



The Oracy Imperative

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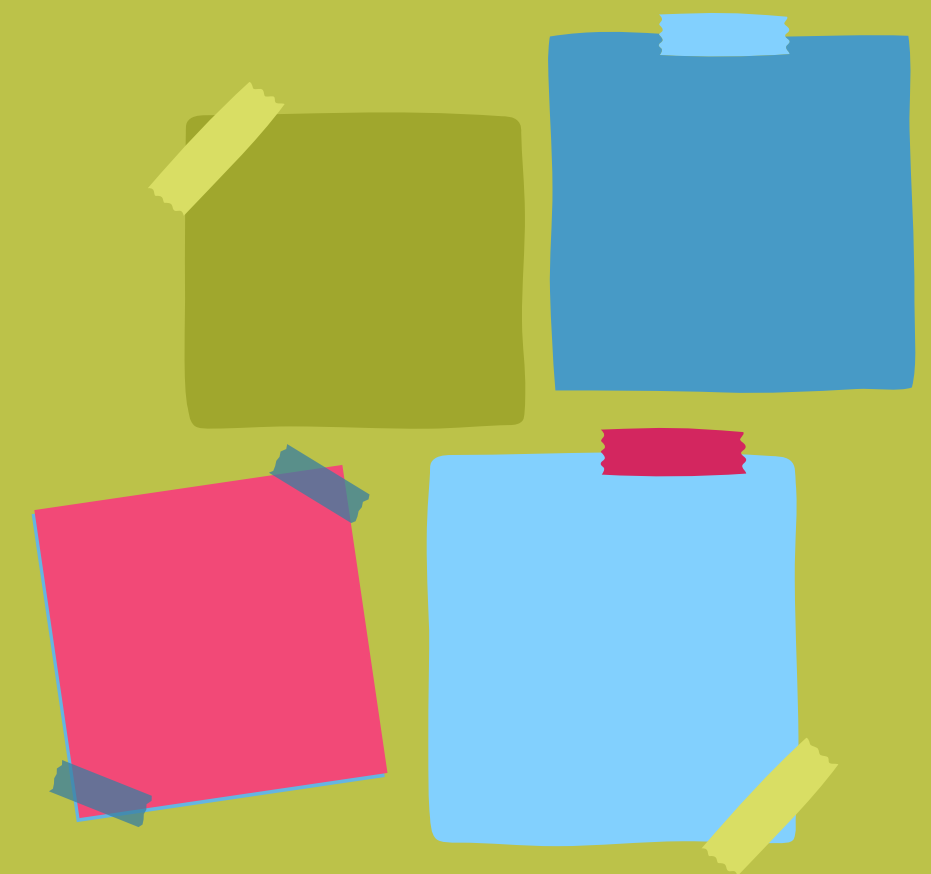
Why oracy and why now?

"Children who enter school with poor verbal skills are twice as likely to be unemployed at 34."





What is oracy?



