



LincolnCarlton  
·ACADEMY·

# Oracy at LCA

September 2024 – July 2025

Intent	<p>At Lincoln Carlton Academy, we place oracy at the heart of learning to create language-rich classrooms and talk-rich children. Through the explicit teaching of oracy, we will develop children’s language skills to support each of them to find their voice, empowering them to speak effectively and express themselves confidently, whilst listening attentively and responding appropriately. Oracy is a skill for life and a vital tool for learning. Our aim is to remove communication barriers and enable children to be confident and effective communicators at the end of primary school.</p> <p>We believe that all our children, regardless of ability and background, can assimilate the essential building blocks for oracy. We encourage high levels of participation and empower children with the confidence to elaborate upon their thoughts and ideas. We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum and have created a coherent progression for learning which introduces precise objectives, <i>using The Oracy Framework</i>, enabling development of oracy skills across four key areas: physical, linguistic, cognitive, and social/emotional. We strive to provide opportunities for developing oracy which are reflective of the diversity of our community and the wider world to ensure that all children feel seen and valued.</p> <p>By the end of Key Stage 2, we intend to equip our children with the confidence to engage critically but constructively with the ideas or those around them, ask questions to develop their understanding and have a secure grasp of the language necessary for expressing themselves and communicating effectively with their peers. Above all, we hope our children leave us with a love of the spoken word and an enthusiasm to share their thoughts, ideas and points of view with others.</p> <p>Our oracy curriculum is ambitious for all:</p> <p style="text-align: center;"><i>“Every student, Every lesson, All the time”</i></p>
Implementation	<p>At Lincoln Carlton Academy, we believe that oracy needs to underpin all that we do and that ‘good talk’ should thread through every lesson for every child. Purposeful talk is used to drive forward learning through talk in the classroom which has been planned, designed, modelled and scaffolded to enable all children to develop the skills needed for effective communication. The deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum will support children to make progress in the four key strands of oracy: physical, linguistic, cognitive and social/emotional.</p> <p>In the classroom, teachers are skilled in providing opportunities for children to engage with both of the core elements of oracy: learning <i>to</i> talk and learning <i>through</i> talk. The quality of talk is a priority within every classroom and from entering school in Reception, teachers encourage interactive conversations, turn-taking, vocabulary development and language building through exposure to rhymes, books and oral storytelling. At the heart of good oracy is the dialogic classroom and teachers use talk skilfully to scaffold and develop thinking through the modelling of high-quality interactions, questioning and discussion.</p> <p>We are guided by the Anthem Trust’s Oracy Strategy which identifies outcomes and improvements across three core areas within our primary school:</p> <ul style="list-style-type: none"> <li>• Early Speech and Communication</li> <li>• Learning to Talk</li> <li>• Wellbeing, advocacy and belonging</li> </ul>
Impact	<p>By teaching oracy skills, children at Lincoln Carlton Academy are able to assimilate, explore and put into practice a range of speaking and listening strategies. In doing so, they become more proficient communicators and more able to retain and share core elements of their learning. Development of oracy skills promotes higher levels of participation in dialogue within the classroom leading to more evidence of high-quality pupil talk and a reduction in excessive or low-impact teacher talk.</p> <p>Oracy encourages children to elaborate their ideas and is a tool to promote questioning and challenge throughout the curriculum. Children think at a higher level and gain a deeper understanding of themes and topics across the curriculum. Teaching children oracy skills increases their confidence in expressing themselves within school and equips them for the challenges of further education and the work places of the future.</p> <p>When children leave Lincoln Carlton Academy to continue their educational journey, they are better equipped having developed their oracy skills:</p> <ul style="list-style-type: none"> <li>• Children have grasped the skills of language for life</li> <li>• Children’s attainment has improved</li> <li>• Children reason and participate in class interactions with greater confidence</li> <li>• Children work both independently and together more effectively</li> </ul>

