



# Oracy at WTW

*Wednesday 6<sup>th</sup> May 2026*

## Today's outline:

- *What is Oracy?*
- *Voice 21 Oracy Framework*
- *Oracy at WTW*
- *Oracy at Home*





**EVERY VOICE HAS POWER!**

WALNUT TREE WALK  
PRIMARY SCHOOL 



**TIANA**

Oracy is about using fancy words when expressing yourself.

Oracy is about talking more.



**ISAAC**

# What is Oracy?



Oracy is about learning to talk.



**CALEB**

In my opinion...

I agree / disagree with ... because...

I also think that...

Oracy is about learning through talk.



**EMI**

# What is Oracy?



The Guardian

Keir Starmer urged to honour pledge to embed speaking skills in England's schools

Jul 23, 2025



The Guardian

Another way we are failing an entire generation: we must teach young people to speak

Jul 24, 2025



The Guardian

The Guardian view on talking in class: the writers speaking up for oracy education are right

Jul 27, 2025

- Oracy is to speech what literacy is to writing and numeracy is to maths.
- Oracy isn't "more talk for talk's sake" — it's structured, purposeful talk that deepens learning, builds vocabulary, and develops confidence.
- In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life  
*(Voice 21, 2025)*
- "The greatest failing of Britain's schools is to teach children to read, write and count — but not to speak."  
*(Guardian 2025, Simon Jenkins)*

# Why Oracy Matters?

The attainment gap is widening: children from disadvantaged backgrounds start school with lower spoken vocabulary, and this word gap continues to impact literacy and learning throughout school

*(EEF & Voice 21 research)*

*Numerous studies:*

Oral language interventions can yield +6 months accelerated progress, with even greater impact for disadvantaged students.

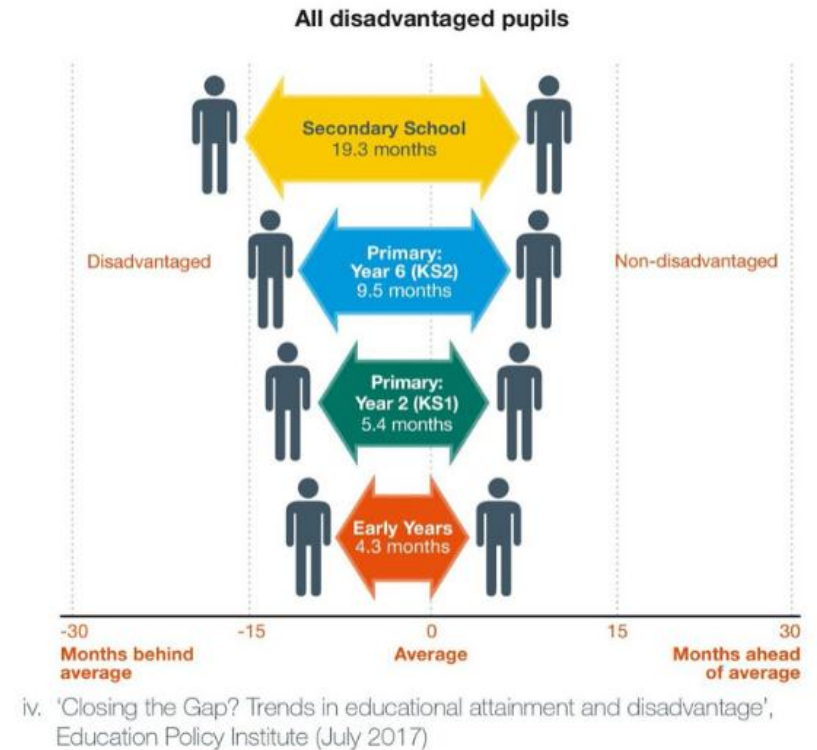
Oracy builds confidence, wellbeing and inclusion, particularly for EAL and SEND pupils.

