

Avonwood Primary School

Oracy Policy



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Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons which fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If 'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teaches and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' where we share a high-quality text as a class. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens, and our eight Earth Charter principles are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

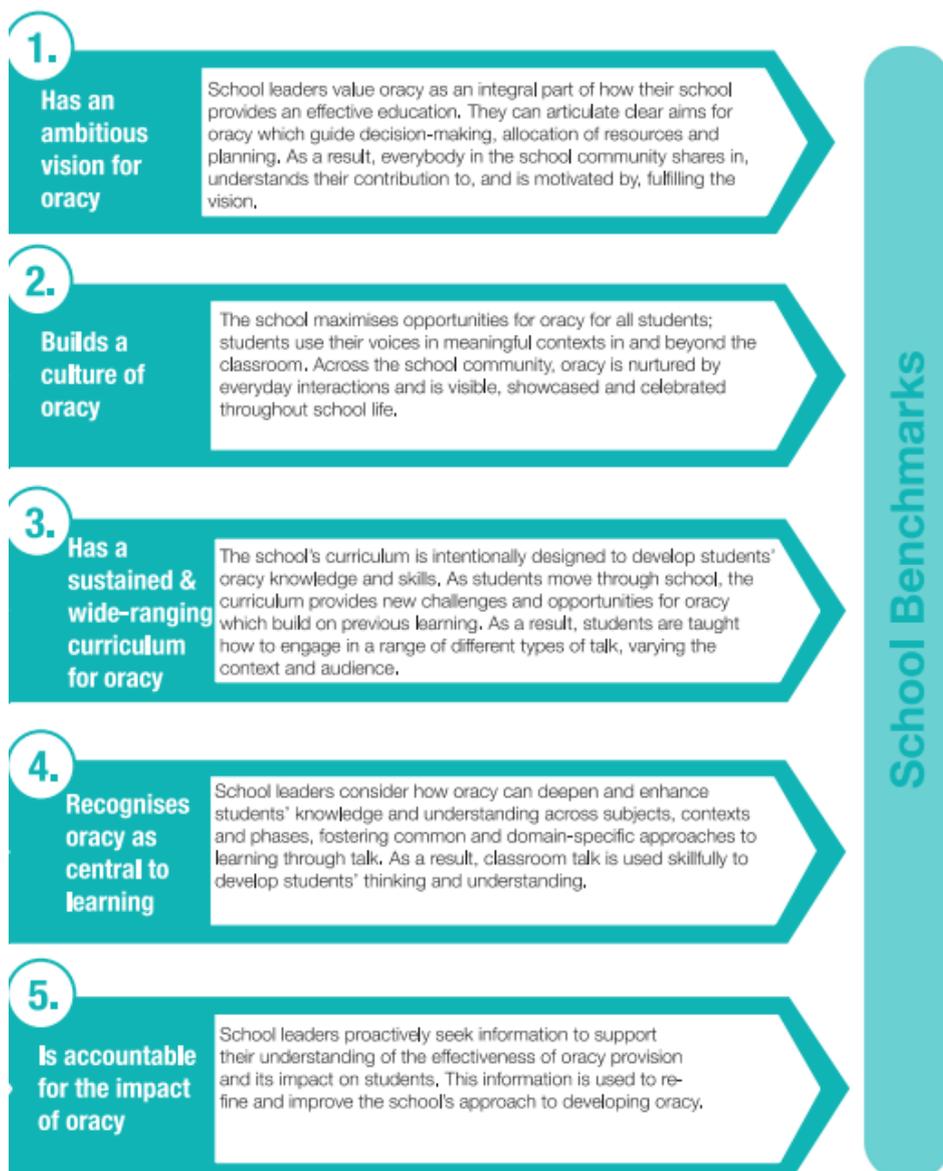
1.1 How Our Whole School Vision Links with Oracy

At Avonwood, we strive to ensure all pupils are equipped with the skills that they need to be able to use their voice for success in school and in their future life. Having high expectations and a consistent approach to how children learn both through and to talk ensures that children are given the best possible foundation for their communication and language skills.

Across the school, we incorporate the teaching of oracy skills within our curriculum. We follow the Voice 21 school benchmarks, oracy framework and use core talk tactics and techniques to ensure that **every voice is valued**. Through developing speaking and listening skills, all children and young people, regardless of their background, are provided with access to high quality oracy education enabling them to develop the communication skills and confidence necessary to thrive in the 21st Century.