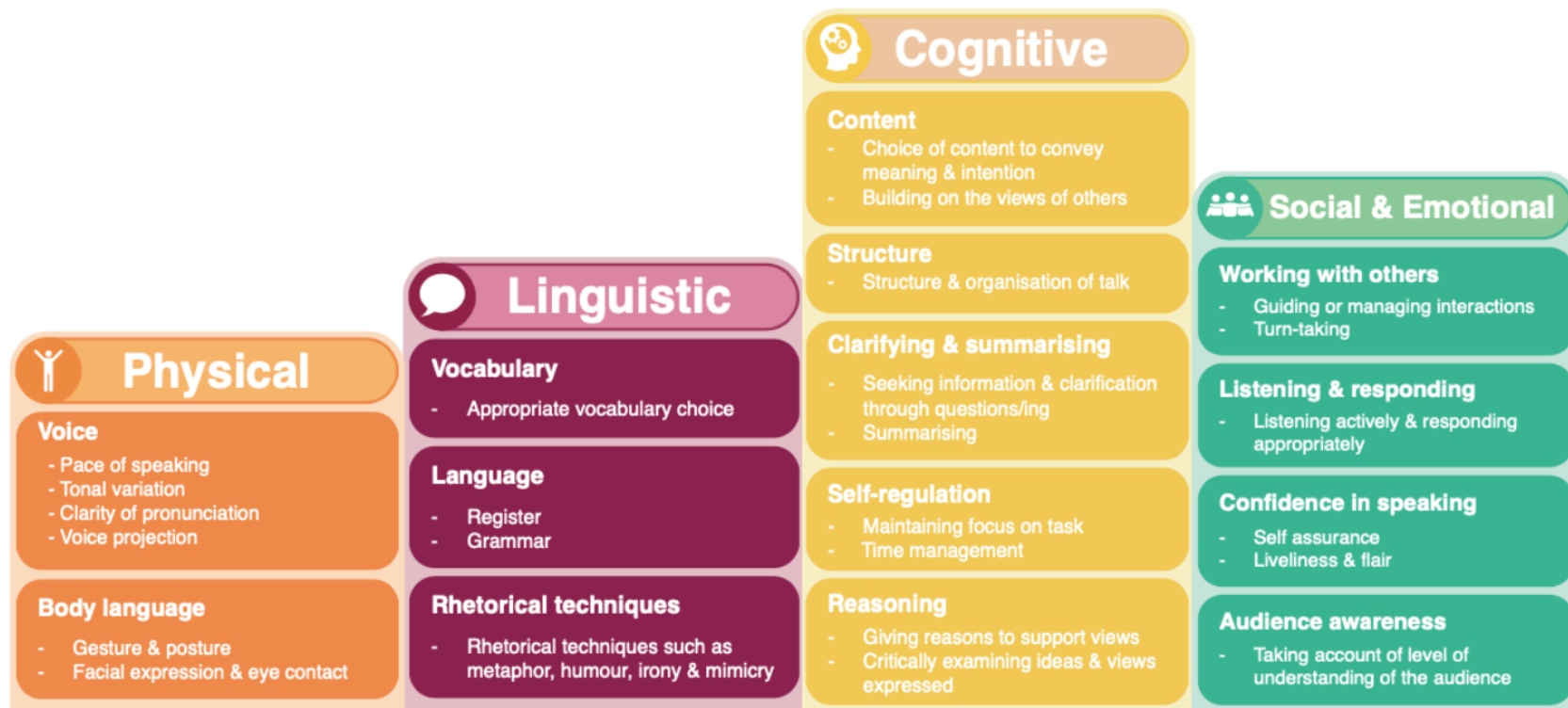
## Anthem Trust Oracy Strategy

		<b>OUTCOMES</b>	<b>IMPROVEMENTS</b>
	Interactive conversations, turn-taking, vocabulary and language building, exposure to rhymes, books and stories and consistent reading habits.	<ul style="list-style-type: none"><li>▪ Interactions</li><li>▪ Language</li><li>▪ Listening, attention and understanding</li></ul>	<p>Excellent listening, attention and understanding</p> <p>Speaking confidence and competence</p>
	An explicit oracy curriculum – explicitly taught – with a clear assessment structure that reaches beyond English. A culture of oracy that crosses all subjects and is embedded into social communication.	<ul style="list-style-type: none"><li>▪ Oracy curriculum</li><li>▪ Assessment</li><li>▪ Across the curriculum</li><li>▪ Explicit teaching</li><li>▪ Oracy culture</li></ul>	<p>Effective self-regulation</p> <p>Building better relationships</p> <p>Literacy</p>
	Children can confidently 'navigate social interactions and cultural contexts' because they have excellent oracy skills. They can express their feelings, advocate for themselves and build and maintain healthy relationships.	<ul style="list-style-type: none"><li>▪ Social confidence</li><li>▪ PSED and oracy</li><li>▪ Confident communicators</li></ul>	<p>Improved student outcomes</p> <p>High quality public speaking</p>
	Employment communication skills are explicitly taught to all students but with additional support for those moving onto vocational futures.	<ul style="list-style-type: none"><li>▪ KS4 and Sixth Form students have excellent soft skills to secure employment</li></ul>	<p>Excellent oracy events and opportunities</p> <p>Successful vocational next steps</p>

## The Oracy Framework

The Oracy Framework outlines the elements which underpin successful communication skills and provides a useful tool for analysing speech. The Framework enables children and teachers to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills. The Oracy Framework, developed by Cambridge University and *School 21*, breaks down oracy into 4 distinct strands:

- Physical – how we communicate using our body and voice
- Cognitive – concentration when speaking and listening, asking questions and explaining
- Linguistic – structure of spoken language and vocabulary choices
- Social & Emotional – working with others, listening and responding and developing confidence



