ST THERESA'S CATHOLIC PRIMARY SCHOOL



Oracy Policy

2026-2027

Subject leader:	**Mrs H Caudwell**
Date adopted: October 2026	**Review Date: October 2027**

St Theresa's Catholic Primary School

Oracy Policy 2026–2027
Overarching Priority: Develop Oracy – "We Use Our Words"

Rationale

At St Theresa's, we recognise that **oracy underpins all learning**. The ability to speak, listen and communicate effectively enables pupils to:

- articulate their thoughts clearly, • engage with others confidently, and
- access the curriculum fully.

Oracy enriches vocabulary, reasoning, listening, and expression, and supports wider development in:

- reading and writing,
- behaviour and relationships,
- curriculum understanding, and • social and emotional wellbeing.

Our bespoke school phrase, **"We use our words"**, encourages children to articulate their ideas, take ownership of their learning, and become confident communicators in school and beyond.

School Development Plan (SDP) Priorities 2025–2026

Overarching Priority: Develop Oracy – "We Use Our Words"

1. **Curriculum and Pedagogy** ○ Embed oracy strategies across all subjects. ○ Systematically teach opportunities for spoken language in each curriculum area.
    - Use approaches from Chris Quigley's training and the 'Tongue Fu' programme including **Explorer Talk** and **Presenter Talk**.
2. **Teaching and Learning** ○ Ensure consistent expectations for full-sentence responses, openended questioning, and clarifications.
    - Incorporate **Rosenshine's Principles of Instruction** to support retrieval, modelling, and practice of vocabulary.
    - Embed **subject-specific vocabulary**, with explicit teaching of **tiered vocabulary**.

3. **Pupil Development** ○ Develop pupils' skills in reasoning, listening, expression, and organisation of thinking.

- Increase confidence through regular presentation, debate, and discussion opportunities. ○ Enhance vocabulary and articulation across academic and social contexts. ○ Support social and emotional development through structured talk and the **SHINE techniques** in literacy lessons.

4. **Inclusion and Equity** ○ Use oracy strategies to help close attainment gaps. ○ Provide scaffolds and models (e.g. **Fraya Models**, etymology, synonyms, antonyms) to ensure all children access rich vocabulary. ○ Encourage respectful listening and participation to build confidence for all pupils.
5. **British Values and Citizenship** ○ Promote democracy through class discussions and decision-making. ○ Support respect and tolerance by practising active listening and valuing diverse perspectives. ○ Encourage individual liberty by providing pupils with the skills to express their ideas clearly.
    - Uphold the rule of law through agreed discussion protocols and behaviour expectations.

What is Oracy?

We adopt the **National Literacy Trust** definition:

"Oracy can be defined as the range of skills and techniques that we use to express our thoughts verbally, which includes how well we listen, understand and respond."

At St Theresa's, oracy means children become confident and effective communicators who:

- can construct meaning from what they learn,
- have the confidence to share their knowledge, and
- develop into knowledgeable and successful members of society.

Key Approaches

- **"We use our words"** – school-wide motto for articulating thoughts.
- **Chris Quigley Pedagogy**
- **Chris Quigley's 'Tongue Fu' Programme -** *Explorer Talk* and *Presenter Talk*.
- **Key Concepts and Fraya Models** – to explore word meanings deeply.
- **Etymology, Synonyms, and Antonyms** – to expand and embed vocabulary.

- **SHINE Techniques** – literacy lessons
- **Metacognitive Strategies** – making connections between learning and language.

- **Regular Presentation Opportunities** – building confidence through practice.
- **Tongue Fu Talking Programme** – systematic development of speaking and listening across subjects.
- **Rosenshine's Principles** – ensuring structured instruction and scaffolding of talk.

Implementation

- Oracy is systematically taught in every subject.
- Teachers model effective speaking and listening daily.
- Pupils are encouraged to speak in full sentences, justify answers, and use precise vocabulary.
- Visual scaffolds and talk frames are used to support pupils' responses (Using the '**Tongue Fu'** programme).
- Classroom displays include subject-specific vocabulary.
- Assessment of oracy is embedded into lesson observations and pupil progress reviews.

Monitoring and Leadership

- The **Oracy Lead (Mrs H Caudwell)** is responsible for: ○ overseeing implementation, ○ supporting staff with professional development, ○ monitoring consistency across the school, and ○ evaluating impact on pupil progress and confidence.
- Oracy will be monitored through:
  ○ lesson observations, ○ pupil voice surveys, ○ curriculum reviews, and ○ data on attainment and behaviour.

Outcomes

By 2027, pupils at St Theresa's will:

- consistently use full sentences and subject vocabulary,
- demonstrate confidence in speaking across contexts,
- listen attentively and respond thoughtfully,
- show increased attainment in reading and writing,
- display improved reasoning, collaboration and construction of understanding.
- embody British values through respectful dialogue and active participation.