ORACY STAY AND LEARN WORKSHOP

Miss Fairhurst

09.06.26

The Gates Primary School Westhoughton

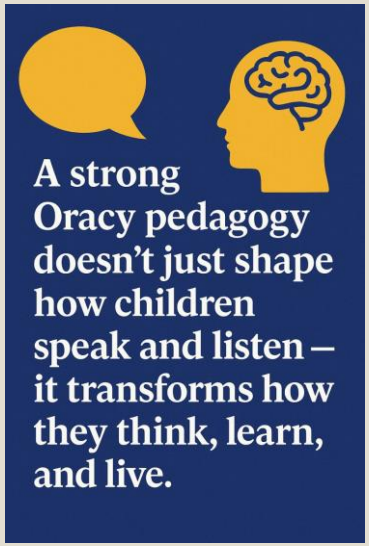
Overview of today's session:

- What oracy is
- How is oracy taught in school and what opportunities are provided to develop oracy
- How you can support with oracy at home
- Tasks to complete with your child.



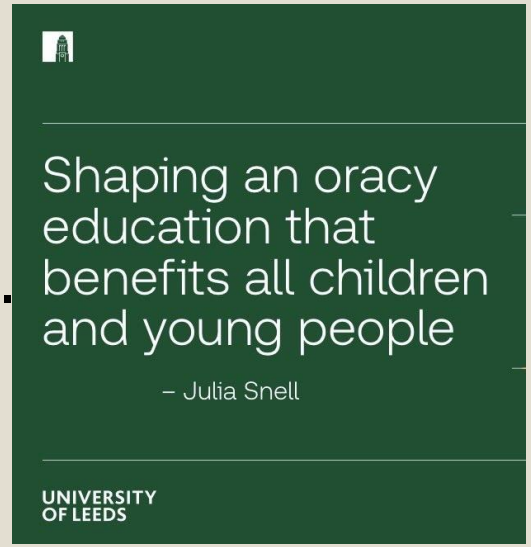
What is oracy?

• Oracy is the ability to:
- articulate ideas
- develop understanding
- engage with others through spoken language.



Why is oracy important?

- Supports children to become more effective speakers and listeners.
- Empowers children to better understand themselves, each other and the world around them and find their voice to succeed.
- Underpins the development of reading and writing.
- Fluency in the English language is an essential foundation for success in all subjects



Department for Education

Department for Education

Recently, the UK Department for Education has **significantly increased its emphasis on *oracy* — speaking, listening and communication skills** — in primary education, especially through the ongoing curriculum and assessment reforms.

Main Developments:

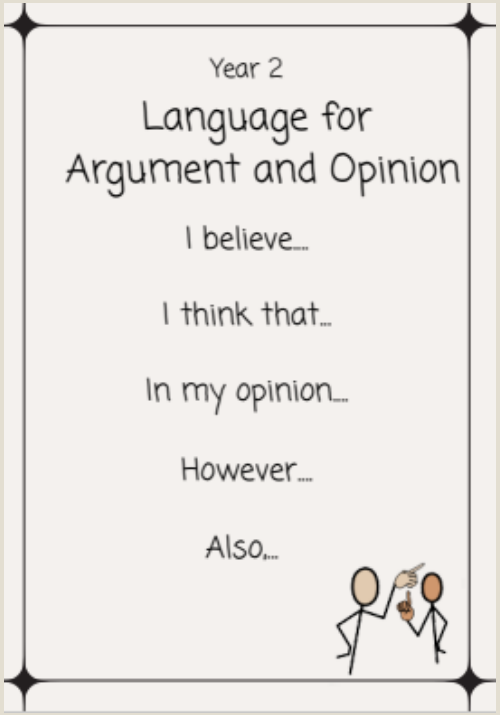
In November 2025, the government announced plans for a **new primary oracy framework** as part of wider curriculum reform in England. The DfE said this framework would help **embed speaking and listening across the curriculum**, alongside reading and writing.

The DfE's response to the independent Curriculum and Assessment Review said there should **be "more emphasis on speaking, listening and drama"** in English teaching.

How do we teach speaking and listening?

- Model good talk – adults and children demonstrate active listening, appropriate body language and clear articulation.
- Scaffold with frame – provide sentence starters e.g. I agree with x because to guide structured speech.
- Vary groupings - use pairs, trios and larger groups to build communication confidence.
- Turn-taking in conversation - maintain eye contacting and showing engagement through body language.
- Varying expression & volume – appropriate expression and volume for the required situation.





What opportunities do we provide to develop oracy?

Presenting ideas to groups or the rest of the class

Read, Write, Perform – Writing Units

Class Assemblies/ Nativities/ Productions

Head Pupils & Prefects showing visitors around school

Performing Poetry to the whole school

Sharing pieces of writing to link classes.