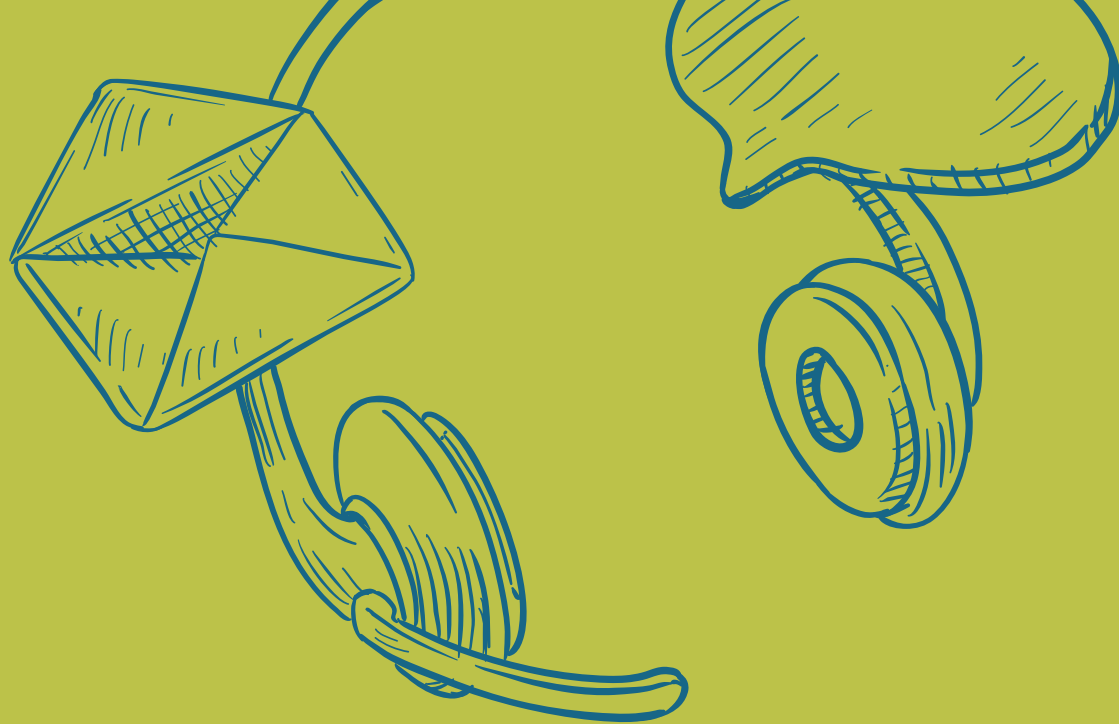
* Voice21 defines oracy as:

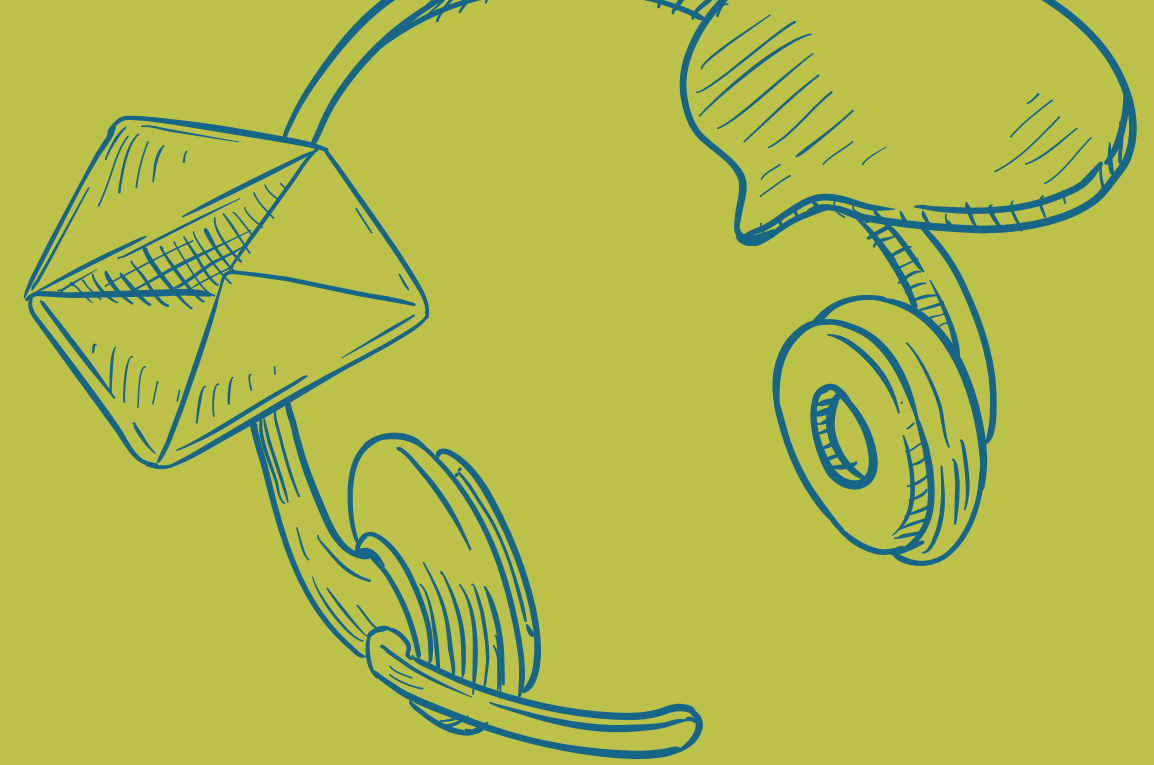
Articulating ideas, developing understanding and engaging with others through speaking, listening and communication.