*Voice 21 Impact Report, 2023:*

Students with strong oracy skills achieve better results in English & Maths, enjoy school more, and have better life chances

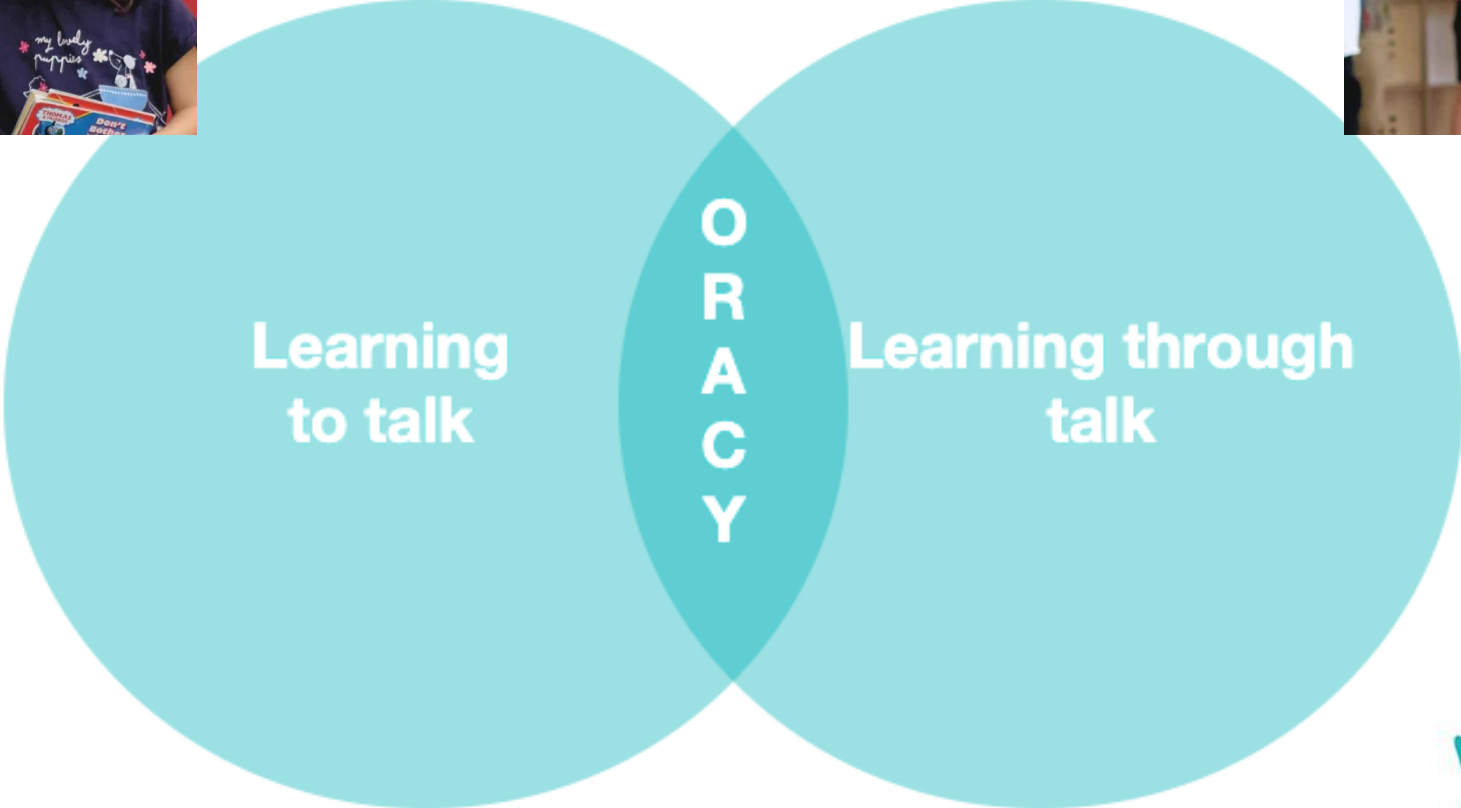
50% stronger oracy skills in schools working with Voice 21 for 3+ years.

Y6 & Y7 pupils in Voicing Vocabulary schools made accelerated progress in reading – more likely to score above average than peers nationally.





# What is Oracy?





# Oracy at WTW

Elevate the culture of oracy across the school by:

- 1. Setting high expectations for oracy across the school*
- 2. Valuing every voice*
- 3. Teaching oracy explicitly*
- 4. Harnessing oracy to elevate learning across curriculum*
- 5. Appraising progress in oracy*

# Voice 21 Oracy Framework



**Cognitive**

The deliberate application of thought to what you're saying.



**Linguistic**

Knowing which words and phrases to use, and using them.



**Physical**

Making yourself heard, using your voice and body as an instrument.



**Social &  
Emotional**

Engaging with the people around you; knowing you have the right to speak.

## Oracy Framework



**Physical**

Are you speaking loud enough to be heard?



**Linguistic**

Are you starting to join ideas together with words like and, because and but?



