

Oracy Strategy

This strategy sets out Leyland Methodist Schools' approach to developing oracy for every pupil. It defines oracy, summarises the research on why it matters, locates it in statutory guidance, and provides clear, practical commitments for whole-school and targeted delivery.

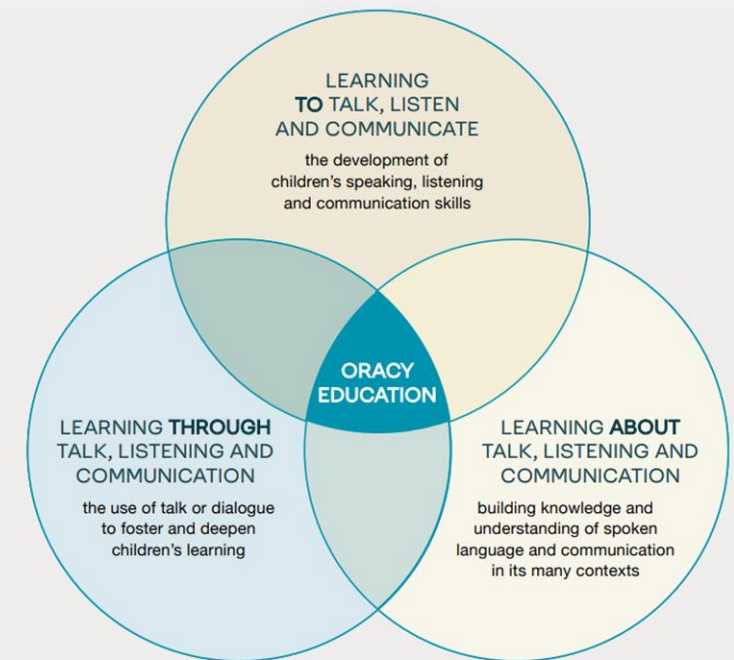
What is Oracy?

Oracy is the ability to communicate effectively using spoken language: to speak clearly and appropriately for a range of purposes and audiences, to listen actively and respond, and to use talk to learn, to influence and to participate as an agent in society.

(Model: [We need to talk, 2024 – Oracy Commission](#))

In line with the Voice 21 definition, oracy is not a single skill but a rich, teachable set of skills that enable pupils to express themselves with confidence, clarity and impact. It encompasses:

- **Physical** skills — using voice, gesture and posture effectively to engage others.
- **Linguistic** skills — selecting and shaping vocabulary, grammar and language structures to articulate ideas precisely.
- **Cognitive** skills — organising, sequencing and developing ideas, reasoning, questioning and building on others' contributions.
- **Social and emotional** skills — listening attentively, taking turns, collaborating, empathising and respecting different viewpoints.