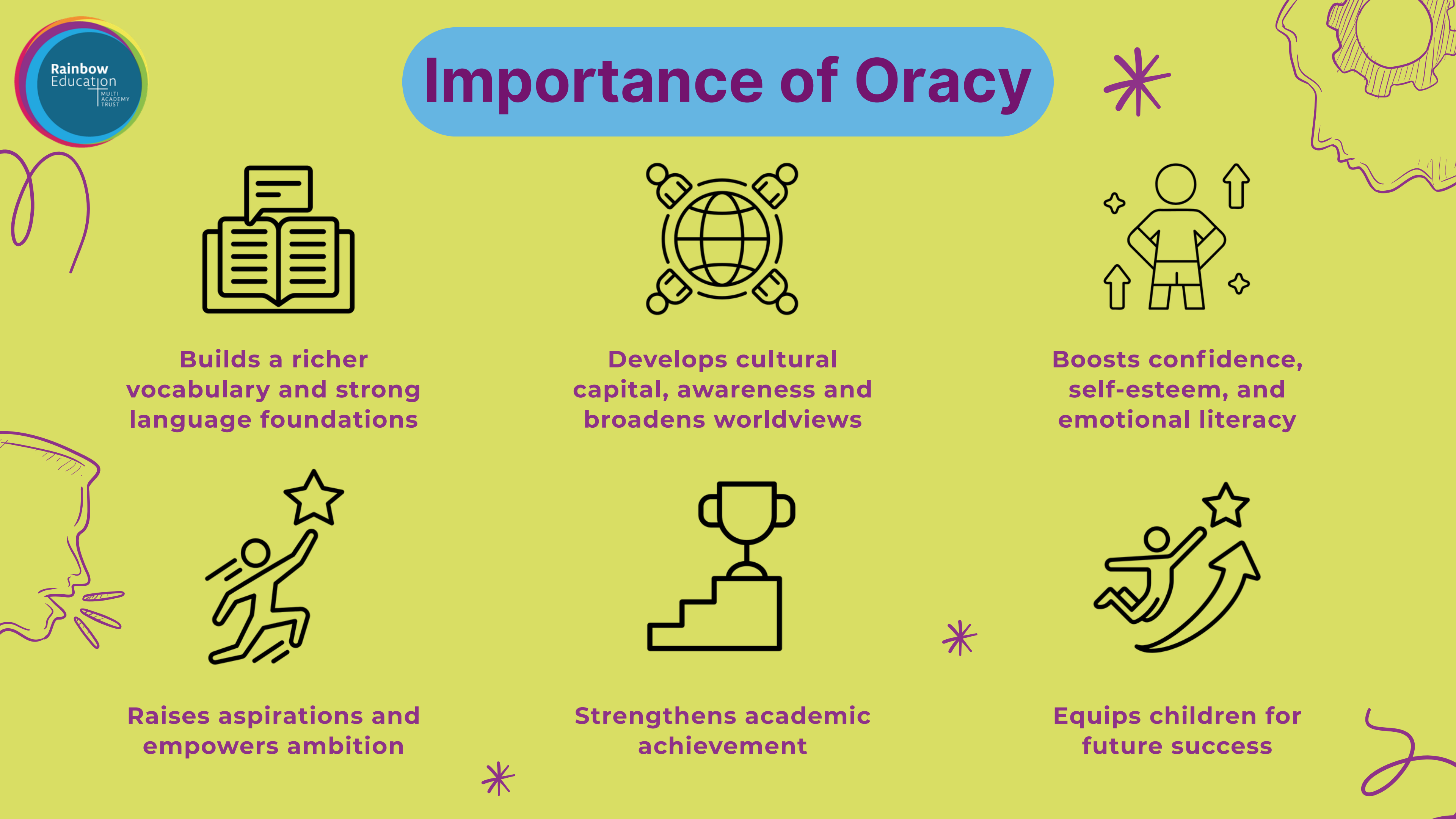


Why oracy and why now?





