



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”

Matthew 5:16

Oracy Policy

Policy Updated:	September 2026
Date reviewed and agreed by Governors:	March 2026
Date of next review:	September 2027
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

1. Purpose

At St Barnabas, our sole purpose is to enable children to let their light shine, preparing for a positive future, achieved through faith. Our curriculum is designed to deepen knowledge, with literacy at the heart. We understand the importance of oracy, teaching our children to learn through talk and to be able to talk, giving our children the skills to communicate and thrive in the 21st century. This policy sets out our commitment to oracy as a core discipline in our school. Using the Tongue Fu Talking™ framework, we teach speaking and listening explicitly, progressively and equitably. Our aim is to ensure every pupil develops the skills to think clearly, speak confidently and collaborate respectfully.

2. Definition

Oracy is the skilled use of spoken language for thinking, learning and communicating. It includes:

- Exploratory talk to build understanding through dialogue
- Presentational talk to inform, persuade or inspire an audience
- The physical, linguistic, cognitive and social elements of communication

This policy is based on the belief that oracy should be taught with the same rigour and progression as reading and writing.

3. Our Oracy Framework: Tongue Fu Talking™

3.1 Modes of Talk

- **Explorer Mode:** Supports collaborative thinking, reasoning and problem-solving
- **Presenter Mode:** Focuses on clarity, confidence and purposeful delivery

3.2 The Four Disciplines

- **The Stance** (physical presence and delivery)
- **The Flow** (structure and language)
- **The Mind** (thinking, reasoning and metacognition)
- **The Bond** (listening, empathy and social connection)

Each discipline contains specific practices that are taught explicitly and rehearsed regularly.

3.3 Progression: The Belt System

- White Belt: Foundation (EYFS to KS1)
- Green Belt: Developing (KS1 to Lower KS2)
- Brown Belt: Competent (Lower KS2 to Upper KS2)
- Black Belt: Mastery (Upper KS2 to KS3)

Progression is flexible and inclusive. Pupils are supported to develop confidence and competence in their own way.

4. Aims

The overall aim for oracy is to nurture a comprehensive set of communication skills that significantly enhance pupil engagement in learning, leading to improved academic outcomes. At St Barnabas we aim to foster wellbeing and confidence, with oracy playing a pivotal role in equipping children with the tools to engage meaningfully in a democratic society and to develop their voice.

By the end of their primary education, all pupils will:

- Speak and listen with clarity, control and confidence
- Structure their thoughts and express them appropriately
- Engage in exploratory talk to build understanding
- Use presentational talk to explain, inform and persuade
- Demonstrate respect, empathy and adaptability in conversation

5. Curriculum Integration

At St Barnabas we view oracy as a tool to deepen children's understanding and knowledge across all subjects and is integrated using a consistent approach. We aim to develop and encourage fluent speakers who can confidently articulate their ideas in different subject disciplines. It is also recognized that our children are given the opportunities for talk outside of the timetables curriculum, through leadership roles, worships, musical events and trips.

Oracy is embedded across all curriculum subjects through:

- Subject-specific prompts linked to talk disciplines and practices
- Exploratory talk in reasoning, problem-solving and concept-building
- Presentational talk in reporting, narrating, explaining and persuading

6. Teaching Strategies

As oracy is such a key discipline for future success, we ensure our staff feel supported and confident to be able to develop oracy for teaching and learning. Our staff receive regular training and bespoke CPD to ensure there is a shared understanding of the importance of oracy, how and when it can be taught.

All teachers are expected to:

- Explicitly teach oracy practices using shared language
- Model both modes of talk using the four disciplines
- Rehearse talk through structured activities and sentence stems
- Use gestures and visual cues to support consistency
- Prompt metacognitive awareness before, during and after talk

7. Ground Rules for Talk

Each class co-constructs and displays clear expectations to support the children and staff in developing their oracy skills across the curriculum. These include:

- Listen actively and wait your turn
- Build on others' ideas
- Give reasons for your views
- Speak with clarity and purpose
- Disagree respectfully
- Stay on topic

8. Roles and responsibilities

SLT

The Senior Leadership Team will support the subject leader in developing and executing a strong oracy curriculum. This will be achieved through:

- Being an advocate for the subject.
- Overseeing the delivery of their subject through assisting with learning walks, book looks and pupil voice.
- Enabling their subject leader to have sufficient CPD opportunities to develop staff knowledge.
- Implementing their action plan. Work together so that school priorities can be identified and prevent all subjects from being promoted and developed at the same time.

Subject leader

The role of the subject leader is inclusive of a range of actions:

- Plan a progressive Long-Term Plan using the National Curriculum as a base.
- Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through a variety of methods:
 - learning walks
 - book looks
 - pupil voice or subject audits
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

Staff

It is the staff role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

9. Assessment

Assessment is formative and focuses on progression, not performance. Tools include:

- Self-assessment grids for each belt
- Exemplars linked to belt stages and disciplines
- Observation checklists for classroom talk

10. Inclusion and Accessibility

All pupils are entitled to access high-quality oracy teaching. We ensure:

- Visual cues and sentence scaffolds are available
- Adjustments are made for pupils with additional needs
- Progress is recognised through multiple valid expressions of competence

Pupils are not expected to perform in a uniform way, but to develop confident communication using strategies that work for them.

11. Monitoring and Evaluation

The Oracy Lead and SLT will review:

- Planning and classroom practice across subjects
- Belt progression data and assessment samples
- Pupil voice and self-reflection insights
- The consistency of practice across year groups

Annual reviews will inform future training, resource allocation and strategic direction.