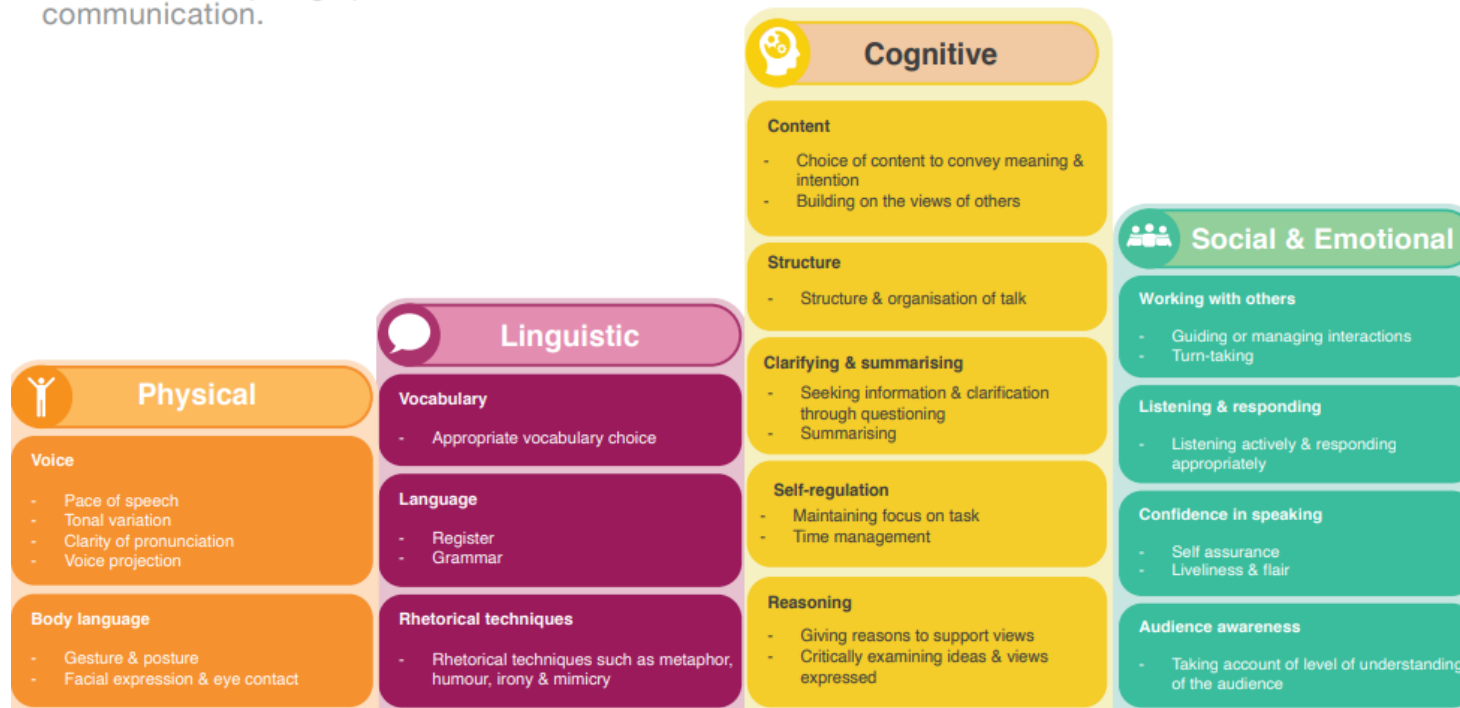
Together, these domains help pupils become confident communicators who can both learn through talk and use talk to make a difference beyond the classroom. Oracy is therefore central to academic success, personal development and active citizenship, and must be explicitly taught, modelled and practised across the curriculum.

At Leyland Methodist Schools, we utilise Voice 21 Oracy Framework to support us.

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy
Cambridge

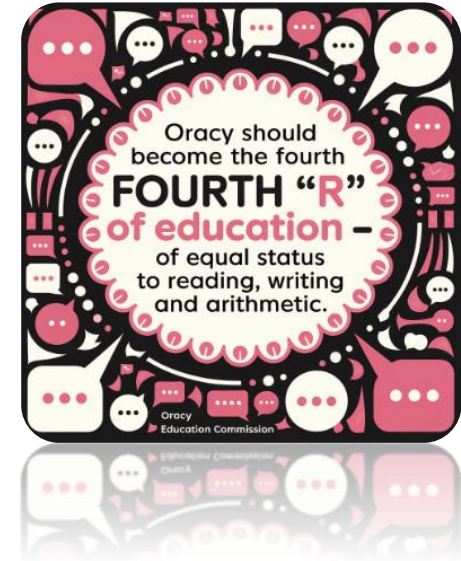


[What is oracy? - Voice 21](#)

Why does oracy matter?

We Need to Talk, a report of the Commission on the Future of Oracy in England (2014) argues for making oracy the 'fourth R' (alongside reading, writing, arithmetic and for systematic embedding of oracy across the curriculum.