Aims:

The overarching aim for oracy is to cultivate a comprehensive set of communication skills that significantly enhance student engagement in learning, leading to improved academic outcomes. By fostering wellbeing and confidence, oracy supports students through key transitions and boosts their future employability. It equips them with the necessary tools to actively participate and thrive in democratic and civic life, while also promoting social equity by ensuring that all students have the opportunity to develop their voice and be heard.



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

At Avonwood Primary School, we believe spoken language to be fundamental to the achievement of our pupils. We see oracy (the ability to articulate ideas, develop understanding and engage with others through spoken language) as a powerful tool for learning and believe that by teaching students to become more effective speakers and listeners, we will be empowering them to not only understand themselves but also each other and the world around them.

To ensure that we are teaching oracy skills across the curriculum and providing our children with a range of oracy opportunities, including a variety of audiences, we have partnered with Voice 21 (a charity which aims to improve the teaching of oracy in schools) and United Learning. We are working to develop a high-quality oracy education for Avonwood which will enable students to learn through talk and to talk.

Vision

At Avonwood, we view oracy as a tool to deepen and enhance children's knowledge and understanding across subjects, using a consistent approach across the key stages. We aim to build a shared culture of oracy which maximises opportunities for our pupils to use their voices in meaningful contexts in and beyond the classroom. Our children are encouraged to explore ideas through talk; to challenge each other's opinions; and to develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

We aim to ensure that teachers and leaders are equipped with the skills to develop oracy for teaching and learning, to plan for talk across the curriculum and to elevate speaking beyond the classroom. This will, in turn, enable children to improve their levels of oracy so that all pupils are able to communicate effectively in front of any type of audience, therefore developing confidence, spoken language and written outcomes across and beyond the curriculum.

Rationale

Across the country, many pupils start early school life without the oracy skills relevant for their age. Therefore, from the very outset of primary school, we strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school.

Oracy is essential for boosting students' academic confidence across subjects. Having an oracy-rich classroom where students are given the space to explore their ideas with their peers can make them feel more confident in their own ideas as well as their academic performance.

Since oracy helps pupils learn both to talk and through talk, it allows pupils to gain the knowledge and confidence that they need to be able to use a range of talk types in various contexts. It also helps pupils on a cognitive level; by discussing topics and ideas that they are learning about and by hearing and engaging with the ideas and opinions of their peers, children can deepen their understanding across all subjects and phases. Research has shown that *"spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain, rather than simply give the expected answers, can boost primary pupils' Maths, Science and English results."* (Education Endowment Foundation, 2017).

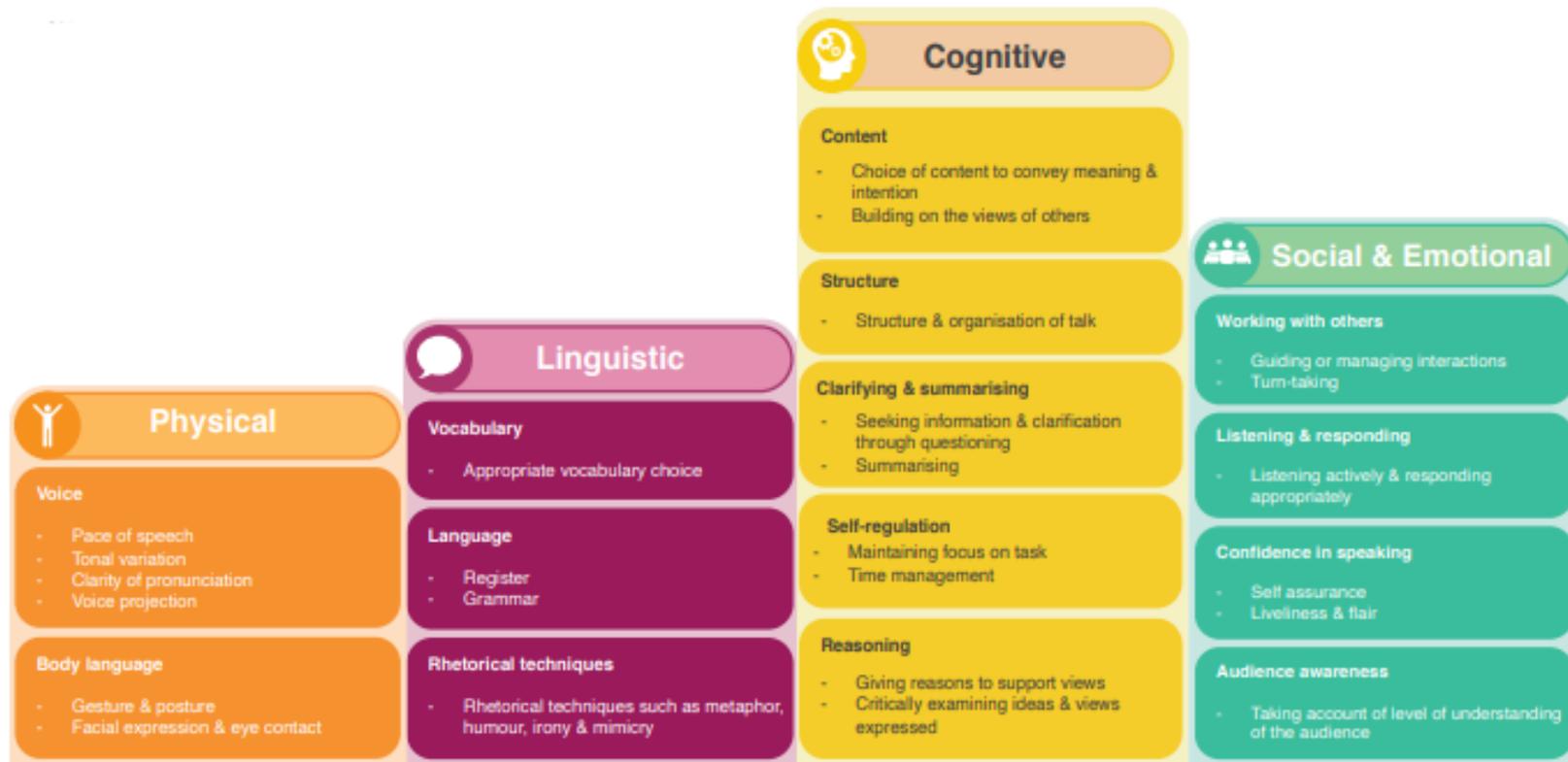
As a staff, we foster respectful and productive relationships amongst ourselves and with our pupils, their parents and carers, and with the wider community. We place a high priority on supporting the development of good speaking and listening skills amongst all our pupils.