Pupil Leadership meetings and assemblies

Pupil voice with visitors and governors

The Gates Radio

Use of Seesaw to explain learning in subjects





English Curriculum:

Kingfishers & Eagles	Autumn 1 (ordered)	Autumn 2 (ordered)	Spring 1 (ordered)	Spring 2	Summer 1 (ordered)	Summer 2 (ordered)
Focus Text	**'War Horse'** by Michael Morpurgo 	**'Cosmic'** by Frank Cottrell Boyce 	**Harry Potter and the Philosopher's Stone by** JK Rowling 	**Skelling** by David Almond 	**'The Nowhere Emporium'** by Ross Mackenzie 	**'The Explorer'** by Katherine Rundell 
Other reading texts	**Being Me** by Liz Brownlee (Poetry Collection). **What Are We Fighting For? War Poems for Children** by Brian Moses **The Best Christmas Present in the World** by Michael Morpurgo	**Space Maps** by Laura Albanese (Non-Fiction). **Hidden Figures** by Margot Lee Shetterly (Non-Fiction). **When the Stars Come Out** by Nicola Edwards and Lucy Cartwright.	**The Arrival** by Shaun Tan (Wordless picture book). **Wisp: A Story of Hope** by Zana Fraillon (Picture Books). **We Refugees** by Benjamin Zephaniah (Poetry)	**Hidden Figures** by Margot Lee Shetterly (Non-Fiction– Big Question). **Shackleton's Journey** by William Grill (Short Story).	**Hidden Figures** by Margot Lee Shetterly (Non-Fiction– Big Question). **Shackleton's Journey** by William Grill (Short Story).	**Explorers** by Nellie Huang (Non-Fiction Book). **The Great Food Bank Heist** by Onjali Q. Rauf (Links to Big Question). **The Final Year** by Matt Goodfellow & Joe Todd-Standton (Poetry)
Poetry	**First Day** by Matt Goodfellow		**Bodies** by Kate Wakeling		**Everyone Comes From Somewhere** by Michael Rosen **New Beginnings** by Tony Walsh	
Writing	**Handwriting, Grammar & Sentence Focus** Handwriting Practise (Daily) Slow Write (Weekly) **(NF) Letters:** Letters from the trenches **(F) Narrative:** The Piano (Literacy Shed)	**(NF) Recount:** Transmission – Read, Write, Perform **(N) Cosmic**: Character interaction (dialogue) **(P) Poetry:** Figurative Poetry (Literacy Shed)	**(NF) Letters:** Write an invitation letter for Harry Potter **(NF) Non-Chronological Report:** Choose a creature from the book or create their own.	**(P) Poetry:** Narrative Poetry (Literacy Shed) **(N) Narrative:** Create their own Nowhere Emporium Wonder. **(NF) Balanced Argument:** Should visitors be allowed to create their own Wonders?	**(NF) Non chronological report:** Rainforest animal **(NF) Documentary:** Planet Earth (Read, Write, Perform) **(N) Narrative:** Create their own fictional expedition based on the book 'Explorers'	**(NF) Persuasion:** Pupil Leadership (Y5) **(P) Poetry:** Free verse – 'Moving On' (Literacy Shed) **(N) Guide:** Primary School Survival Guide (based on the book 'Go Big').

Opportunities to learn poetry, read it and recite it aloud through performances three times a year.

Immersive and engaging writing units – Read, Write, Perform = use of the green screen.

Poetry Performances:

Poetry Recital

31.03.26





We recently held our second poetry recital of the year, this time focusing on a diverse range of poets and poems. Each class worked incredibly hard to learn and recite their chosen pieces, transforming them into engaging performances. Children from Year 1 to Year 6 worked hard to bring their poems to life through the creative use of props, body percussion, expressive actions, choral and echo reading and confident delivery, showcasing both their understanding and enthusiasm for poetry. It was another wonderful celebration of poetry!

Debating:

Week2	Debate 	KS1 & KS2 Should we stop using cars to help protect the planet?	Pollution Cars Planet Earth Environment	Encourage children to listen to others, even if they disagree. Every viewpoint adds value to the discussion. Pay attention to others' ideas before responding. Debating isn't just about talking; it's about understanding. A good debater considers different opinions, not just their own. It helps build stronger arguments and empathy. Use polite language and a calm voice. Respectful speech shows confidence and maturity. Children should learn to support their opinions with reasons or evidence. This builds stronger arguments and critical thinking skills.

How can you support at home?

"The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing."

'Reading and writing float on a sea of talk.'

Talk together regularly e.g. share highlights from the day.

Read aloud and discuss books e.g. talk about character's feelings, make predictions and retell stories.

Model good conversation e.g. take turns speaking and listening, introduce new vocabulary and show interest with follow up questions.

Play games that encourage speaking e.g. would you rather? Guess who? 20 questions.

Support speaking with confidence e.g. given children opportunities to perform, present or share ideas.

Every conversation counts. Talking, listening, discussing ideas, reading together and sharing experiences all help children develop the communication skills they need for learning and for life.

Classroom Activity:

- The session will finish at 10:00 to give time to get ready for the next lesson. There should be a bell to indicate this.
- Exit through the main school office.
- If you have children in different classes in school, you can move through schoo to move between classes. There will be staff in the corridors to direct you.





We would appreciate your feedback on the session!

An evaluation form will be sent out alongside the slides from today, your feedback is much appreciated.



Thank you for your continued support!