

Firsy Foundation

Oracy

Updated: Sept 2026

Intent

At Firs, we believe that **every child should have a voice and be able to communicate confidently and effectively**. Oracy is fundamental to learning, relationships and future success, and is therefore embedded across our curriculum.

Our aim is for pupils to develop the skills to **articulate ideas, listen actively, build on the ideas of others, ask questions, reason, explain and communicate for different purposes and audiences**. We recognise both **learning to talk** and **learning through talk**: pupils are explicitly taught communication skills while also using purposeful talk to develop their thinking and deepen curriculum understanding. This reflects current Voice 21 principles.

We want all pupils, regardless of starting point, SEND, language background or confidence, to become effective communicators. We value different languages, dialects and methods of communication and ensure that pupils who communicate differently are able to participate meaningfully.

Implementation

Explicit Oracy Teaching: Our approach is informed by the **Voice 21 Oracy Framework**, developing four interconnected strands: **Physical, Linguistic, Cognitive and Social & Emotional**. Pupils progressively learn how to speak clearly, select appropriate vocabulary, organise and explain their thinking, listen actively, respond to others and participate successfully in different types of talk.

Learning Through Talk: Purposeful talk is embedded across the curriculum. Teachers provide structured opportunities for **partner talk, group discussion, questioning, explanation, reasoning, storytelling, debate and presentation**. Pupils are encouraged to rehearse ideas orally before writing and use talk to explore and deepen their understanding.

Vocabulary: Adults explicitly model and teach ambitious vocabulary and sentence structures. Subject-specific vocabulary is identified across the curriculum so that pupils increasingly learn to **talk like a reader, mathematician, scientist, historian and geographer**, adapting their language to different contexts.

High-quality interactions: Teachers model effective speaking and listening, use carefully planned questioning and provide appropriate thinking time. Talk expectations and scaffolds support pupils to listen, take turns, build on ideas, agree or disagree appropriately, clarify thinking and justify responses.

Inclusion: Oracy is adapted to enable all pupils to participate. Visuals, sentence stems, modelling, additional processing time, talk partners, small-group opportunities and alternative forms of communication support pupils with SEND and EAL while maintaining ambitious expectations.

Impact

Pupils increasingly become **confident, articulate and thoughtful communicators** who understand that effective communication involves both speaking and listening.

Across the curriculum, pupils increasingly:

- express and organise their ideas clearly;
- listen attentively and respond appropriately;
- use increasingly rich and subject-specific vocabulary;
- ask relevant questions and seek clarification;
- explain and justify their thinking;
- build upon and respectfully challenge the ideas of others;
- adapt their communication for different purposes and audiences;
- use discussion to develop and deepen their understanding.

Impact is evaluated through **lesson visits, pupil voice, classroom discussion, curriculum outcomes and teacher assessment**. Leaders consider not simply how much pupils talk, but whether talk is purposeful and whether pupils' communication skills become increasingly sophisticated over time.