Oracy Curriculum

Our Phonics curriculum follows the Read, Write, Inc scheme. This provides detailed planning, a clear sequence, and strong texts to support both teaching and learning. RWI provide a vast number of resources, robust professional development and training, and support with grouping, development and data analysis.

Intent

At Lyngford Park, we believe that every child has a voice and every voice should be valued. Our vision for oracy is to create a school where children feel safe to express their ideas, confident to communicate with others and empowered to use their voice to understand, challenge and shape the world around them.
We recognise that oracy is not simply an additional subject or a set of speaking activities. It is fundamental to how children learn, think, communicate and develop as individuals. We want to move beyond a school that *does oracy* towards becoming a school where oracy is woven naturally into everyday teaching, learning and relationships.

Our oracy vision is captured through **VOICE**:

- **V – Valuing every voice:** ensuring every child has opportunities to contribute and that different voices, accents, dialects and communication styles are respected.
- **O – Opportunities for talk:** creating purposeful opportunities for children to talk, listen, reason, explain, question and develop ideas across the curriculum.
- **I – Inclusive classrooms:** ensuring oracy supports every learner, including children with SEND and EAL, so that all children can participate meaningfully.
- **C – Confident, articulate children:** developing children who can communicate clearly, adapt their language to different contexts and express themselves with increasing confidence.
- **E – Elevated learning through oracy:** using high-quality talk to deepen understanding, develop vocabulary, challenge thinking and strengthen learning.

We want our children to leave Lyngford able to hold conversations, express their views, listen and respond respectfully, challenge ideas, negotiate, resolve disagreements and communicate their thoughts and feelings effectively.
Through oracy, we aim to equip children not only for academic success, but for the wider world.

Implementation

Our approach to oracy is based on the belief that high-quality talk should be an everyday part of classroom life.
We use the Voice 21 Oracy Framework to develop children's physical, linguistic, cognitive and social-emotional oracy skills. These skills are explicitly taught, modelled, practised and applied across the curriculum. We have established clear whole-school non negotiables for learning through talk. These include consistent discussion routines, expectations for listening and participation, and the deliberate use of talk as part of teaching and learning.
Children are explicitly taught how to participate in effective discussion and are supported to develop increasingly sophisticated talk tactics, including:

- building on another person's idea
- challenging respectfully
- clarifying
- summarising
- probing
- instigating discussion.

Adults model these behaviours alongside the children, demonstrating what effective discussion sounds like and providing children with the language and structures they need to participate successfully.

We recognise that oracy needs to be visible, heard and valued. Classrooms therefore include consistent oracy displays and resources that remind children of discussion expectations, talk tactics and the language needed to participate. We particularly value authentic talk. Children are encouraged to use oracy skills because they have a genuine purpose for communicating, rather than simply because an adult has asked them to use a particular tactic.

Oracy is becoming embedded across subjects such as History and Science. It is used to enhance learning rather than sit alongside it. Teachers deliberately plan opportunities for children to use talk to explore ideas, develop vocabulary, reason, rehearse thinking and deepen understanding. We also use stimuli, springboards, concept cartoons, questioning and structured discussion to encourage children to think critically and articulate their ideas.

Valuing every voice
We are committed to ensuring that every child has the opportunity to participate. Teachers use inclusive strategies, scaffolds, sentence stems, visual supports, structured groupings and carefully considered questioning to ensure that children who may find communication more difficult are supported to contribute. We celebrate different accents, dialects and communication styles and recognise that effective communication does not mean that every child needs to sound the same. We are particularly mindful of the needs of children with SEND and EAL, ensuring that barriers to participation are identified and appropriate support is provided.
Monitoring and continuous improvement
Oracy is monitored through regular listening walks, pupil voice, staff reflection and ongoing review of classroom practice. Listening walks are intentionally aligned with the school's identified oracy priorities, allowing us to evaluate the consistency and quality of oracy provision across the school. Findings from monitoring activities are used to identify strengths, areas for development and next steps. The Oracy Lead then uses this information to plan focused weekly CPD, ensuring that staff receive relevant support and opportunities to reflect on and develop their practice. This enables the school to continually refine its approach and ensures that we move forward together in developing a consistent, high-quality culture of oracy.

Impact

Our ultimate aim is for oracy to become part of the culture of Lyngford not just in school but within the community.

Children will increasingly:

- speak with confidence and clarity
- listen actively and respectfully to others
- articulate and develop their ideas
- use increasingly ambitious and subject-specific vocabulary
- build on, challenge and question the ideas of others
- explain and justify their thinking
- participate effectively in different groupings and contexts
- adapt their communication for different audiences and purposes
- manage disagreement and negotiate respectfully
- recognise the value of different perspectives
- use talk to deepen their understanding and improve their learning.

We will see children who are confident to contribute, willing to listen and able to communicate their ideas thoughtfully. The impact of our approach will also be evident in classroom practice. Teachers will use purposeful talk routinely, adults will model high-quality communication, and children will increasingly take ownership of discussions rather than relying on adults to facilitate every interaction. We will see authentic oracy happening across the school: in lessons, assemblies, corridors, playtimes, pupil leadership opportunities and interactions with visitors and the wider community. Children will increasingly be able to recognise and articulate their own development as speakers and listeners, using the language of the Oracy Framework to understand their strengths and next steps. Oracy will contribute not only to stronger outcomes in learning, but to children becoming confident, articulate, respectful and active members of their communities and the wider world.