Oracy at Oldswinford CofE Primary School.

What is oracy?

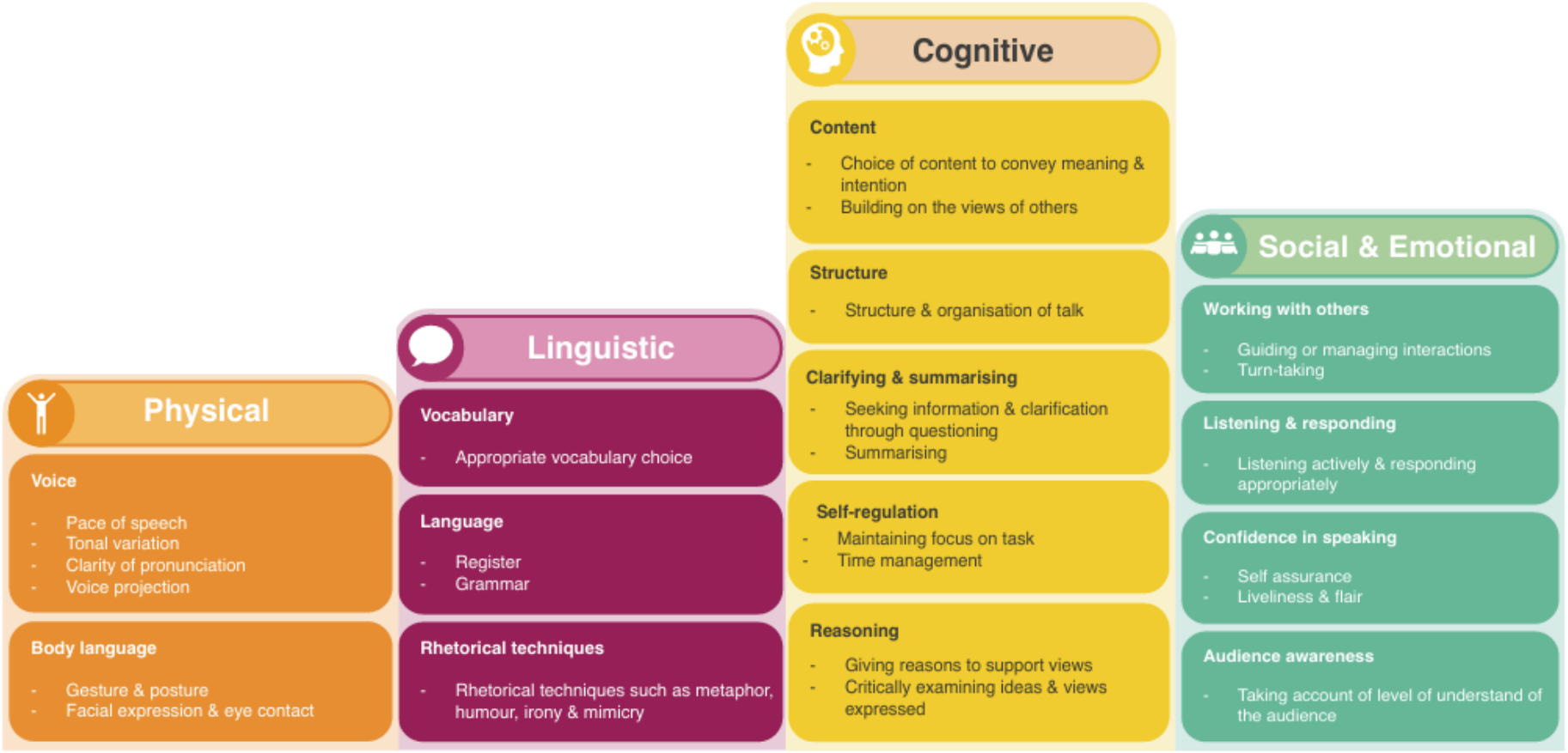
Oracy is the ability to **use spoken language effectively** — to speak, listen, and communicate with clarity, confidence, and purpose. It includes how pupils use their **voice**, their **language choices**, their **thinking**, and their **social interaction** to express ideas, build understanding, and engage with others.

More formally, oracy is the **development of purposeful, skillful talk**, enabling pupils to:

- articulate ideas clearly
- listen actively and respond appropriately
- reason, explain, and justify
- collaborate and communicate with different audiences
- use spoken language to support learning across the curriculum

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.



This Oracy Progression of Skills document has been developed using the Voice 21 Oracy Framework and provides a clear overview of how we develop oracy skills at our school.

The document is organised around the four strands of the framework:

- **Physical** – how we use our voice and body language
- **Linguistic** – the language and vocabulary we use
- **Cognitive** – the thinking and reasoning behind our talk
- **Social and Emotional** – how we interact with and respond to others

It supports teachers in planning purposeful opportunities for talk, assessing pupils' development, and ensuring continuity in learning across the school. Whilst the progression is organised into year groups to support curriculum planning, it is recognised that children develop oracy skills at different rates.