**Cognitive**

Are you asking questions?



**Social & Emotional**

Are you taking turns to talk and listen?



# The Oracy Framework



Here are some things to think about when you are using your oracy skills:



## Physical

Are you thinking about the **speed** and **volume** of your voice?



Are you using **gestures** and **expression** to help make your point?



Are you **facing** who you are **speaking** or **listening** to?



## Linguistic

Are you using **sentence stems** to link others' ideas?



Are you using **new** and **appropriate** vocabulary?



## Cognitive

Is what you want to say **clear** and **organised**?



Are you asking **relevant questions** and **responding** to others?



Are you giving **reasons** for what you are saying?



## Social & Emotional

Are you **taking turns** to **talk** and **listen** and **encouraging others** to take part?



Are you talking **confidently** and **thinking** about your **audience**?

# The Oracy Framework



Here are some things to think about when you are using your oracy skills:



## Physical

### Voice:

- Are you speaking **clearly**, with **expression**?
- Are you adapting the **tone**, **pace** and **volume** of your voice for different situations?



### Body:

Do your **body language** and **facial expressions** match the message you are trying to convey?



## Linguistic

### Vocabulary:

How are you **choosing** what **vocabulary** to use and **tailoring** it to your audience?

### Language:

Are you matching your **language** to the **situation**?



### Rhetorical techniques:

Are you using a range of **persuasive techniques**?



## Cognitive

### Content:

Are you being **clear** about your main points as well as **building** on the thoughts of others?



### Structure:

How have you **organised** your talk so that it presents a **clear argument** or **narrative**?

### Making things clear:

- Are you asking questions to **clarify**, **probe** and **challenge**?
- Are you **summarising** the main points in a succinct way?

### Reasons:

Are you **responding** to what is being said and providing **evidence** for the points you are making?



## Social & Emotional

### Working with others:

Are you aware of the **group dynamics** and actively **inviting** others to share their opinions?

### Listening:

Are you **actively listening** and **responding appropriately**?

### Confidence:

How are you showing that you're **confident** as well as being **respectful** to others?



### Audience:

Are you thinking about your **audience** and **adapting** your speech accordingly?

# Oracy Framework - games



**1 - 20  
game**

**If I ruled the  
world**

**Articulate**

**Which  
emotion?**

# If I Ruled the World ...



If I ruled the world, I would... because...

I couldn't disagree more because...

# Which Emotion?



**“It’s going to snow today”**

 Peaceful	 Grateful	 Awe	 Love	 Connected	 Joy
 Safe	 Calm	 Curious	 Creative	 Happy	 Excited
 Cozy	 Chill	 Fine	 Pleasant	 Silly	 Energetic
 Tired	 Disappointed	 Bored	 Annoyed	 Frustrated	 Rowdy
 Miserable	 Sad	 Shy	 Embarrassed	 Angry	 Stressed
 Depressed	 Lonely	 Ashamed	 Anxious	 Jealous	 Furious

