



ORACY POLICY

Nursery to Year 2

Every voice belongs. Every voice matters.

“The greatest thing about big ideas is being able to share them!”

Albert Einstein

PLAY IT • SAY IT • WRITE IT

Policy owner	English Subject Leader / Oracy Lead
Responsible leader	Headteacher: Hayley Farthing
Approved by	Governing Body:
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Review date	September 2027, or sooner if national guidance changes

1 Purpose, vision and principles

A whole-school commitment to purposeful talk, attentive listening and language-rich learning.

Our vision

At Broomhill, oracy is how children find their voice, develop their thinking, connect with others and make sense of the world. We create an environment where every voice belongs and is heard. Children are not passive recipients of language: they are active participants who question, imagine, explain, negotiate, reflect, perform and create.

Our core commitment

Every child will experience the time, relationships, language, resources and responsive adult interaction needed to communicate meaningfully and with growing confidence.

Purpose of this policy

This policy sets out a coherent approach to oracy from Nursery through to Year 2. It applies across English and the wider curriculum, indoors and outdoors, in adult-guided learning and child-initiated play, and in whole-class, group, paired and one-to-one interaction.

We aim for every child to

- feel safe, valued and entitled to contribute;
- listen with attention and respond meaningfully to adults and peers;
- develop a broad, deep and usable vocabulary through rich experiences and high-quality texts;
- ask questions, express ideas and feelings, explain thinking and build on the contributions of others;
- use talk to rehearse, organise and improve ideas before writing;
- adapt spoken language for different purposes, audiences and contexts;
- develop confidence without being required to speak publicly before they are ready; and
- recognise and respect different languages, accents, dialects and ways of communicating.

What we mean by oracy

Oracy is the ability to communicate through speaking and listening. At Broomhill this includes verbal and non-verbal communication, supported and augmentative communication, and the physical, linguistic, cognitive and social-emotional skills needed to participate successfully.

2 The Broomhill approach

Nature, Nurture and Knowledge come alive through meaningful interaction.

Experience first: engagement gives children something worth saying

Engagement with children and the creation of memorable experiences are central to our ethos. Real encounters, practical challenges, visitors, stories, artefacts, visits, investigation, movement, the arts and the natural world give children shared knowledge and authentic reasons to talk. Adults notice what matters to children, introduce new possibilities and help them connect experience with precise language.

Child interests and the importance of play

Children's interests, fascinations, questions and schemas are powerful starting points for conversation. In play, children practise language for real purposes: they negotiate roles, solve disagreements, narrate events, invent worlds, test ideas and revisit experiences. Adults protect sustained play, observe carefully and join sensitively when their interaction will deepen thinking, language or connection.

In the Moment Planning

Our In the Moment approach enables adults to respond while curiosity and motivation are strongest. Practitioners observe, listen, think and respond: following the child's lead, adding vocabulary, modelling a phrase or sentence, wondering aloud, offering a resource, posing a well-timed question or creating an opportunity to return to the idea later. Responsive interaction sits alongside intentional curriculum planning; both are necessary.

Continuous provision

Well-designed continuous provision offers repeated, inclusive opportunities to talk across the day. Role play, small world, construction, creative areas, books, investigation, sensory provision, mathematics, mark-making and outdoor spaces are resourced to encourage collaboration, storytelling, explanation and choice. Enhancements connect children's interests with curriculum intent and planned vocabulary.

The Broomhill sequence

We PLAY IT through first-hand experience and imaginative exploration. We SAY IT through modelling, conversation, storytelling and oral rehearsal. We WRITE IT when children are ready to capture, shape and communicate their ideas.

3 How we teach and nurture oracy

Oracy is taught explicitly and developed continually through high-quality interaction.

CHATTA: time to talk, reflect and review

As a CHATTA school, we use images, experiences and adult modelling to make language visible and memorable. Children are given time to ask questions, rehearse language, reflect on learning, review acquired vocabulary and improve how they express an idea. CHATTA supports talk across the curriculum and strengthens the journey from oral composition to writing.

High-quality texts and meaningful themes

Children encounter ambitious, inclusive stories, non-fiction, poetry, rhymes and songs. Texts and themes open windows onto unfamiliar worlds and mirrors onto children’s lives. Adults identify a small number of useful words, explain them in context and create repeated opportunities for children to hear, say, act, revisit and apply them.

Adult modelling and responsive interaction

Adults model attentive listening, curiosity, clear articulation, appropriate volume, full and increasingly complex sentences, respectful disagreement and the vocabulary of thinking. They comment as well as question, recast without shaming, extend children’s language, allow processing time and show that changing one’s mind is part of learning.

Outdoor oracy

Outdoors is where oracy can come alive. Large-scale, sensory and real-world experiences provoke observation, collaboration, storytelling and explanation. Children plan a den, negotiate a game, describe weather, compare natural materials, investigate creatures, retell an adventure and create signs, maps, labels or stories from what they have said.