2.2 Subject Implementation

The Oracy Framework – the purpose of talk

Oracy is central to all learning and by using the Oracy Framework (provided by Voice 21), we can address the four key strands which enable successful discussion, inspiring speech and effective communication.

Our curriculum is intentionally designed to develop and cascade oracy knowledge and skills. As our children move through Avonwood, our curriculum provides new challenges and opportunities to build upon previous oracy learning. We have therefore worked carefully to adapt the Voice 21 resources to ensure that they are used effectively for our school. By the end of an academic year, each year group will have spent time familiarising themselves with the four key strands in the order that we have chosen as a school: Physical; Social and Emotional; Linguistic; and Cognitive.



Use of different groupings to structure talk

When carefully planned and executed, discussion is a powerful tool for learning. During a discussion, students are actively involved in the development of their own knowledge and must constantly re-evaluate their position in relation to others. At Avonwood, we ensure that opportunities for talk are regular, purposeful, appropriately pitched and thoroughly planned to ensure that children are well prepared to meet expectations. Through using a variety of group protocols, we ensure that everyone in the group has the chance to have their say.

Groupings

Different groupings support different types of talk

Trios

Talk with two other people. Alternatively, talk to a partner while a third person listens in and summarises or critiques the discussion. Or two people talk and the third listens in to summarise and critique the discussion.



Traverse

Stand in two parallel lines opposite a partner. Change partners by moving one person down to the other end of the line.



Pair

Talk to a partner



Circle

Groups of six or more people face each other in a circle. You can step inside the circle, one at a time, to speak to the whole group.



Fishbowl

Similar to an onion, but the people in the inner circle face each other while the people on the outer circle observe the inner circle's discussion.



Onion

Form an inner circle and an outer circle. If you're in the inner circle stand back to back, facing a partner on the outer circle. Speak to a new partner by rotating the inner or outer circle.



Nest

Stand apart from each other and whisper your ideas to yourself.



Use of talk tactics to scaffold talk

We establish and model ambitious and challenging norms for talk, ensuring that children understand the expectations for talk within our classrooms. Talk Tactics are used in lessons to encourage pupils to think strategically about their contributions to group talk. Providing pupils with roles to play in discussions helps to manage talk and encourages the development of certain speaking and listening skills. This is further supported by the use of sentence stems and key vocabulary in lessons. Our graduated approach to introducing the sentence stems means that children have the opportunity to consolidate from previous years.

Talking Roles



Instigator

The person who starts the discussion

Will say:

- "I would like to start by saying..."
- "I think the first thing we should consider is..."
- "To begin with let's talk about..."



Builder

Develops, adds to or runs with an idea

Will say:

- "I agree and I'd like to add..."
- "Linking to your point..."
- "Building on that idea..."



