



# Torkington Primary School: Oracy Policy

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## School Vision and Oracy

At Torkington Primary School, we believe it is our moral imperative for all children, regardless of background, to achieve their very best. We strive to ensure all pupils are equipped with the skills they need to use their voice for success in school and their future life. By maintaining high expectations and a consistent approach to how children learn both *through* and *to* talk, we provide the best possible foundation for their communication and language skills.

### 1.1 Aims

The overarching aim for oracy at Torkington is to cultivate a comprehensive set of communication skills that enhance student engagement and lead to improved academic outcomes. Our oracy education aims to:

- **Foster Wellbeing:** Boost confidence and support students through key transitions.
  - **Promote Social Equity:** Ensure every student has the opportunity to develop their voice and be heard.
  - **Equip for Life:** Provide tools for active participation in democratic and civic life and boost future employability.
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## Subject Intent, Implementation, and Impact

### 2.1 Subject Intent

We view oracy—the ability to articulate ideas, develop understanding, and engage with others through spoken language—as a powerful tool for learning. Our vision is to build a shared culture of oracy that maximises opportunities for pupils to use their voices in meaningful contexts both in and beyond the classroom.

### 2.2 Subject Implementation

Torkington Primary School utilizes the **Voice 21 Oracy Framework**, which addresses four key strands of successful communication:

1. **Physical:** Voice projection, gesture, and body language.
2. **Linguistic:** Vocabulary choice, grammar, and rhetorical techniques.
3. **Cognitive:** Content choice, reasoning, and summarising.
4. **Social & Emotional:** Working with others, listening, and audience awareness.

### Classroom Strategies:



- **Talk Groupings:** Teachers use varied protocols such as **Pairs, Trios, Traverse, Fishbowl, Onion, and Circle** to ensure every child has a chance to speak.
- **Talk Tactics:** Pupils are encouraged to take on specific roles during discussions, such as **Instigator, Builder, Challenger, Clarifier, Prober, or Summariser**.
- **Scaffolding:** Sentence stems and key vocabulary are used to help children think strategically about their contributions.

### 2.3 Subject Impact

A successful oracy curriculum at Torkington will:

- **Improve Academic Outcomes:** Develop learners who think critically and reason together.
  - **Enhance Fluency:** Enable children to speak with confidence, clarity, and fluency in various situations.
  - **Promote Empathy:** Encourage children to be open-minded and value the contributions and views of others.
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### 3.0 Oracy Across the Curriculum

Oracy is not a standalone subject but is integrated across all areas of school life.

- **Planned Experiences:** Include drama, talk partners, problem-solving in maths, and formal presentations.
  - **Beyond the Classroom:** Opportunities include assemblies, student leadership (School Council), debates, and school productions.
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### Roles and Responsibilities

#### 4.1 Class Teacher

- Follow policy guidance and implement teacher benchmarks for oracy.
- Model ambitious norms for talk and provide oracy-specific praise based on the four strands.

#### 4.2 Subject Leader

- Plan a progressive Long-Term Plan based on the National Curriculum.
- Support staff through CPD and oversee delivery through learning walks and pupil voice.

#### 4.3 Senior Leadership Team

- Advocate for oracy and ensure it remains a school priority.
- Support the subject leader in monitoring delivery and impact.



## Inclusion: SEND and EAL

At Torkington Primary School, we believe that every child has a right to a high-quality oracy education, regardless of their background or starting point. We recognise that for some children—including those with Special Educational Needs and Disabilities (SEND) or those for whom English is an Additional Language (EAL)—speaking and listening may present specific challenges. To ensure these pupils can thrive, we implement the following:

**Scaffolding for Success:** We use visual aids, sentence stems, and "Talk Tactics" to provide a clear structure for students who may struggle to initiate or sustain conversation.

**Targeted Support:** Vocabulary is explicitly taught and modeled to bridge the "word gap" and empower students with the linguistic tools they need to express complex ideas.

**Safe Communication Environments:** By using structured groupings like "Pairs" or "thinking time," we allow students to practice their ideas in low-stakes environments before sharing with a larger audience.

**Valuing Diversity:** We celebrate the diversity of accents, dialects, and languages within our school, ensuring that all voices are heard and valued as part of our inclusive culture.

**Adaptive Delivery:** Teachers adapt oracy objectives from the whole-school progression map to meet the individual developmental needs of their pupils, ensuring that every child makes progress across the four strands

**Collaborative Practice:** Our teachers work closely with the Subject Leader and SENDCo to ensure that oracy objectives are adapted to suit the individual developmental stages of our pupils, ensuring that high expectations remain accessible for everyone.

**Modelling Ambitious Talk:** Staff consistently model clear, fluent, and standard English, providing a strong linguistic environment that supports the natural development of speech and language skills.

**Early Identification:** We use the Oracy Framework's four strands, to help identify specific areas where a child may require additional speech and language support from a speech and language therapist. This may be through a targeted program such as NELI, WELCOM or speech link. Where individualised support is needed a Speech and language plan is provided by our Speech and language therapist.