# Oracy Progression

## Early Year / KS1

	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
YR	<ul style="list-style-type: none"> <li>• Speak clearly with appropriate volume</li> <li>• Look at who is talking and who you are talking to</li> <li>• Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant</li> </ul>	<ul style="list-style-type: none"> <li>• Use talk in play to practice new vocabulary: e.g.: lighter, heavier</li> <li>• Begin to speak in sentences, joining phrases with words such as “if, because, so, could, but.”</li> </ul>	<ul style="list-style-type: none"> <li>• Use ‘because’ to develop their ideas</li> <li>• Begin to make contributions that match what has been asked</li> <li>• Ask simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Look at someone who is speaking to you</li> <li>• Wait for a turn – take turns to speak, when working in a group</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts</li> <li>• Use appropriate tone of voice for context (projecting voice for large audience)</li> <li>• Use hand gestures to support delivery in presentational talk (pointing to something being discussed)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in sentences using conjunctions to sequence as well as link such as firstly etc</li> <li>• Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller</li> <li>• Take opportunities to try out new language, even if it is not always correctly used</li> <li>• Use sentence stems to link to other’s ideas in group discussion e.g. ‘I agree with... because...’ ‘linking to...’</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant and considered contributions that match what has been asked</li> <li>• Ask more complex questions</li> <li>• Describe events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to others</li> <li>• Be willing to change their mind based on what they have heard</li> <li>• Begin to organise group discussions independently of an adult</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Look at who is talking to you and you are talking to</li> <li>• Use body language to show active listening (nodding along, facial expressions)</li> <li>• Speak clearly and confidently with appropriate volume and pace</li> <li>• Hand gestures when speaking become increasingly natural (such as indicating someone when referencing their idea.)</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking in sentences using joining phrases to create longer sentences</li> <li>• Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom</li> <li>• Use sentence stems to signal when they are building or challenging others’ ideas in group’</li> </ul>	<ul style="list-style-type: none"> <li>• Offer reasons for their opinions</li> <li>• Recognise when they haven’t understood something and ask a question</li> <li>• Disagree with someone else’s opinion politely</li> <li>• Explain ideas and events in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Start to develop an awareness of audience e.g. what might interest a certain group</li> <li>• Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them</li> <li>• Recite/deliver short pre-prepared material to an audience</li> </ul>

## Key Stage 2

	PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
Y 3	<ul style="list-style-type: none"> <li>Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas</li> <li>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk</li> <li>Consider position and posture when addressing an audience</li> <li>Consider movement when addressing an audience</li> </ul>	<ul style="list-style-type: none"> <li>Be able to use specialist language to describe their own and others' talk</li> <li>Use specialist vocabulary e.g. speak like an archaeologist</li> <li>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delicious'</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more about a subject</li> <li>Build on others' ideas in discussions</li> <li>Make connections between what has been said and their own and others' experiences</li> <li>Offer opinions that aren't their own e.g. taking on a specific role in group work</li> <li>Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of strategies such as 'Talk Detectives'</li> </ul>	<ul style="list-style-type: none"> <li>Speak with confidence in front of an audience</li> <li>Begin to recognise different roles within group talk e.g. chairperson</li> <li>Adapt the content of their speech for a specific audience</li> <li>Begin to explain the necessary skills for undertaking a role</li> </ul>
Y 4	<ul style="list-style-type: none"> <li>Deliberately select movement and gesture when addressing an audience</li> <li>Use pauses for effect in presentational talk</li> <li>Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground</li> </ul>	<ul style="list-style-type: none"> <li>Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain</li> </ul>	<ul style="list-style-type: none"> <li>Reach shared agreement in discussions</li> <li>Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event</li> <li>Ask probing questions</li> <li>Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets</li> </ul>	<ul style="list-style-type: none"> <li>Use more natural and subtle prompts for turn taking</li> <li>Start to develop empathy with an audience</li> <li>Consider the impact of their words on others when giving feedback</li> </ul>
Y 5	<ul style="list-style-type: none"> <li>Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story</li> <li>Project their voice to a large audience</li> <li>Gestures become increasingly natural</li> <li>Consciously adapt tone, pace and volume of voice within a single context</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions</li> <li>Consider the words and phrases used to express their ideas and how this supports the purpose of talk</li> </ul>	<ul style="list-style-type: none"> <li>Draw upon knowledge of the world to support their own point of view and explore different perspectives</li> <li>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event</li> <li>Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. <i>That might be true; however, what do you think about ...?</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen for extended periods of time including notetaking, drawing visual</li> <li>Adapt the content of their speech for a specific audience e.g. use of humour</li> <li>Speak with flair and passion</li> </ul>
Y 6	<ul style="list-style-type: none"> <li>Speak fluently in front of an audience.</li> <li>Have a stage presence</li> <li>Consciously adapt, tone, pace and volume of voice</li> </ul>	<ul style="list-style-type: none"> <li>Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy</li> <li>Vary sentence structures and length for effect when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Construct a detailed argument or complex narrative</li> <li>Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate</li> <li>Reflect on their own and others' oracy skills and identify how to improve</li> </ul>	<ul style="list-style-type: none"> <li>Use humour effectively</li> <li>Begin to be able to 'read a room' or a group and take action accordingly e.g. change topic if audience disengages</li> <li>Perform confidently in a variety of contexts: productions, debate, recitals</li> </ul>