Challenger

Disagrees with or presents an alternative argument

Will say:

- "That's true, but have you considered..."
- "You mentioned X but what about..."
- "I hear what you're saying, but..."



Clarifier

Makes things clearer and simplifies ideas by asking questions

Will say:

- "What do you mean when you say..."
- "Could you tell me more about..."
- "Does that mean that..."



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

- "What evidence do you have to support that?"
- "How does that support your argument?"
- "How did you come to that conclusion?"



Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

Will say:

- "Overall, the main points covered were..."
- "In summary..."
- "From today's discussion, it's clear that..."

Oracy across the curriculum

Our school values the development of oracy as a fundamental skill for learning and life. We promote the use of exploratory talk to encourage pupils to think aloud, share ideas, question, and build understanding collaboratively. This form of talk supports reasoning, problem-solving, and critical thinking within a safe environment where mistakes are seen as opportunities for growth.

Alongside this, we foster presentation talk, enabling pupils to communicate confidently and clearly to an audience. Through structured opportunities such as debates, speeches, and class presentations, students learn to organise their thoughts, use appropriate language, and engage listeners effectively. Together, these approaches ensure that pupils develop both the ability to explore ideas deeply and the confidence to articulate them with clarity and purpose whilst being aware of the focus audience.

We aim to develop and encourage fluent speakers, who can confidently articulate their ideas in a wide range of situations. Pupils should have a range of planned oracy experiences across all subjects (this is not an exhaustive list):

- drama;
- talk partners;
- listening to stories;
- reading lessons;
- preparation for writing;
- visiting speakers;
- giving and receiving instructions;
- paired/collaborative work;
- problem solving in maths;
- presentation of learning;
- peer collaboration across year groups.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum which include (but are not limited to) the following:

- assemblies, including class assemblies;
- student leadership roles;
- school council, eco-council and other pupil voice activities;
- end of unit showcase events to parents/carers;
- debate club;
- extra-curricular and year group productions (Christmas and Year 6 end of year productions);
- school trips;
- music events.

2.3 Subject Impact

We value oracy as an integral part of children's education. At Avonwood, we also believe the benefits of oracy skills go far beyond academic achievement and employability; they boost a range of social, emotional, and interpersonal skills, including self-confidence, self-awareness, resilience, and empathy.

A successful oracy curriculum at Avonwood will:

- Increase enjoyment of learning – learning is rich and enjoyable when students bring their own voices and experiences to school life.
- Improve academic outcomes – developing learners who think critically, reason together and have a wide vocabulary to express their knowledge and understanding.
- Foster wellbeing and confidence – empowering children to build successful relationships and understand that their voice has a value.
- Support transitions and enhance employability – oracy helps students flourish in further education and employment.

By the time that our children leave Avonwood Primary School, we want them to be able to possess the oracy skills to support them in their next stage of education. Oracy at Avonwood will enable our children to develop and embed a variety of speaking and listening skills:

- speaking with confidence, clarity and fluency;
- recognising the value of listening;
- being confident in the value of their own opinions and being able to express them to others;
- adapting their use of language for a range of different purposes and audiences, including using Standard English;
- sustaining a logical argument and responding to others appropriately;
- concentrating, interpreting, and responding appropriately to a wide range of listening experiences;
- being open-minded, valuing the contribution of others and taking account of their views;
- appreciating the diversity of languages, dialects and accents in the school;
- sharing their learning in an engaging, informative way through formal presentations.

3.0 Sequencing of the Avonwood Oracy Curriculum

3.1 Whole School Overview: The Four Strands of Oracy

This framework of skills will be taught in a sequenced progression through age-appropriate objectives and implemented through different areas of the curriculum.

The Oracy Framework isolates the key components of spoken communication, breaking them into four different areas: linguistic, physical, cognitive and social & emotional.