Oracy
Oracy is equity.



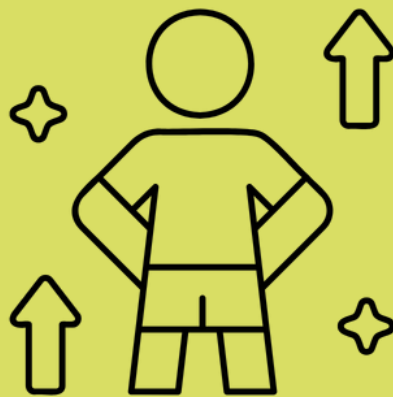
Importance of Oracy



Builds a richer vocabulary and strong language foundations



Develops cultural capital, awareness and broadens worldviews



Boosts confidence, self-esteem, and emotional literacy



Raises aspirations and empowers ambition



Strengthens academic achievement



Equips children for future success

Discussion

If the goal is to develop learners to articulate ideas, develop their understanding and engage with others through speaking, listening and communication, what small steps and foundational knowledge do we need them to have to reach this desired outcome?



**High-quality
modelling**

**Subject-Specific
Vocabulary**

Turn taking

**Active and
Responsive Listening**

Progression

Shared language

**Positive
Reinforcement**





A Shared Language Approach: Talk Tactics

- It is a core driver of curriculum access; children can talk through their thinking and make connections within their learning.
- Oracy underpins written outcomes. If they can't say it, they can't write it.
- It is crucial for social-emotional development – confidence, collaboration and citizenship.

Without a shared language, talk is left to chance. This approach provides clarity and consistency across all classrooms.

Talk Tactics

Implementing a phased, shared approach to talk tactics transforms classroom chatter into rigorous, purposeful dialogue through:

- **Deepening cognitive engagement**
- **Removing barriers to participation**
- **Elevating staff pedagogy**
- **Creating school-wide consistency**





Instigate

Starting discussion, introducing key points, or proposing a line of inquiry.



Probe

Digging deeper, asking for details, or demanding evidence.



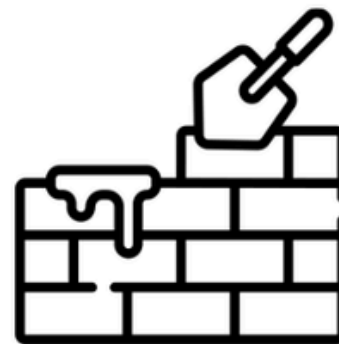
Challenge

Respectfully disagreeing, presenting counter-arguments, or exploring alternative perspectives



Summarise

Recapping the main arguments raised and outlining a collective conclusion.



Build

Developing someone else's point, adding information, and advancing the group's collective thinking



Clarify

Asking for definitions, rephrasing, or ensuring mutual understanding.



Progression within Oracy

Progression has been carefully planned, in line with Voice 21, to ensure that oracy opportunities and skills are developed throughout school from Early Years to Year 6; this ensures children are equipped with the foundational communication skills needed to confidently articulate their ideas, listen actively, and engage meaningfully with the world around them.

EYFS			
SKILLS TO TEACH:			
 Physical	 Linguistic	 Cognitive	 Social and Emotional
• To speak audibly so they can be heard and understood • To use gestures to support meaning in play	• To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	• To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail	• To look at someone who is speaking to them • To take turns to speak when working in a group
Classroom Enhancements		Experiences	Rainbow Oracy Opportunity
• Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. • Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' • Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to		• To speak to a partner during whole class teaching • Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.	Be Curious and Amazed: Rhyme Time



*Adapted from the Oracy Skills Framework and Glossary (Voice21 developed in partnership with Oracy Cambridge 2020)

ORACY

Staff Talk tactics:



Instigate

Let's start the discussion by _____.

Has anyone considered _____?

Let's think about _____?



Probe

Why do you think?

Can you provide an example of _____?

How do you know that?



Challenge

Have you considered _____?

You mentioned _____ but what about _____?

What if _____?



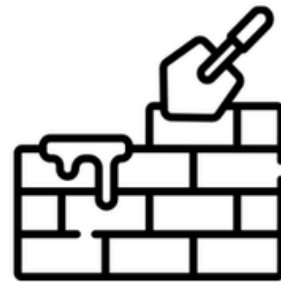
Summarise

So far, we have talked about _____.