[We need to talk, 2024 – Oracy Commission](#)



- Oracy improves learning outcomes: dialogic and oral language approaches have measurable positive effects on attainment. The Education Endowment Foundation (EEF) rates oral language interventions highly — oral language interventions (whole-class and targeted) have strong evidence of improving attainment, particularly for younger pupils and disadvantaged groups. ([EEF](#))
- Oracy underpins literacy & vocabulary acquisition: early vocabulary and language skill predict later reading accuracy and comprehension; gaps at school entry are strongly predictive of later attainment differences. National reports emphasise that language gap at 5 links to later lower outcomes. ([Better Communication](#)) Talking About a Generation (2017)
- Oracy supports well-being, confidence & life chances: parliamentary and sector reports (APPG, Communication Trust) link speech, language and communication to social, emotional and employment outcomes — with disproportionate impact on children from disadvantaged backgrounds. ([Education UK](#)) (Speak for Change 2021)
- Oracy benefits cross-curricular learning: research and practitioner evidence (Voice 21 and EEF summaries) show that purposeful classroom talk accelerates progress across subjects (e.g., dialogic teaching studies noted gains in English and science). Oracy instruction can therefore be a high-leverage approach for curriculum impact. ([Voice21](#))

What is statutory?

Early Years Foundation Stage (EYFS) — The EYFS statutory framework places early language at the heart of the curriculum; the EYFS Early Learning Goals (ELGs) include:

- Communication and Language — ELG: Listening, Attention and Understanding (Listen attentively and respond to what they hear with relevant questions, comments and actions...) and
- Communication and Language — ELG: Speaking ('Participate in small group, class and one-to-one discussions, offer their own ideas, and use recently introduced vocabulary').

However, this is woven through the intent of all Seven Areas of Learning as a golden thread. It is a Prime area that underpins success in all other aspects. The EYFS statutory framework states that: 'the development of children's spoken language underpins all seven areas of learning and development.'

([GOV.UK](https://www.gov.uk))

National Curriculum (primary) — The National Curriculum requires teachers to develop pupils' spoken language, reading, writing and vocabulary as integral parts of every subject. There is a statutory Spoken Language programme of study which underpins teaching across Key Stage One and Two.

Schools need to teach these statements, at a level appropriate to the age of the pupils:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Children should build on the oral language skills that have been taught in preceding years.

Children should develop competence in spoken language and listening to communicate effectively across different contexts and audiences. They need opportunities to work in varied group sizes — pairs, small groups, whole class — learning how to take turns and contribute constructively to conversations and debates.

Teaching should extend pupils' vocabulary from everyday language to a rich repertoire for expressing abstract ideas and a wide range of topics. Constructive feedback on speaking and listening is essential, both to build knowledge and skills and to secure strong foundations for future learning at primary and beyond.

([GOV.UK](https://www.gov.uk))

Progression in Oracy

In line with the non-statutory guidance in the Early Years Foundation Stage, children will be given progressive opportunities to build on the oral language skills from preceding years. Please see separate Progression in Oracy document.

Our Approach

At Leyland Methodist Schools, we are committed to ensuring every pupil is a confident communicator who can speak, listen and think with purpose across the curriculum, preparing them for life beyond school.

We will achieve this through a combination of explicit and implicit teaching, high expectations for vocabulary and Standard English, talk as a tool for learning, early identification and targeted support for SLCN, and ongoing CPD for staff.

We recognise the importance of the Early Years and utilise this phase to establish strong foundations in communication and language. By prioritising early intervention and closing gaps quickly, we enable all children to access the wider curriculum with confidence. Through high-quality interactions, purposeful play, and structured opportunities for talk, we ensure that every child develops the skills to participate fully in learning and in life.

Whole School Approaches

At Leyland Methodist Schools we:

- Have a progressive approach to oracy. Our progression Document is based on Voice 21 materials and also the Reading & Writing Frameworks
- Have staff who understand and ensure positive interactions (ShREC approach)
- Have daily story time sessions timetabled across school

- Identify key subject specific vocabulary to be taught explicitly (listed on unit plans / knowledge organisers) and display these on working wall and anchor sheets.
- Focus on: drama, planning, oral rehearsal in English lessons, utilising our writing strategy
- Encourage collaborative approaches across the curriculum and support these through 'Effective collaboration' statements
- Ensure oracy is built into all English units (See writing unit structure)
- Deliver staff CPD to ensure all are committed to / skilled in supporting oracy

Targeted Approaches

At Leyland Methodist Schools we:

- Use Wellcom as a targeted intervention program in EYFS.
- Use SALT programmes and referrals as required.