



Our approach to Oracy at FJS

At Fleetville, Oracy is built into our curriculum rather than taught as an add-on. Children are explicitly taught how to communicate effectively, use talk and listening to deepen their learning, and understand how communication changes for different purposes, audiences and situations.

Our approach is informed by Voice 21 and Oracy Cambridge, the work of the Oracy Education Commission, and effective primary practice shared within Spiral Partnership Trust. We have adapted these principles to reflect Fleetville's curriculum, pupils and classroom practice.

How does Oracy feature in our curriculum?		
Learning To Talk, Listen & Communicate	Learning Through Talk, Listening & Communication	Learning About Talk, Listening & Communication
We explicitly teach children how to speak, listen, discuss, explain and present effectively.	Children use purposeful talk to develop ideas, solve problems, explain their thinking and learn with others.	Children learn how spoken communication works, including how formality, language and delivery can change according to purpose, audience and situation.

What does effective communication involve?			
Across all the areas described above, children develop four connected aspects of effective communication. These help us to identify what children need to learn and how their communication develops as they move through the school.			
Physical	Linguistic	Cognitive	Social & Emotional
Using voice and body effectively. Speaking clearly; using suitable volume, pace and expression; and using gesture or posture where these help communication.	Choosing language carefully. Developing vocabulary and sentence choices so ideas are clear, precise and increasingly suited to purpose, audience and level of formality.	Developing and organising thinking. Giving reasons, asking useful questions, building on ideas, clarifying meaning, summarising and organising what we want to say.	Communicating well with others. Listening and responding, taking turns, including others, contributing confidently and noticing how listeners or an audience respond.

Oracy across FJS

Children develop Oracy through purposeful opportunities across the curriculum and wider life of the school. Our universal entitlement ensures that every child regularly learns through talk, practises effective communication and speaks for different purposes and audiences. Additional opportunities extend this core offer.

Talk always has a purpose. Teachers structure talk to help pupils rehearse an idea, deepen thinking, explain understanding, show what they know and remember, or deliberately practise speaking and listening. Questioning is used not only to check answers, but to uncover pupils' thinking, invite viewpoints and develop ideas.

Our universal Oracy overview

Universal experience	What this looks like at Fleetville
Purposeful classroom talk	Partner, paired and group discussion; questioning; reasoning; explaining ideas; listening and responding across the curriculum. Learning partners are changed regularly so pupils learn to communicate with a range of peers.
Reading, discussion and oral fluency	Discussion of a range of text types, images and video stimuli; sharing interpretations; discussion prompts and sentence stems; oral responses; paired, choral and echo reading; and explicit work on fluency, expression, pause and emphasis.
Oral rehearsal and the writing process	Rehearsing ideas and sentences aloud before writing; internalising and retelling model texts; using actions and text maps; storytelling; and discussing how voice and levels of formality change according to purpose and audience.
Explaining, presenting and authentic audiences	Explaining subject knowledge and presenting curriculum learning and projects (including Year 4 contrasting-locations fieldwork presentations and Year 6 World War II presentations). Pupils may use notes, digital presentations, props or other supporting material.
Performance and sharing	Learning assemblies for parents; poetry and text performance; productions (including the Year 4 Christmas performance and Year 6 end-of-year

	production); and sharing learning with other pupils, including Year 6 work with Year 3 buddy groups.
Remembering and reflecting on learning	Pupil book-study discussions give children opportunities to explain previous learning, make connections and show what they have understood and remembered over time.
Explicit teaching of effective talk	Teacher modelling and feedback; discussion prompts and sentence stems; and explicit opportunities to build on ideas, ask questions, clarify, summarise, challenge respectfully and adapt communication for a listener or audience.

Extending our Oracy offer

School Parliament	Open to pupils across the school. Children who stand for election prepare and deliver a speech to their peers; elected representatives use discussion and listening skills to represent pupil voice.
Year 6 leadership	House Captains and other pupil leaders may welcome visitors, give tours, support school events and communicate with children and adults in authentic situations.
Clubs and wider opportunities	Clubs and activities, including opportunities for debate and discussion where offered, allow pupils to apply communication skills beyond everyday lessons.
Additional roles and pupil voice	Further roles in performances, presentations and school initiatives give pupils additional opportunities to speak with purpose, confidence and responsibility.