Oracy Framework Progression Map 				
	Physical	Linguistic	Cognitive	Social and Emotional
EYFS	<ul style="list-style-type: none"> To turn their body towards the speaker for an appropriate amount of time. To use gesture to support meaning in play. To speak at an appropriate volume to be heard clearly by others. 	<ul style="list-style-type: none"> To use talk in play to practise new vocabulary. To use words more specifically to make their meaning clear (e.g. using adjectives to describe which one) when prompted/supported by an adult. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. 	<ul style="list-style-type: none"> To ask questions. To use 'and' to link their ideas. To describe events that have already happened. To describe events currently happening and what might happen next. To use 'because' to develop their ideas. 	<ul style="list-style-type: none"> To use talk to take on roles in imaginative play. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently. To listen to an instruction without needing to stop a simple activity.
Year 1	<ul style="list-style-type: none"> To use body language to show listening. To experiment with adjusting volume. To experiment with adjusting pace. To experiment with adjusting tone. 	<ul style="list-style-type: none"> To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...'). To use vocabulary specific to the topic at hand. To use conjunctions to organise and sequence ideas (e.g. firstly, secondly, finally). To independently use words specifically to make their meaning clear in conversation (e.g. using adjectives to describe which one). 	<ul style="list-style-type: none"> To acknowledge differing opinions. To explain ideas and events in chronological order. To offer reasons for opinions. To disagree with someone else's opinion politely. 	<ul style="list-style-type: none"> To listen carefully to others. To participate in group discussions independently of an adult. To give details that they know are important and will influence the listener (e.g. Chloe fell over; she wasn't pushed)
Year 2	<ul style="list-style-type: none"> To use gesture to support the delivery of ideas (e.g. gesturing towards someone if referencing their idea). To speak clearly and confidently within their class environment. To speak clearly and confidently outside of their class environment (e.g. lunchtime, playtime) To speak clearly and confidently to new adults and peers. 	<ul style="list-style-type: none"> To use sentence stems to signal when they are building on or challenging others' ideas. To use newly learnt vocabulary in an appropriate way. To use begin to use vocabulary for effect (e.g. exaggeration to make stories more exciting: "I made the biggest sandcastle in the world!") To consider how to adapt speech in different situations according to audience (e.g. friends, parents, teachers etc). 	<ul style="list-style-type: none"> To make connections between what has been said and their own experiences. To build on others' ideas in discussions. To ask questions to find out more about a subject. To make connections between what has been said and others' experiences. 	<ul style="list-style-type: none"> To take turns, listen and respond in two-way conversations. To develop an awareness of audience, (e.g. what might interest a certain group). To encourage everyone to contribute. To take turns, listen and respond in group conversations. To speak with confidence in front of a small familiar group.

<p>Year 3</p>	<ul style="list-style-type: none"> To experiment with adjusting pace for different audiences. To experiment with adjusting volume for different audiences. To consider posture (how we stand) when addressing a small group. To experiment with adjusting tone for different audiences. To consider posture (how we stand) when addressing the class. 	<ul style="list-style-type: none"> To begin to use specialist (technical) vocabulary in small groups when modelled by an adult. To explore language choices for effect (e.g. exploring synonyms). To begin to use specialist (technical) vocabulary independently when modelled by an adult. To begin to independently make precise language choices for effect (e.g. describing a cake as 'delectable' instead of 'nice'). 	<ul style="list-style-type: none"> To be able to summarise a paired discussion. To offer opinions that aren't their own during a class discussion. To be able to summarise a small group discussion. To reach shared agreement in discussions. To reflect on discussions and identify how to improve. 	<ul style="list-style-type: none"> To be aware when a message is not clear and ask for an explanation. To listen actively, questioning and responding to others. To show awareness of the need to talk differently to adults and peers. To be aware of what the listener knows already and begin to adapt conversation accordingly. To speak with confidence in front of a familiar audience.
<p>Year 4</p>	<ul style="list-style-type: none"> To consider how pace effects meaning. To consider how volume effects meaning. To consider placement when addressing a small group. To consider how tone effects meaning. To use intonation to help emphasise their point. 	<ul style="list-style-type: none"> To begin to use rhetoric devices. To carefully consider the words and phrasing they use to express their ideas. To independently use specific specialist (technical) vocabulary when guided by an adult. To independently use specialist (technical) vocabulary when discussing a known topic. 	<ul style="list-style-type: none"> To be able to give supporting evidence (e.g. citing a text, a previous example or a historical event). To reflect on their own oracy skills and identify areas of strength. To reflect on their own oracy skills and identify areas to improve. To ask probing questions. 	<ul style="list-style-type: none"> To understand the interests of peers. To identify clearly what they have not understood and be specific about what additional information they need. To use more natural cues for inclusive turn taking within discussions. To consider the impact of their words on others when giving feedback. To reflect on audience reactions. To develop an awareness of audience based on audience reactions.
<p>Year 5</p>	<ul style="list-style-type: none"> To project their voice when addressing the whole class. For body language to naturally mirror talk accordingly. To project their voice when addressing the year group. To use movement when addressing the class. To project their voice when addressing a larger audience. To adjust tone to influence meaning. To use movement when addressing a larger audience. 	<ul style="list-style-type: none"> To use rhetoric devices appropriately. To select specific vocabulary appropriate to the topic at hand. To use an increasingly sophisticated range of sentence stems with accuracy. To use a sophisticated range of sentence stems with accuracy. 	<ul style="list-style-type: none"> To use questions to help conversation flow. To be able to draw upon knowledge of the world to support their own point of view. To be able to draw upon knowledge of the world to explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. 	<ul style="list-style-type: none"> To listen actively for extended periods of time. To reflect on someone else's oracy skills and identify areas of strength. To speak with flair and passion about a topic of interest. To develop an awareness of audience and adapt accordingly.
<p>Year 6</p>	<ul style="list-style-type: none"> To adjust tone, volume and pace for a given purpose and audience. To have a stage presence in front of the year group (use of body language and appropriate gestures; voice projection). To show interest through tone of voice. To have a stage presence in front of a larger audience (movement when addressing audience; voice projection). 	<ul style="list-style-type: none"> To be comfortable using idioms and expressions. To use rhetoric devices appropriately. To use a sophisticated range of sentence stems with accuracy. To vary sentence structures and length for effect when speaking. To use sophisticated vocabulary appropriate to the context and purpose of talk. To begin to use appropriate sarcasm. 	<ul style="list-style-type: none"> To use questions to help conversation flow. To construct a detailed argument or complex narrative. To assess different viewpoints and present counterarguments. To acknowledge and explain changes of position. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. 	<ul style="list-style-type: none"> To listen actively for extended periods of time. To develop an awareness of group dynamics and invite those who haven't spoken to contribute. To reflect on someone else's oracy skills and identify areas of strength and areas to improve. To recognise when to add detail or leave information out according to how much is already known by the listener. To use humour effectively. To be able to read a room or a group and take action accordingly (e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions).