The main points raised today were _____.

To summarise X's idea...

Staff



Build

Building on X's idea...

X's idea made me think...

To develop X's idea...



Clarify

So are you saying...?

X's idea made me think...

To develop X's idea...

ORACY

Year 1 and 2 Talk tactics:



Instigate

I think...

I know...

I can see...

I can hear...

I believe...



Probe

Why?

How?



Challenge

I disagree with _____
because...

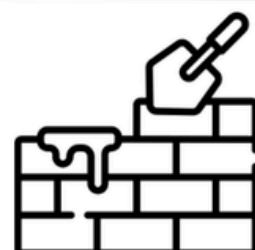


Summarise

My partner said...

My partner thinks that...

Our group feels...



Build

Also...

And...

Building onto...



Clarify

Can you tell me more about?

Year 1 & 2

ORACY

Year 3 and 4 Talk tactics:



Instigate

I think...

I believe...

Firstly, I think that...



Probe

Why do you think that?

What evidence have you found?



Challenge

I disagree with_____ because...

Respectfully disagreeing...

On the other hand...

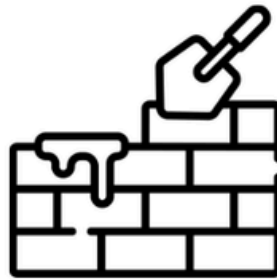


Summarise

My partner believes that...

Our group thinks that...

In summary...



Build

Also...

Building onto...

In addition...

Furthemore...



Clarify

Can you tell me more about _____?

Does that mean that...?

Year 3 & 4

ORACY

Year 5 and 6 Talk tactics:



Instigate

A key point to explore is...

The evidence suggests that...

Let's examine...



Probe

Can you explain _____ in more detail?

Is there another way to look at this?

How did you come to that conclusion?



Challenge

Have you considered?

You mentioned _____ but what about?

I hear what you're saying but

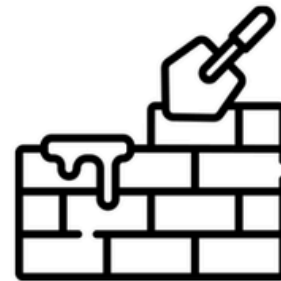


Summarise

In summary,...

It is clear that ...

The main points are ...



Build

I agree and I would like to add....

Building on your point, ...

Developing your point, ...



Clarify

What do you mean when you say...?

Could you tell me more about...?

Does that mean that...?