# 1-20 Game

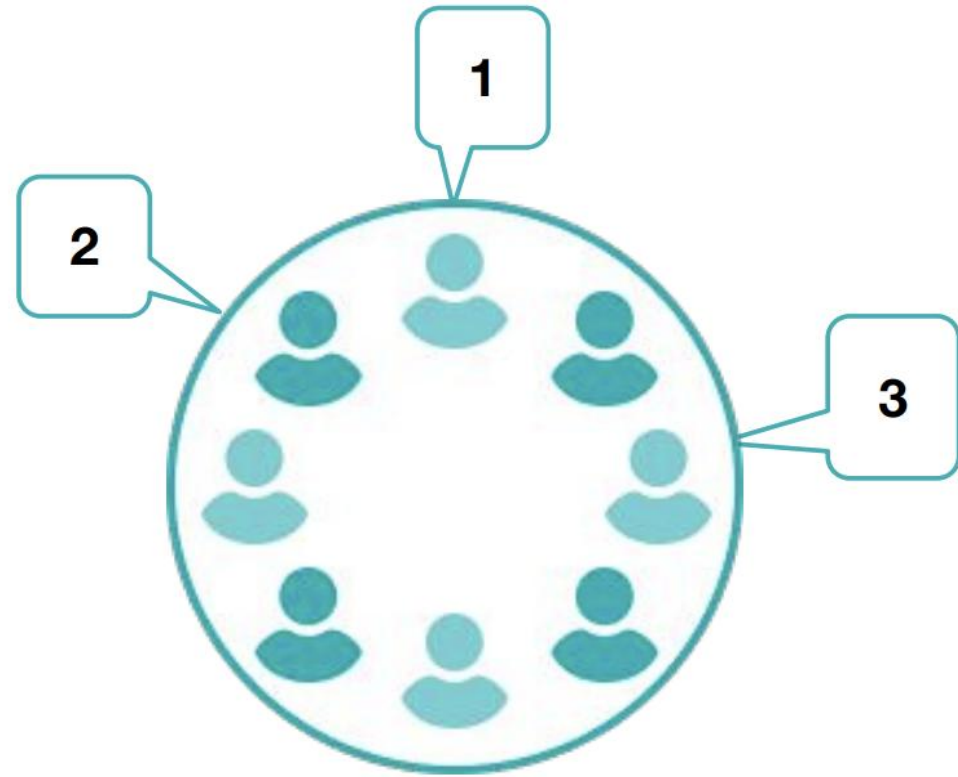


**Aim:**

As a group, can we get to 20?

**The rules:**

- You must say at least one number
- You cannot go around the table
- If two people speak at the same time, we go back to zero



# Articulate



- It is made from metal
- It is used in baking
- It is used to mix ingredients together
- It has a handle and lots of metal strands at the end that makes a light bulb shape
- You can use it to beat eggs

# Articulate



whisk



calculator



calendar

It is made from ...  
It is used in ...  
It is used to ...  
It has ...  
You can use it to ...



wooden spoon



blender



vegetable peeler



potato masher



Remote control

# Oracy Framework



**Articulate**

**If I ruled the world...**

**1–20 Game**

**Which emotion?**

# Oracy at WTW

- Class displays, targets, visual aids
- Acknowledgment, specific praise, appraisal



# Oracy at WTW

- Discussion guidelines, oracy dispositions, consistency
- Carefully planned talk tasks, interaction patterns, valuing every voice



**Discussion Guidelines**

We give proof of listening

We respect others' ideas

We build, challenge, summarise, clarify, and probe each other's ideas

We are prepared to change our mind

We invite others into our discussion

We try to reach a shared agreement

voices21

Voices 21 operates as an organisation under The Education 21 Foundation, a registered charity in England and Wales, registration number 1138270. www.voices21.org

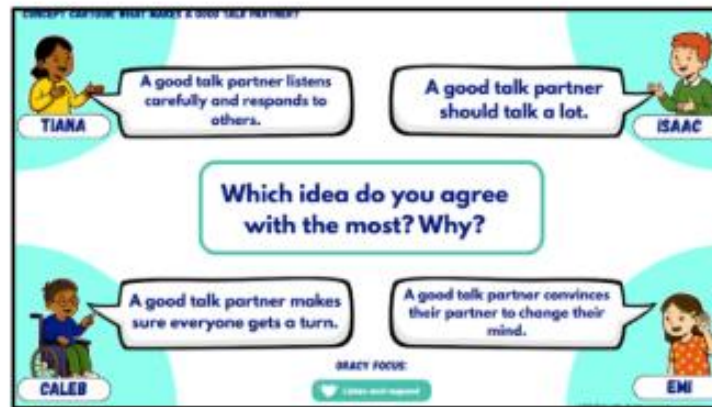
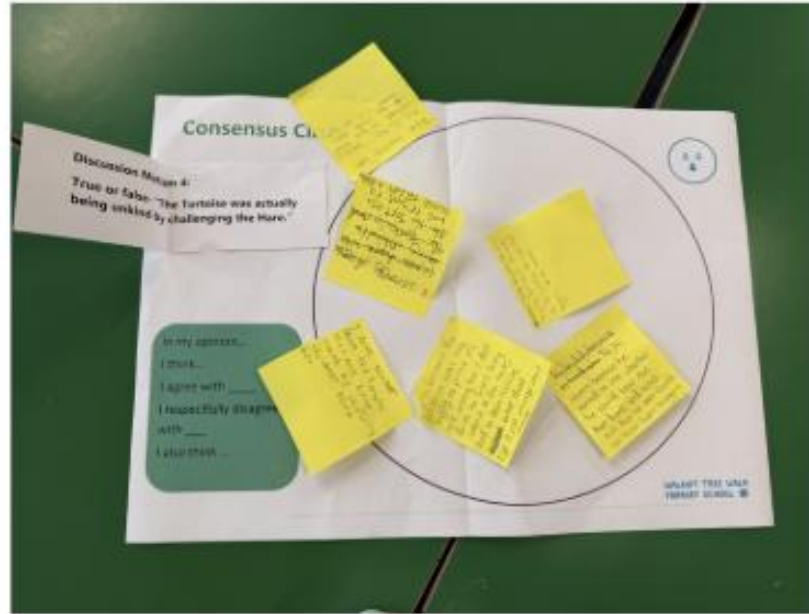
The poster is blue with white text and various icons. It lists six discussion guidelines, each accompanied by a small illustration: an ear for listening, a brain for respecting ideas, a lightbulb for building/challenging ideas, a hand holding a lightbulb for changing one's mind, speech bubbles for inviting others, and thumbs up for reaching agreement. A small logo for 'voices21' is in the top right corner.