3.2 Whole School Overview - Talk Tactics Progression

Children are encouraged to use 'Talk Tactics' to support them in developing their oracy skills across the curriculum. A Talk Tactic Progression Map has been created to ensure there is a progression of skills that are being consolidated and built upon throughout the school.

Year group	Talk Tactics	Sentence stems
EYFS	 Instigate  Build  Challenge	"I think..." "Yes, and..." "I disagree because..."
Year 1	 Instigate  Build  Challenge  Summarise	"I think..." "Yes, and..." "I agree because..." "I disagree because..." "The main things we spoke about today were..."
Year 2	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I think..." "Yes, and..." "I agree because..." "Building on X's idea..." "I disagree because..." "The main things we spoke about today were..." "Why do you think...?" "So, are you saying...?"
Year 3	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you, X, I think..." "The main things we spoke about today were..." "Why do you think...?" "So, are you saying...?" "Does that mean...?"
Year 4	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you, X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think...?" "Can you provide an example...?" "So, are you saying...?" "Does that mean...?"
Year 5	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "I disagree because..." "To challenge you, X, I think..." "Our discussion focused on..." "So far we have talked about..." "Why do you think...?" "Can you provide an example...?" "So, are you saying...?" "Does that mean...?"
Year 6	 Instigate  Build  Challenge  Summarise  Probe  Clarify	"I would like to start by saying..." "We haven't yet talked about..." "Building on X's idea..." "I agree and would like to add..." "X's idea made me think..." "I disagree because..." "To challenge you, X, I think..." "I understand your point of view, but have you thought about...?" "Our discussion focused on..." "So far we have talked about..." "The main points raised today..." "Why do you think...?" "Can you provide an example...?" "What evidence do you have to support X idea?" "So, are you saying...?" "Does that mean...?" "Can you clarify what you mean?"

