



Oracy Intent and Implementation

Oracy Curriculum Intent

At Our Lady's Catholic High School, we believe that oracy is fundamental to every student's academic success, inclusion, and personal growth. Through our oracy curriculum, we ensure that all learners, including those who are vulnerable, disadvantaged, or have special educational needs and disabilities (SEND), are equipped with the language, confidence, and communication skills they need to thrive both in school and in life.

Drawing upon the research and frameworks of Voice 21 and Oracy Cambridge, our intent is that every pupil learns *through talk* and *to talk effectively*. Purposeful, structured talk deepens thinking, enhances literacy, supports emotional intelligence, and builds the social and spiritual confidence essential for future success.

Students will learn to:

- Speak with confidence, clarity, and fluency across a range of contexts.
- Adapt language for different purposes and audiences, using Standard English accurately where appropriate.
- Listen actively and respectfully, recognising that true communication involves understanding and responding to others.
- Articulate their opinions clearly, reason logically, and engage constructively with alternative viewpoints.

Oracy underpins achievement across our curriculum by strengthening reasoning, critical thinking, and subject knowledge. It supports personal development and well-being by enabling pupils to express emotions, resolve conflict, and connect with others. It enhances behaviour and attendance by creating a culture of respect, engagement, and belonging, ensuring every voice is valued and heard.

At Our Lady's, we are committed to embedding oracy as a core aspect of teaching and learning. It reflects our Catholic ethos of dignity, respect, and community, ensuring all pupils, regardless of background or need, have the voice, confidence, and skill to flourish within and beyond the classroom.



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At Our Lady's Catholic High School, high-quality oracy teaching is embedded across every subject and year group. Our approach ensures pupils *learn to talk* and *learn through talk*, developing essential communication skills that support success in education, employment, and life.

Our Oracy Essentials

We have identified five Oracy Essentials that are modelled, taught, and reinforced by all staff to promote confident, respectful, and effective communication:

1. **Actively Listen**

Active listening is explicitly taught and modelled in lessons so that pupils understand what it looks, sounds, and feels like. Teachers set clear expectations for activities. Pupils are encouraged to ask and answer questions based on what they have heard, demonstrating that they are processing information. By embedding active listening as a core behaviour for learning, pupils develop empathy, concentration, and respect for the views of others.

2. **Engage in Appropriate Posture, Positioning, and Body Language**

Teachers across subjects explicitly instruct pupils on appropriate posture, positioning, and body language for each oracy activity. This consistent modelling builds pupils' awareness of the non-verbal aspects of communication and prepares them for real-world speaking contexts.

3. **Use a Clear, Audible Voice**

Pupils are taught that clarity and audibility are vital to effective communication. Teachers support students to project their voices appropriately, ensuring that their peers can hear and understand their contributions during discussions, group work, and presentations.

4. **Speak in Complete Sentences (When Appropriate)**

Speaking in full sentences is a key expectation across the curriculum, particularly in formal settings such as debates, presentations, and extended responses. Teachers model sentence stems and provide scaffolds to support pupils in articulating their thoughts fully and coherently.

5. **Use Subject-Specific Terminology**

Precision of language is a hallmark of academic excellence. Pupils are encouraged to use accurate, subject-specific vocabulary in their speech, helping them to demonstrate understanding and develop confidence in disciplinary language. Teachers reinforce this through strategies such as word banks, glossaries, vocabulary displays, and sentence stems.

Embedding Oracy in Classroom Practice

- All staff receive regular professional development in oracy pedagogy, drawing on Voice 21 and Oracy Cambridge principles.
- Structured talk routines such as *think-pair-share*, *turn and talk*, *debates*, and *presentations* are consistently used to develop high-quality discussion and reasoning.
- SEND and disadvantaged pupils are supported through tailored scaffolding, modelling, and targeted feedback to ensure full participation and progress.



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- Oracy supports attendance and behaviour by promoting engagement, respect, and collaboration, helping pupils to communicate calmly and confidently in challenging situations.
- Leadership teams monitor and celebrate oracy practice across the curriculum, supporting staff well-being through collaboration, shared resources, and recognition of effective practice.

Oracy Enrichment and Wider Opportunities

Oracy development extends beyond the classroom to enrich pupils' spiritual, moral, and social growth. Through these activities, pupils develop self-belief, teamwork, and pride in their communication:

- Half Oracy Assemblies
- 'Talk the Talk' student workshops and teacher CPD
- Debate Club and The Great Lancashire Debate finalists
- Poetry Slam and Drama Productions
- Pupil-led Prayer and Liturgy rota
- School Council and Year 7 Open Evening tour guides
- Young Enterprise presentations
- Public speaking events

These experiences foster confidence, resilience, and leadership, ensuring that pupils leave Our Lady's equipped to contribute positively to society and live out our values of service, humility, and truth.