Lower Key Stage 2 Oracy Progression

In Years 3 and 4, pupils strengthen the foundations of purposeful speaking and listening: expressing ideas clearly, responding to others, asking useful questions, giving reasons and beginning to organise spoken contributions for an audience.

YEAR 3	What pupils should know	What pupils should increasingly do	What this might look and sound like
	<ul style="list-style-type: none"> • Speaking clearly helps other people understand our ideas. • Listening means noticing what another person has said so that we can respond to it. • A reason, example or question can help a conversation move forward. 	<ul style="list-style-type: none"> • Speak and present: share an idea clearly, use an appropriate speaking voice and begin to use expression when presenting. • Listen and build: take turns, respond to a partner and add something relevant to an idea already shared. • Explain and clarify: give a simple reason, ask a relevant question and briefly recap the main idea from a short discussion. 	<ul style="list-style-type: none"> • Tell us what you think. What makes you think that? • What did your partner say? What could you add? • Is there something you would like them to explain? • Show us how your voice could make that part more interesting or clear.

YEAR 4	What pupils should know	What pupils should increasingly do	What this might look and sound like
	<ul style="list-style-type: none"> • A useful discussion connects people's ideas rather than becoming a series of separate answers. • Questions help us find out more, check meaning and improve our understanding. • How we organise and deliver an explanation can make it easier for others to follow. 	<ul style="list-style-type: none"> • Develop: build on another person's idea and give a reason or example to extend it. • Question and summarise: ask for clarification or further information and identify the main point of a discussion. • Present: organise spoken ideas in a sensible order and begin to use pause, emphasis and purposeful movement or gesture. 	<ul style="list-style-type: none"> • Can you build on that idea? • What question could help you find out more? • What is the main point your pair or group has reached? • Where could you pause or emphasise a word to help your audience?

Upper Key Stage 2 Oracy Progression

In Years 5 and 6, pupils use the same core skills with greater independence. They handle more complex ideas, draw on evidence, respond thoughtfully to different viewpoints and make increasingly deliberate choices when communicating with an audience.

YEAR 5	What pupils should know	What pupils should increasingly do	What this might look and sound like
	<ul style="list-style-type: none"> Different viewpoints can be explored by listening carefully, asking questions and considering reasons or evidence. Examples, evidence and subject knowledge can make an explanation or viewpoint stronger. Speakers can make deliberate choices about vocabulary, sentence structure, volume, pace, emphasis and gesture. 	<ul style="list-style-type: none"> Probe and respond: ask a follow-up question, summarise another person's viewpoint and respond thoughtfully. Reason and challenge: support a view with relevant evidence and respectfully question or challenge an idea. Present with purpose: organise ideas clearly and make deliberate choices about voice, vocabulary and gesture for an audience. 	<ul style="list-style-type: none"> What makes you think that? What evidence or example could support it? Can you explain their viewpoint before giving your own? Is there anything you would question or challenge? How could you do that respectfully? Which words or ideas do you want your audience to notice most?

YEAR 6	What pupils should know	What pupils should increasingly do	What this might look and sound like
	<ul style="list-style-type: none"> Effective discussion involves comparing ideas, responding to evidence and being willing to develop or change our thinking. Speakers make choices about what to include and how to communicate it according to purpose and audience. Confident communication includes helping a group discussion remain purposeful as well as presenting clearly to an audience. 	<ul style="list-style-type: none"> Connect and respond: compare contributions, identify agreement or difference and explain how another idea has developed their thinking. Reason and reflect: use relevant evidence, respond calmly to challenge and recognise when a view may need to change or become more precise. Adapt and present: speak clearly and fluently, organise ideas for the listener and adjust voice, language or delivery when this would help the audience. 	<ul style="list-style-type: none"> What do these ideas have in common? Where do they differ? Has anything you have heard changed or developed your thinking? Why? What is your strongest reason or piece of evidence? What could you change to make this clearer or more engaging for your audience?