Year 5 & 6



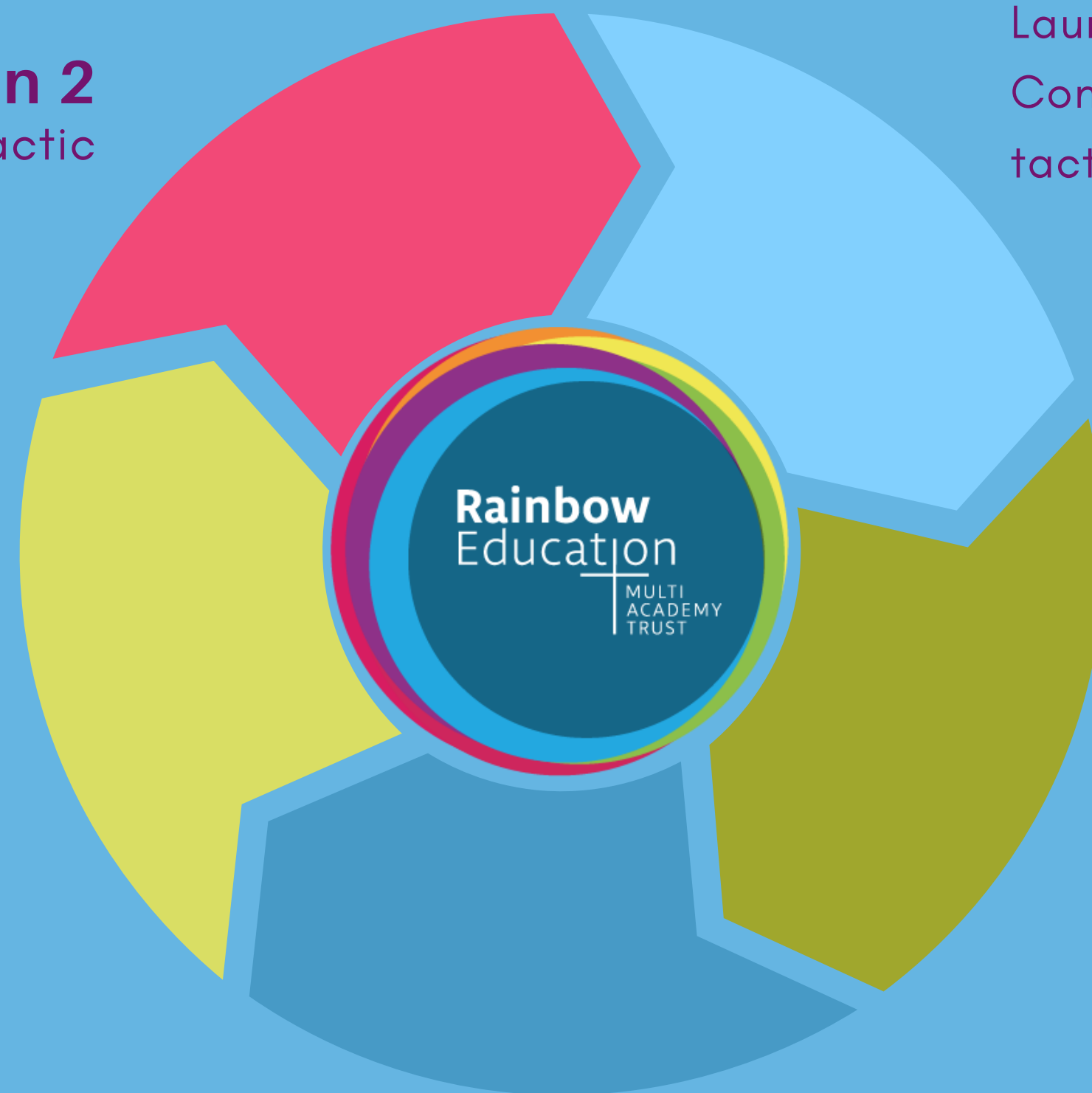
Autumn 2
Launch **Instigate** Talk Tactic

Summer 2
Launch **Build** and **Clarify** Talk Tactic
Continue to embed previous talk tactics

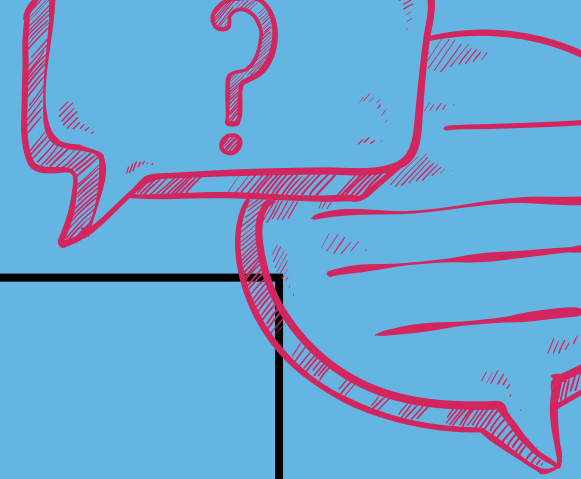
Summer 1
Launch **Summarise** Talk Tactic
Continue to embed previous talk tactics

Spring 1
Launch **Probe** Talk Tactic
Continue to embed previous talk tactic

Spring 2
Launch **Challenge** Talk Tactic
Continue to embed previous talk tactics



Match the talk tactic to the sentence starter



Talk Tactic	Sentence Starter
A. Instigate	1."Could you give an example or show me the evidence for that?"
B. Builder	2."To start our discussion today, I want to propose that..."
C. Challenge	3."So, what you mean by that word is... Is that correct?"
D. Prober	4."Building on your point, I would also like to add that..."
E. Clarify	5."To recap the main arguments we have raised so far..."
F. Summarise	6."I understand your perspective, but have you considered that...?"

