

February 2026

Approved at the meeting of the Governing Board held on: 03rd February 2026

Signed: *Morgan Ashwell*

Position: *Vice- Chair of Governors*

Date to be reviewed: February 2027

Oracy

Oracy is the ability to express oneself fluently to be able to communicate with other people. Oracy is a fundamental right of education at Forest Fields Primary School (FFPS). Oracy is an essential pedagogical approach which underpins teaching and learning in all aspects of school life – both academic development and personal, social and moral development. It is inherent in all our teaching, and in our day to day interactions with pupils.

Intent

At Forest Fields Primary School, we believe that the ability to speak confidently, listen carefully, and communicate effectively is essential for every child's learning, development, and future success.

Our oracy curriculum is designed to:

- Develop confident communicators who can express their ideas clearly and listen respectfully to others.
- Encourage curiosity and creativity through discussions, storytelling, and collaborative talk.
- Support EAL learners in acquiring English through structured speaking opportunities and vocabulary development.
- Promote inclusive participation, ensuring that all pupils, regardless of language background, feel confident and capable of expressing themselves.
- Support learning across all subjects by using speaking and listening skills to deepen understanding and share knowledge.
- Build children's self-esteem and social skills by providing a safe and supportive environment for all voices to be heard.
- Prepare children for life beyond school by equipping them with the language and confidence to participate in a wide range of social and academic situations.

Implementation

How will we achieve our intent?

Oracy rich curriculum: Every lesson includes dialogic teaching strategies, ensuring pupils actively use talk to explore ideas, build knowledge, and reflect on learning.

We take a whole-school approach to oracy, ensuring it is woven into the fabric of teaching and learning across the curriculum.

Teaching and Learning Strategies:

- **Oracy Framework:** We adopt a clear progression framework to develop physical, linguistic, cognitive, and social & emotional aspects of oracy.
- **Modelled Language Use:** Teachers model rich and grammatically accurate spoken English throughout lessons.
- Teachers use dual coding—combining images with spoken and written language—to reinforce new and subject-specific vocabulary.
- Teachers explicitly teach and model Talk Tactics (e.g., "I agree with...", "Can you explain that?", "I'd like to build on...") to structure purposeful dialogue and promote accountable talk.
- **Use of a Sentence Stems Progression Document:** teachers use a whole-school sentence stems progression document to scaffold spoken responses and ensure consistent development of oracy skills from EYFS to Year 6.
- **Structured Talk Opportunities:** Use of talk partners, group discussions, debates, presentations, and role play is planned and scaffolded in all year groups.
- **Visual Supports:** Use of visual aids, sentence stems, word banks, and dual-language resources to support EAL learners in developing vocabulary and confidence.
- **Dialogic Teaching:** Encourage pupil voice through open-ended questioning, pupil-led enquiry, and exploratory talk.
- **Explicit Vocabulary Instruction:** Daily emphasis on developing subject-specific and tiered vocabulary, particularly for EAL pupils.

Curriculum design

- Oracy objectives are mapped across all year groups and subjects.
- Wider curriculum subjects provide rich contexts for purposeful talk.
- Drama, storytelling, and performance are embedded into the curriculum to boost expressive skills and fluency.

Staff Training and CPD:

- Ongoing professional development for all colleagues on oracy strategies, EAL pedagogy, and inclusive communication.
- INSET sessions and coaching sessions to share effective practices.
- Oracy champions and Oracy leads to support colleagues across school.

Learning Environment:

- Classrooms promote a talk-rich environment with displays celebrating spoken language.
- All classrooms display and refer to a Listening Ladder, which outlines progressive levels of effective listening behaviour (e.g., "looking at the speaker", "responding appropriately", "asking follow-up questions").
- Talk charters for respectful talk are co-constructed and visible in all learning spaces.
- Working walls and washing lines display subject specific vocabulary.
- Visual supports, such as dual-coded symbols are used alongside vocabulary.
- A designated quiet area or reflection space may support pupils who need time to process before speaking.

Family and Community Engagement:

- Support workshops for parents of EAL pupils on helping children with language at home.
- Multilingual resources sent home to reinforce vocabulary and concepts.
- Celebrations of linguistic and cultural diversity through assemblies and school events.

Oracy in the Early Years Foundation Stage (EYFS)

We recognise that oracy begins in the Early Years, where communication and language development underpin all areas of learning. Our approach in the EYFS is guided by the Statutory Framework for the Early Years Foundation Stage and places a strong emphasis on spoken language, listening skills, and vocabulary development.