3.3 Whole School Overview – Talk Group Progression

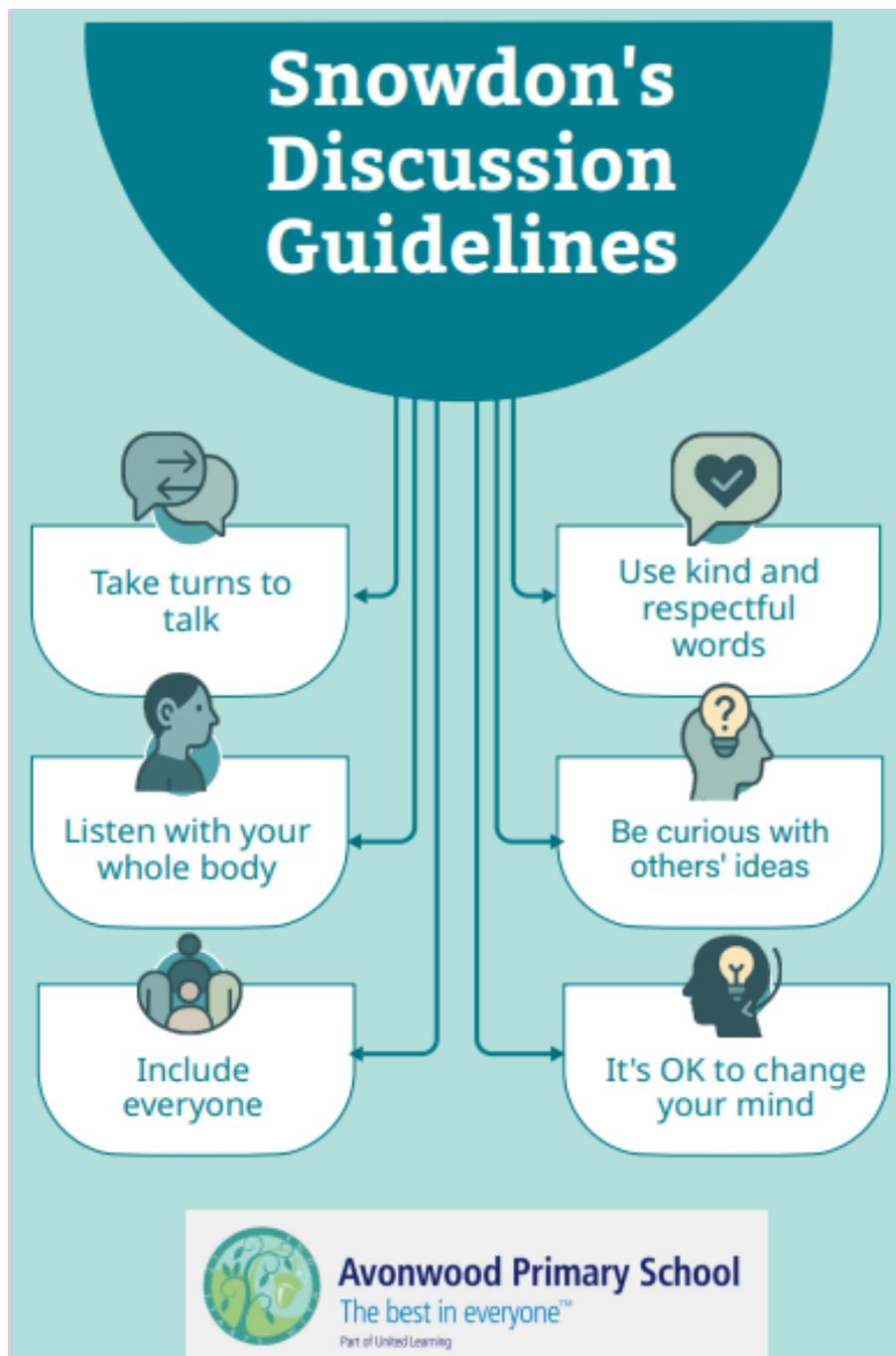
A Talk Group Progression Map has been created to systematically introduce children to a range of group dynamics, ensuring they build confidence and competence in collaborative discussion across different contexts.

Talk Group Progression 							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Groupings							
	Nest	Nest	Nest	Nest	Nest	Nest	Nest
							
	Pair	Pair	Pair	Pair	Pair	Pair	Pair
							
	Trio (supported)	Trio (supported)	Trio	Trio	Trio	Trio	Trio
							
	Traverse (supported)	Traverse (supported)	Traverse (supported)	Traverse	Traverse	Traverse	Traverse
							
	Circle	Circle	Circle	Circle	Circle	Circle	Circle
							
					Fishbowl	Fishbowl	

4.0 Oracy Resources

4.1 Discussion Guidelines

All classrooms have created their own discussion guidelines to ensure that speaking and listening skills are at the heart of our practice. An example of how a this can be seen below.



4.2 An Example of Oracy Specific Praise in the Classroom

When offering our pupils verbal feedback and praise in the classroom, we consider each strand of the Oracy Framework and its objectives to ensure that oracy skills are fully embedded into our classrooms. An example of how we may praise children for their use of one of the four strands can be seen below.



Physical

Amazing, you were speaking at just the right volume for a trio discussion!

Your body language showed me that you were very open to other people's ideas.

It was wonderful how you paused just for a moment to let what you were saying sink in.

I could hear how you adjusted your pace depending on what point you wanted to get across.



Linguistic

I loved the image you created of...

All of the words you choose reinforced a sense of...

Great use of specialist vocabulary, you sounded like an expert!

The way you spoke made you sound like an authority on...



Cognitive

You offered great reasons for your ideas.

The example you gave was particularly powerful because...