MONITORING: LISTENING WALKS



- Is vocabulary explicitly taught?
- How are subject-specific vocabulary and sentence stems (talk tactics) embedded to enhance pupil understanding?
- Are opportunities for purposeful talk linked to subject endpoints?



REMAT Subject Monitoring Form 2025/26

Subject:

CONSIDER OUR VISION AND VALUES:

VISION	Each and Every Child no matter what their background or circumstances reaches their next potential and leaves us ready for the next stage of their life	
VALUES	Excellent	Endurance
Wisdom	Trust	Friendship

FOCUS POINTS FOR KEY STAGE 1/2:

Red points subject specific

Curriculum Coverage	-Is learning linked to end points/NC? - Evidence of Think like a historian - Links to locational knowledge - May task - Fieldwork
Curriculum Components - Building Blocks and Sequencing	-Is it evident that previous taught components are secure? -Do pupils remember the component knowledge taught previously that is necessary for current learning? -What opportunity is there for retrieval?
Emphasis on Reading	-Are there high expectations of reading in the classroom? -Are pupils given plentiful opportunities to read?
Oracy	- Is vocabulary explicitly taught? - How are subject-specific vocabulary and sentence stems (talk tactics) embedded to enhance pupil understanding? - Are opportunities for purposeful talk linked to subject endpoints?
Pedagogy	-Do teaching decisions achieve curricular intent? -Effective questioning, checking for understanding, small steps, providing models, guided practice, independent practice? -Effective pace?
Assessment	-Does assessment check that pupils have learned the components necessary to perform the composite task? - Timely feedback on component learning?
Culture of High Expectations/ SEND	-Effective adaptations to pedagogy (e.g. resources, use of TA, pre-tutoring) to ensure SEND children can achieve curriculum outcomes?

TEACHER VOICE QUESTIONS:

- What are the prior key components necessary for this lesson?

-When in the curriculum were they studied?

- How do you assess in ?

- How are you supported/CPD?

PUPIL VOICE QUESTIONS:

Do you enjoy _____?

How does your teacher help you to remember key points? (retrieval, pre- tutor, quick quizzes, displays)

How do you know if you are doing well? (targets, feedback)

What support do you have if you are stuck? (resources, adult support)

SEND - How does your teacher help you to access the lesson? (adaptations, resources, pre-tutoring, adult support)

Ask questions based on their current topic's end points and previous topics' end points

Subject specific questions e.g. linked to disciplinary knowledge

EARLY YEARS FOCUS POINTS:

Curriculum Coverage and sequencing	- Curriculum covering all areas of learning? -Curriculum leading to clear end points that enable them to access KS1 curriculum -Prime areas prioritised (C&L, Phys, PSED)? - Curriculum broken down into sequenced, smaller components (building blocks)? -Opportunities to revisit learning? Do children remember previous taught components? -Curriculum based on prior knowledge of children? -Children's interests considered but interests also expanded so they can make progress in all areas of the curriculum?
Personal, social and emotional development underpins early learning	-Strong routines and rules established? -Explicit teaching - naming emotions and how to regulate? -Explicit praise to reinforce positive behaviour? -Talking through conflicts? -Warm positive relationships and interactions?
Emphasis on communication and language	-Explicit teaching of vocabulary through story or group activity? -Opportunity to follow up in play - staff modelling new vocab? -Adults repeating and extending language e.g. child - "A caterpillar" Adult "Yes a wiggly, green caterpillar" -Recasting the correct grammar?
Promotion of physical development	-Explicit modelling and teaching of fundamental movement skills? - Adults supporting children holding equipment correctly i.e. pencil grip, scissors, paintbrushes -Space and time to practise and refine skills?
Emphasis on reading	-Books linked to subject- non fiction, maps, displays? -Stories repeated several times a week to support understanding and vocab?
Pedagogy	-Activities and experiences are chosen based on the intended learning set out in the curriculum? -Adults consider what children already know before deciding what to teach? -Short bursts of explicit teaching to intro new knowledge/skills followed up by opportunities to practise new learning through play through skilful adult intervention? -High quality provision areas which enable children to make connections with what they have already learned?
Assessment	-Adults have a secure knowledge of what the children already know? -Do they respond accordingly based on what they know about the child and what they know the children need to learn next?
Culture of high expectations for ALL learners	(SEND (Lowest 20%)): -Do children with gaps/SEND/disadvantaged get additional teaching so they can access the same curriculum as their peers?