Aims in EYFS:

- To develop confident communicators who can express themselves clearly and listen actively.
- To build strong foundations in both receptive (listening and understanding) and expressive (speaking) language skills.
- To support EAL learners in acquiring English through immersive, interactive, and meaningful communication.

Implementation Strategies:

Language-Rich Environment:

- Classrooms are filled with opportunities for talk: role-play areas, story corners, puppets, and small-world play.
- Staff narrate, model, and expand on children's speech during interactions and play.

Storytelling and Rhymes:

- Daily storytelling, singing, and rhyme sessions build listening skills, rhythm of language, and vocabulary.
- Repetitive language structures support EAL learners and those with speech and language delays.

Adult-Child Interaction:

- High-quality, sustained conversations between adults and children are prioritised.

- Staff use open-ended questions and sentence stems to model and extend children's thinking and language.

Talk-Based Learning:

- Circle times, show and tell, and small group discussions encourage children to take turns, ask questions, and listen to others.
- Visual supports, dual coding (images + words), and home language integration are used to scaffold understanding.

Assessment and Intervention:

Oracy development is monitored closely using the EYFS framework (Communication and Language Early Learning Goals).

Targeted support is provided for children with speech, language and communication needs (SLCN) and for EAL learners.

Links to Whole-School Oracy Approach:

- EYFS practitioners introduce early versions of Talk Tactics and Listening Ladder visuals to build consistent expectations from the start of school.
- EYFS sentence stems (e.g., "I think...", "My favourite is...") are used as part of a progression into Key Stage 1.

Impact

We measure the effectiveness of our oracy policy through:

- Improved oral language outcomes, particularly among EAL learners.
- Increased confidence and participation in discussions across subjects.
- Monitoring of progression using an oracy framework and teacher assessments.
- Pupil voice surveys and focus groups showing positive attitudes to speaking and listening.
- Observations showing increased use of academic language in classroom talk.
- Attainment and progress in reading and writing, supported by stronger spoken language foundations.

Monitoring and Evaluation

- The Oracy Leaders in collaboration with SLT oversees policy implementation and reviews.
- Regular monitoring of planning, pupil work, and classroom observations.
- Pupil progress tracked termly and interventions provided for those needing further support.

Safeguarding statement

Safeguarding is at the heart of all we do, and this extends to the implementation of our oracy provision. We recognise that meaningful talk requires pupils to feel emotionally and socially safe in order to participate purposefully and with confidence.

We ensure safeguarding in oracy through the following measures:

Creating a Safe Talk Environment:

- Establishing and revisiting ground rules for respectful listening and speaking in all classrooms.
- Ensuring pupils know they have the right to pass or choose how they participate in oral tasks.
- Encouraging a climate of mutual respect, where all voices are valued regardless of ability or language background.

Support for Vulnerable Pupils and EAL Learners:

- Differentiating support to ensure that EAL pupils and those with communication difficulties can engage safely and successfully.
- Providing alternative means of communication if pupils are not ready or able to express themselves orally.
- Being alert to signs of distress, exclusion, or isolation during group work or discussion-based activities.

Staff Awareness and Training:

- All staff are trained to recognise signs that a pupil may be struggling to speak out due to safeguarding concerns.
- Teachers are alert to any disclosures or concerns raised during oral activities and follow safeguarding procedures accordingly.

Digital Oracy and Online Safety:

When pupils engage in oracy through digital platforms (e.g., recorded presentations, video conferencing), staff ensure compliance with online safety protocols and parental consent procedures.

Reporting Concerns:

Any concerns raised during oracy activities are reported to the Designated Safeguarding Lead (DSL) in line with the school's Safeguarding and Child Protection Policy.

By embedding safeguarding into our oracy culture, we aim to ensure that every child can express themselves in a secure, supportive environment.

Filtering and Monitoring (related to KCSIE Sept 23, paragraph 14+2)