I liked how you used probing questions to find out more.

It really helped me to understand your thinking when you used firstly, then, finally.



Social & Emotional

Well done for inviting someone into the discussion.

Thank you for asking me what I think too and taking turns.

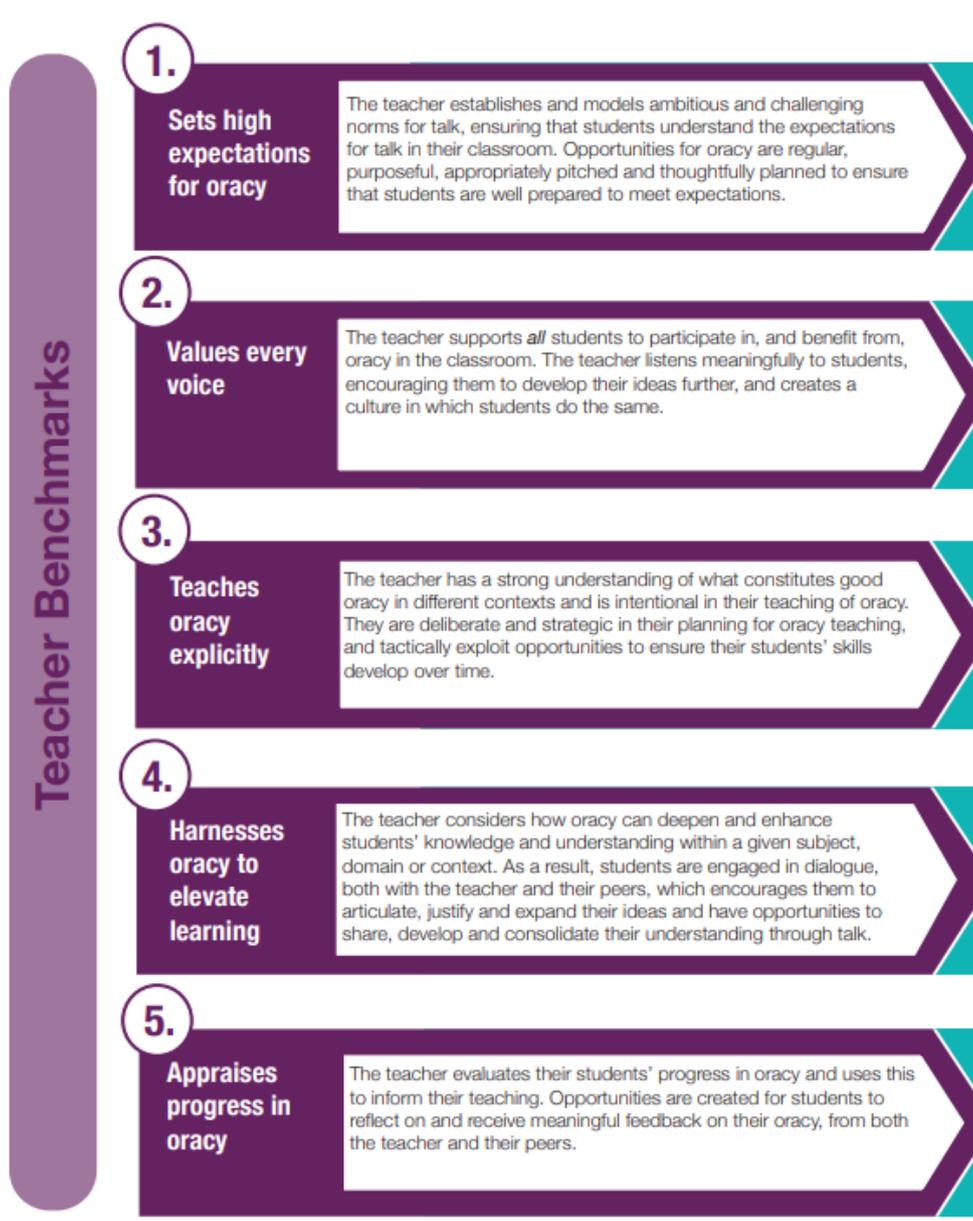
Great work looking at the person when you were speaking and listening.

You spoke really passionately and confidently. Well done!

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work. All teachers should implement the teacher benchmarks for oracy within their practice.



5.2 Subject Leader

The role of the subject leader is inclusive of a range of actions:

- Plan a progressive Long-Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit.
- Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through a variety of methods:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link who has their own actions to follow:

- Support the subject leader to:
 - Be an advocate for the subject.
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice.
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan.
 - Work together so that school priorities can be identified and prevent all subjects from being promoted and developed at the same time.