# Oracy at WTW

## Structured Talk Activities

These approaches support our children to:

1. Articulate and justify their thinking
2. Consider alternative perspectives
3. Engage critically with content
4. Develop confidence in sharing ideas



# Oracy at WTW

## Scaffolding and Support

To support high-quality discussion:

1. Sentence stems are used to scaffold pupil responses
2. Pupils are supported to explain, justify and extend their ideas
3. Expectations are adapted to ensure accessibility for all learners.

Starter

Which sentence uses a **comma** correctly?

Tick one.

Bring a pencil a ruler and, a book to school.

Bring a pencil a ruler, and a book to school.

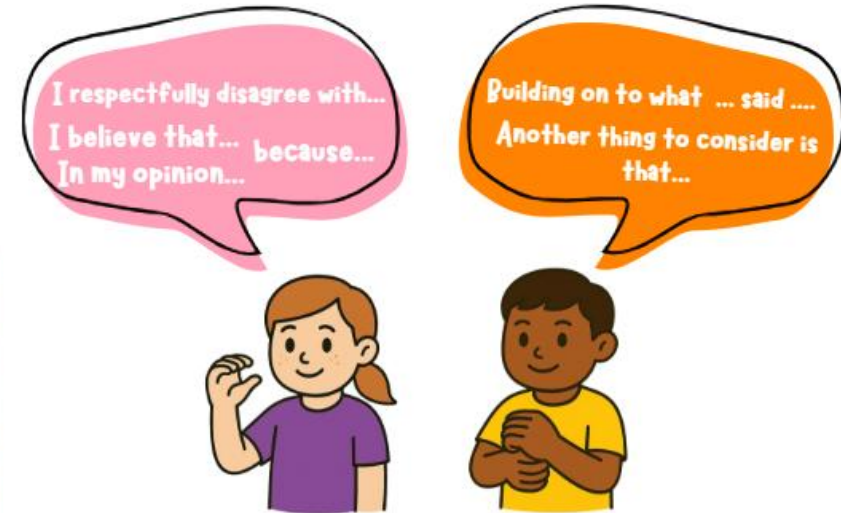
Bring, a pencil a ruler and a book to school.

Bring a pencil, a ruler and a book to school.

I think it's ...  
I know it's ... because ...  
I also know it's not ... because ...  
I agree / disagree ...

Give reasons for your ideas.

Use sentence stems.



OFF WE GO! LESSON 2

**CHALLENGE 1**

How do you think the physical geography of Africa effects daily life?

lllll

I know that...  
I can see that...  
I think ...

These strategies ensure that all pupils, including those with lower starting points, can access and participate in talk.

# Oracy at WTW

## Wider Opportunities

Pupils are given opportunities to develop oracy beyond the classroom through:

- Assemblies and performances
- Pupil voice opportunities
- Whole-school initiatives such as Oracy October, which demonstrated high levels of pupil engagement and participation.



Oracy October



Assemblies



WTW Debate Team



Meeting PM

# Oracy at Home

- Talk together every day. Chat during normal routines: dinner, walking to school bedtime.

Ask open questions (not just yes/no)

Instead of: “Did you have a good day?”

Try: “What did you learn today?”

“Why did you enjoy that?”

“How did you solve that problem?”

“What was a tricky thing you learned today?”



- Give thinking time. Let children pause and think. Don't jump in too quickly.

E.g. “Take your time — I'm listening.”

- Encourage full sentences (gently!) If they say: “Playground” You can model: “I played in the playground because...”
- Talk about books (not just read them). After reading: “Why do you think the character did that?” “What might happen next?” “How do they feel?”

- **Talk about their stickers!!**



**Any questions???**