



Oracy @ Southfield Primary Academy

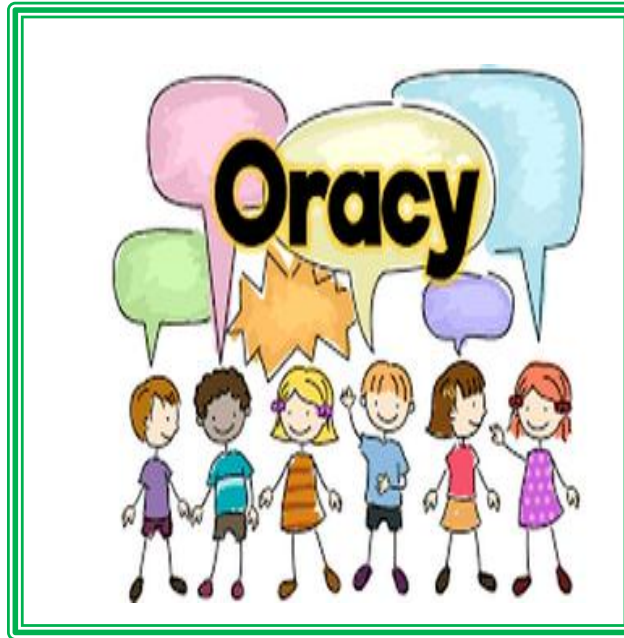
Subject Leader: Shirley Kiss



Intent – Why do we teach Oracy?

At Southfield Primary Academy, we recognise that spoken language is the foundation for all learning and a vital life skill. We believe that teaching oracy empowers children to find their voice, articulate their thoughts with clarity, and listen actively to others. We intend to foster a culture where every child's perspective is valued, encouraging confidence, empathy, and critical thinking across all subjects.

Southfield's Super Speakers are enthused to express themselves effectively as they grow. Oracy equips pupils with essential communication, reasoning, and collaborative skills that will benefit them throughout their lives inside and outside the classroom. Every talk opportunity is purposeful, engaging, and structured to build confidence and vocabulary.



Where Learning Comes to Life

Southfield's Super Speakers are empowered to find their voice as they grow. Oracy encourages vital life skills such as active listening, articulate reasoning, and collaboration, which will be applicable throughout the rest of their lives in and out of the classroom. Each talk opportunity is purposeful, engaging, and structured. Specialist visitors, debates, and performance opportunities are integrated to extend learning and deliver memorable enhancements to their spoken communication.

Implementation – How do we teach it?

At Southfield, Oracy is embedded across the whole curriculum rather than taught in isolation. Spoken language skills are explicitly modelled and practiced within daily learning tasks.

- **Structured Talk:** Children use talk tactics (e.g., instigating, building, challenging, summarising) and sentence stems to structure their discussions.
- **Exploratory & presentational talk:** Pupils engage in talk for learning (paired dialogue, group problem-solving) and talk for an audience (debates, presentations, assemblies).
- **Vocabulary acquisition:** Key physical, linguistic, cognitive, and social/emotional strands of oracy are explicitly taught and mapped across year groups.
- **Rich Discussion Environments:** Classrooms are designed to encourage eye contact, active listening, and respectful turn-taking.





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Progression – How do we ensure progression of knowledge and skills over time?

Nursery

- ❖ Expresses needs and feelings using simple sentences
- ❖ Listens to short stories and rhymes with interest.
- ❖ Begins to take turns in conversation with peers and adults.

Reception

- ❖ Speaks clearly in full sentences using connective words (e.g., *because*, *and*).
- ❖ Listens attentively in small and large group settings.
- ❖ Asks relevant questions to clarify understanding

Key Stage 1

- ❖ Uses body language and eye contact when speaking to an audience.
- ❖ Builds on others' ideas using sentence starters (e.g., *"I agree with... because..."*)
- ❖ Adapts tone and volume to suit different classroom situations.

Lower Key Stage 2

- ❖ Formulates clear arguments and offers constructive challenges to peers using stem sentences (e.g., *"I understand your point of view however..."*)
- ❖ Summarizes group discussions accurately
- ❖ Uses subject-specific vocabulary deliberately during presentations.

Upper Key Stage 2

- ❖ Navigates complex discussions, negotiating and building consensus.
- ❖ Modulates tone, pace, and projection effectively for diverse audiences
- ❖ Analyses and evaluates spoken responses to refine their own point of view using stem sentences (e.g., *"I understand ...'s opinion/ decision but/ however..."*)



Adaptive teaching – How are children with SEND or who may be disadvantaged supported?

All oracy activities are whole-class to ensure there are no glass ceilings placed on communication. Learning is supported through visual prompts, sentence frames, Makaton/gestures, and scaffolded talk roles. Teachers use targeted questioning and pre-teaching of vocabulary to ensure every child can contribute meaningfully regardless of starting point. Small-group language interventions are utilized where additional support is required.

Impact – What does a Southfield Speaker know and can do?

A speaker at Southfield Primary Academy possesses the confidence and tools to articulate their ideas clearly, listen critically, and collaborate effectively.

Pupils demonstrate progress by using rich, context-appropriate vocabulary and adapting their communication style to different audiences. They are respectful listeners who can challenge ideas constructively. Ultimately, our children leave Southfield empowered with a strong, articulate voice, ready to succeed in secondary education and the wider world.