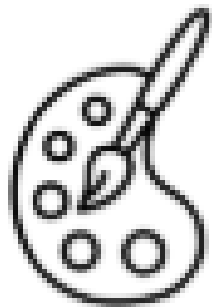
DOCUMENTS TO REFER TO:

Curriculum Directory 2024/25	EYFS Provision audits
School Level of need document	EY Topic Road Map Contents Page

W
on
MULTI-
ACADEMY
TRUST

Oracy Within the Curriculum

Talk like an... Artist!



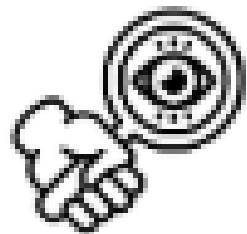
Creating Art

I found working with....
Using.... have attempted to....



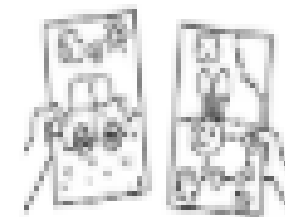
Evaluating Art

I was able to copy the artist's style
by....
My choice of media/ technique has
allowed me to....



Analysing Art

I think the artist has created this
by ...
The technique the artist has used is ...
I am inspired by this work because ...



Comparing Art

.... and have some things in
common. Firstly,
.... and are distinctively different.
Firstly,

Line

- straight
- curved
- continuous
- broken
- sharp

Shape

- 2D
- 3D
- dense
- angular
- geometric

Form

- sphere
- cube
- cone

Tone

- tints
- shades
- shadow
- highlights
- hues

Colour

- vibrant
- pastel
- contrasting
- harmonious
- neutral

Texture

- cracked
- glossy
- matt
- coarse
- uneven

Pattern

- repeating
- spiral
- zig-zag
- stripes

Oracy Within the Curriculum



Oracy Historical Source Starter

He takes pay cut to test promise

TURBANNED Raghbir Singh became a bus conductor yesterday—to see if white people kept their promises. And last night 37-year-old Raghbir said: "It was a very beautiful day. There was nothing to worry about."

Raghbir, the first coloured crew man on Bristol's buses since the city's bus colour bar was scrapped nearly three weeks ago, added: "I applied for the job to see if the bus company kept to its word."

He gave up a better paid job as an engineer fitter to make the test. And he said after his first day's stint on a No. 9 bus: "The other busmen have all been very kind and friendly."

"Before I started the chief came up to me and said: 'If there's any difficulty, come to me and talk it over.'"

*Raghbir:
It isn't
hard*



Summarise	In summary, this source helps us understand that... It is clear that this was significant because...
Build	I agree and would like to add that...
Probe	This source may not be reliable as....

Oracy Within the Curriculum



Turn And Talk

People took jobs at Grunwick factory because...

It could be argued that Grunwick took advantage of workers because..

Top Tips

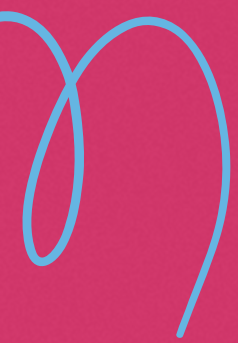
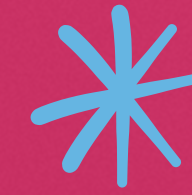


Physical / Visual Scaffolding:
Displaying the talk-tactic icons and
matching sentence stems on tables or
oracy walls

Talk Tokens / Role Cards: Randomly
assigning roles during group work to
ensure all students participate
meaningfully rather than letting one
voice dominate.



Explicit Modeling: Showing teachers
how to weave these exact stems into
their own pedagogical explanations
and feedback.



Poor oracy doesn't just limit classroom performance; it directly impairs future employment, earning potential, and social mobility. Strengthening embedded oracy opportunities for all is not an optional enhancement but, instead, it is a vital lever for lifetime success.



Are there any Questions?

Thank you!