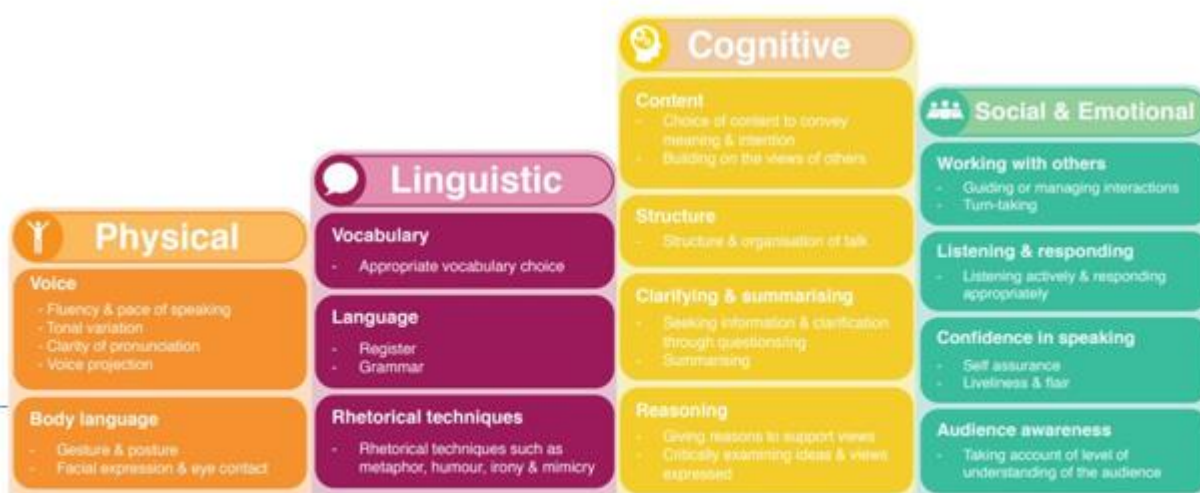
We use Smoothwall to monitor computing in school. We use SchoolsIT Netsweeper as our filtering service. We use Apple Classroom and Senso to support the management of computing which enables staff to support filtering and monitoring.

The School Business Manager, Headteacher and LDSLs receive weekly notifications for Level 3+ incidents. We have a LDSL that checks the monitoring system we use in school for incidents below Level 3+.

Appendix 1) Progression of Conceptual Knowledge

English – Speaking and Listening Progression of Conceptual Knowledge:

Listening Skills
Following Instructions
Participating in Discussion
Asking and Answering Questions
Planning for Talk
Drama, Performance and Confidence
Vocabulary Building and Standard English
Speaking for a Range of Purposes



English – Speaking and Listening Progression of Conceptual Knowledge:

	EFYS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Non-Statutory <i>Links from Oral to Written</i>	Non-Statutory <i>Links from Oral to Written</i>	Non-Statutory <i>Links from Oral to Written</i>	Non-Statutory <i>Links from Oral to Written</i>		
 Listening Skills <i>Listening actively & responding appropriately</i>	To listen to others one to one or in small groups. To be able to follow directions To maintain attention, concentrate and sit quietly during appropriate activity. To understand humour, e.g. nonsense rhymes, jokes. To follow a story without pictures or props. To give their attention to what others say and respond appropriately, while engaged in another activity.	I understand how to listen to others by looking at the speaking. I understand how to respond back simply to what has been said. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other nonfiction establishes the foundations for their learning in other subjects.	I understand how to listen carefully by looking at the speaker and using my body/face to show I am listening. I understand how to respond appropriately to what has been said. Develop positive attitudes to reading and understanding by: listening to, discussing and expressing views about a wide range of stories, poems, plays and information books; this should include whole books. All pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class, which establishes firm foundations for writing through deepening vocabulary to inspiring ideas.	I understand how to listen carefully by using eye contact and body language. I know how to ask questions about what has been said for clarification. Pupils should develop positive attitudes to reading and understanding by: listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these, which establishes firm foundations for writing: deepening vocabulary, understanding of <i>SPaG</i> , sentence structures and ideas for writing through talk.	I understand how to listen carefully by using eye contact and body language. I know how to ask questions about what has been said for clarification. I know how to encourage the speaker when I am listening. Pupils should develop positive attitudes to reading and understanding by: listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these, which establishes firm foundations for writing: deepening vocabulary, understanding of <i>SPaG</i> , sentence structures and ideas for writing through talk.	I understand how to listen carefully, using body language appropriately and make timely contributions. I understand how to ask questions that are responsive. I can participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. I know how to encourage the speaker at appropriate points. I can paraphrase and summarise what someone has said.	I understand how to listen carefully, using body language appropriately and make timely contributions. I understand how to ask questions that are responsive. I know how to encourage the speaker at appropriate points. I can paraphrase and summarise what someone has said.

Appendix 2) Dual coding symbols for flexible groupings



Nest
One person, talking to themselves.