As a result, some pupils may be working on skills from an earlier or later year group, depending on their individual stage of development. By providing a shared understanding of oracy development, the document helps ensure that all pupils are supported to become confident, articulate and effective communicators.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical ***Voice:*** *Pace of speech *Tonal variation *Clarity of pronunciation *Voice projection ***Body language:*** *Gesture & posture *Facial expression & eye contact	Uses voice audibly; experiments with volume; begins to use gestures; early awareness of posture when speaking.	Speaks clearly; uses simple gestures; begins to control volume; shows awareness of eye contact.	Uses appropriate volume; controls pace; uses gestures to support meaning; maintains eye contact.	Uses clear articulation; varies pace and volume; uses posture and gesture deliberately.	Uses expression and intonation; controls breathing; uses gesture and posture confidently.	Uses vocal projection; adapts physical presence for audience; uses gesture purposefully.	Demonstrates confident physical presence; uses intonation, pace, and gesture to enhance meaning; presents with control and poise.
Linguistic *Appropriate vocabulary choice* *Register* *Grammar* *Rhetorical techniques e.g. metaphor, humour, irony etc.*	Uses simple vocabulary; begins to form sentences; experiments with new words.	Uses complete sentences; begins to use topic-specific vocabulary; responds using simple language structures.	Uses varied vocabulary; begins to structure talk logically; uses conjunctions to extend ideas.	Uses increasingly precise vocabulary; structures talk clearly; uses language to clarify and explain.	Uses ambitious vocabulary; adapts language for audience; uses varied sentence structures.	Uses subject-specific vocabulary confidently; uses rhetorical devices; structures extended talk.	Uses sophisticated vocabulary; adapts register; structures complex explanations and arguments.

Cognitive *Content* *Structure* *Clarifying* *Summarising* *Self regulation* *reasoning*	Shares simple ideas; begins to listen and respond; shows early reasoning.	Gives simple reasons; begins to sequence ideas; listens and responds appropriately.	Explains thinking; begins to justify ideas; follows a line of reasoning.	Builds on others' ideas; reasons logically; explains processes clearly.	Justifies opinions; evaluates ideas; uses talk to problem-solve.	Uses evidence to support ideas; reasons systematically; critiques viewpoints.	Constructs well-reasoned arguments; evaluates evidence; uses talk to explore complex ideas.
Social and emotional *Working with others* *Listening and responding* *Confidence in speaking* *Audience awareness*	Takes turns; listens to others; begins to show awareness of audience.	Works with partners; listens respectfully; responds appropriately.	Collaborates in groups; shows empathy; adapts talk for different listeners.	Participates constructively; shows confidence; manages disagreements respectfully.	Leads small-group talk; shows sensitivity to others; adapts communication style.	Facilitates group discussion; shows emotional awareness; supports peers' contributions.	Leads whole-group talk; shows maturity and empathy; adapts communication for purpose and audience.
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Oracy is not taught in isolation at Oldswinford. It is embedded throughout our curriculum and the wider school life. We provide the children with a wide range of opportunities to develop their physical, linguistic, cognitive and social and emotional strands of oracy through purposeful and authentic experiences. Here are some of the ways that we prioritise oracy.

Role-play Role play is used extensively to develop vocabulary, communication, imagination, collaboration, and confidence. Pupils engage in structured and open-ended role-play scenarios that encourage expressive language, turn-taking, and purposeful talk.	**Oracy in the classroom** Daily classroom practice includes drama, discussions, debates, partner talk, and collaborative learning tasks. Teachers model high-quality talk and provide structured opportunities for pupils to articulate ideas, reason verbally, and respond to others.	**Productions / performances** Pupils practise speaking clearly, projecting their voice, performing, and presenting information to an audience.
Reading Buddies Older pupils support younger pupils with reading. This develops speaking and listening skills, questioning, explaining ideas, and building confidence in communication.	**Year 6 Ambassadors** Y6 pupils act as ambassadors for the school. They lead tours, speak to visitors, and represent pupil voice, developing confidence, professionalism, and effective communication.	**Daily storytime** Giving pupils a safe, structured space to listen, respond, question, imagine, and articulate ideas.
Reading Ambassadors Pupils share new book releases, favourite authors and personal reading experiences with the school community. This builds confidence in speaking publicly and expressing ideas clearly.	**Show and Tell / In the Spotlight** Regular opportunities for pupils to present objects or experiences to their class. This develops vocabulary, confidence, and structured speaking.	**School Council / Eco Warriors** Pupils lead discussions, represent peers, and communicate ideas to staff. This develops leadership, persuasive speaking, and collaborative communication.
Questioning Across the curriculum, pupils are encouraged to ask questions, reason, explore ideas, and articulate their thinking. This promotes critical thinking and effective communication.	**Worship** Deliberately designed so pupils **reflect**, **agree or disagree**, and **challenge viewpoints respectfully**, enabling them to develop confidence, reasoning, and empathy.	**Workshops and visits** Art / DT workshops / visits / visitors provide rich opportunities for pupils to develop high-quality talk. They help to strengthen pupils' ability to **observe**, **describe**, **explain**, **reason**, and **evaluate**, using spoken language as a tool for thinking and communicating.