Group
More than 3
Turn taking using thumbs in



Trios
3 people
ABC



Sentence Stems
Purposeful openers which are subject and content specific



Pair
2 people
Taking turns

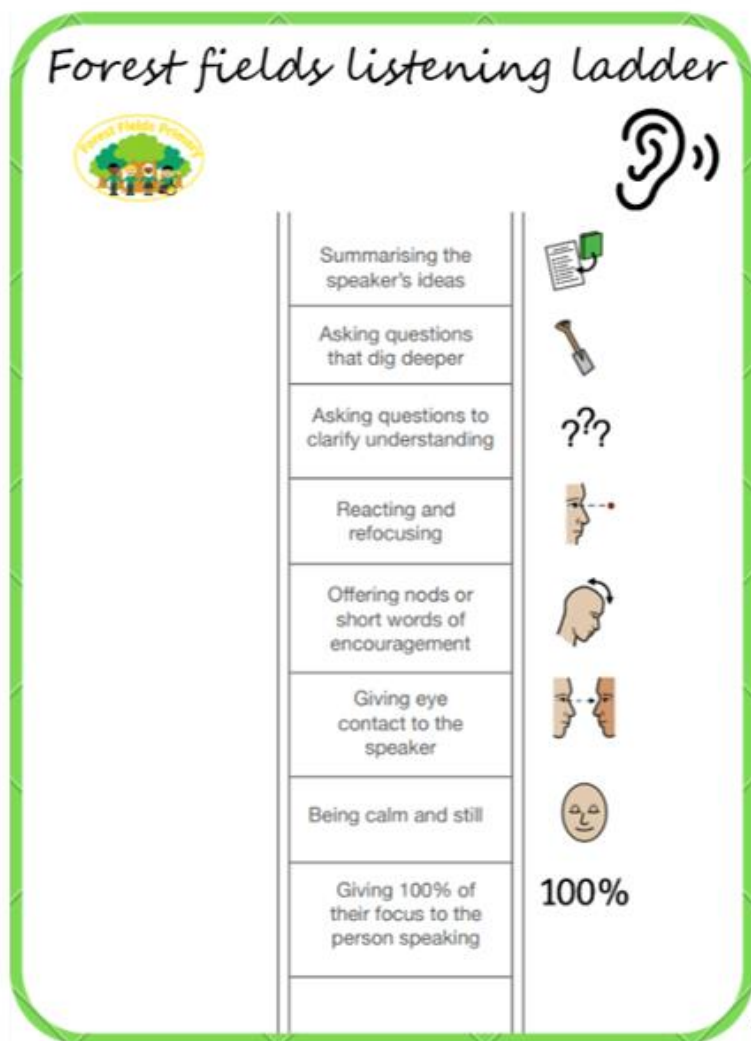


Traverse
2 lines of pupils
facing one another



Vocabulary
Purposefully selected words which are subject and content specific

Appendix 3) Forest Field's listening ladder



Appendix 4) Talk tactics EYFS



Instigate

Present an idea or open up a new line of enquiry

"I think..

"Let's begin with...

"I have a great idea I'll begin with..."



Build

Develop, add to or elaborate on an idea

"X's idea made me think of..

"I'd like to know more about..."

"Yes, and..."



Challenge

Disagree or present an alternative argument

"I don't think..

"You said _____ but what about..

"I disagree with..."



Clarify

Asking questions to make things clearer and check understanding

"Do you mean that..."

"I think you are saying that..."

"So what your saying is..."



Speculate

Encourage creative or abstract thinking and consideration of alternative viewpoints

"I wonder what would happen if..."

"Perhaps..."

"Do you think..."



Stretch

Add more detail; use more complex language or introduce new ideas

"Yes it's _____ you could even say..."

"That's right because it's..."

"Yes it's a..."



Suggest

Support thinking and problem solving by guiding next steps

"What if we tried _____ next..."

"Have you thought about..."

"Let's try..."



Encourage

Offer praise to encourage and motivate

"You did such a good job of _____ now let's try..."

"You really made me..."

"Your use of _____ was..."





Instigate

Present an idea or open up a new line of enquiry

"I would like to start by saying...

"I think...

"We haven't yet talked about...



Probe

Dig deeper, ask for evidence or justification of ideas

"Why do you think...

"What evidence do you have to support your idea...

"Could you provide an example...



Challenge

Disagree or present an alternative argument

"I disagree because...

"To challenge you I think...

"I understand your point of view, but have you thought about...



Clarify

Asking questions to make things clearer and check understanding

"So you are saying...

"Does that mean...

"Can you clarify what you mean by...



Summarise

Identify and recap main ideas

"So far we have talked about...

"The main points raised today were...

"Our discussion focused on...



Build

Develop add to or elaborate on an idea

"Building on _____ idea...

"I agree and would like to add...

"_____ 's idea made me think of...



EYFS listening wheel



Listening wheel