Talk before and during writing

Oral rehearsal reduces cognitive load and enables every child to develop content beyond what they can yet record independently. Children say sentences, sequence ideas, retell, imitate patterns, perform, receive feedback and refine language before writing. Talk continues during drafting and review.

A balanced diet of talk

Purpose	Examples	Adult role
Social and imaginative	play, conversation, role play, storytelling	notice, join sensitively, model, extend
Exploratory	wondering, predicting, comparing, problem-solving	invite possibilities; value tentative thinking
Presentational	retelling, explaining, performing, sharing learning	rehearse, scaffold, give supportive feedback

4 Progression from Nursery to Year 2

Expectations are ambitious, developmentally appropriate and responsive to individual starting points.

Stage	Listening & responding	Speaking & vocabulary	Thinking & interaction	Typical opportunities
Nursery	Attend in short shared moments; respond to name, cues and simple questions; begin to take turns.	Communicate needs and ideas using gesture, words, phrases and growing sentences; join rhymes and repeated refrains; acquire words through play.	Comment, choose, request, protest, imagine and begin to explain; sustain back-and-forth interaction with support.	key-person talk; songs; sensory play; small world; role play; story baskets; outdoor exploration
Reception	Listen in one-to-one, small-group and class contexts; respond with relevant comments, questions and actions; hold a conversation.	Use recently introduced vocabulary; speak in increasingly complete sentences; retell familiar events and stories; use past, present and future language with modelling.	Ask to clarify; predict; explain why something might happen; build on a partner's contribution; rehearse an idea before writing.	CHATTA; dialogic story talk; Helicopter Stories; investigation; role play; oral sentence rehearsal
Year 1	Listen and respond appropriately; maintain attention in collaborative conversation; take turns and stay on topic.	Ask relevant questions; give clear descriptions and narratives; use curriculum vocabulary; speak audibly; compose sentences aloud; use oral composition to say out loud what they want to write about.	Explain understanding; speculate, imagine and explore ideas; agree or disagree respectfully; respond to what another speaker has said.	partner talk; book discussion; drama; explanation of methods; storytelling; presentations; talk for writing
Year 2	Sustain listening across longer exchanges; identify key points; respond and add relevant detail; consider another viewpoint.	Retell and explain in sequence; clarify word meanings; justify ideas using evidence and conjunctions; use appropriate intonation and increasing fluency.	Compare, reason, hypothesise and evaluate; ask follow-up questions; build, challenge or refine ideas; adapt language for purpose and audience; plan ideas orally before writing.	structured discussion; debate; poetry performance; enquiry; peer feedback; oral planning and review of writing

Progress is not always linear

Children may demonstrate different levels of communication across people, places, sensory conditions, languages and tasks. Adults use professional knowledge of the whole child, recognise non-verbal communication and provide support without lowering intellectual ambition. The progression above guides provision; it is not a checklist or a ceiling.

Transition principle

Year 1 builds deliberately on the EYFS. Play, storytelling, continuous provision, visual support and responsive interaction remain important when they are the best routes into language and learning.

5 Inclusion: every voice belongs

Equality in oracy means equitable access to communication, not expecting every child to communicate in the same way.

Broomhill has high expectations for every child while recognising that speech, language, communication, confidence and regulation develop differently. Silence, gesture, eye gaze, signing, symbols, objects, communication boards and speech-generating devices may all carry meaning. Adults listen for the message and support the child to participate with dignity.

Universal inclusive practice

- Use visual timetables, objects of reference, Widgit symbols, gesture and modelling to make language accessible.
- Use Makaton and other agreed communication systems consistently where appropriate.
- Give genuine processing time; avoid repeating, rephrasing or selecting another child too quickly.
- Pre-teach and revisit essential vocabulary through Time to Connect, real objects, images, actions and meaningful contexts.
- Break instructions into manageable steps and check understanding through action, demonstration or retelling rather than asking only, 'Do you understand?'
- Offer different ways to contribute: partner rehearsal, pointing, choosing, drawing, acting, signing, recording or speaking through a trusted adult.
- Use supportive approaches such as Colourful Semantics, WellComm, Talk Boost, Attention Autism, Intensive Interaction, social stories and language groups when indicated.
- Plan sensory and emotional regulation so that communication is possible; use familiar adults and smaller groups when needed.

Children with English as an additional language

Home languages are valued as assets and integral to identity. Families are encouraged to talk, read, sing and tell stories in the language they know best. Adults use visuals, gesture, repetition, peer models and meaningful routines, and distinguish the normal process of acquiring English from possible speech, language and communication needs. Children are never discouraged from using their home language.

Identity, accent and dialect

Children's names, accents, dialects and ways of speaking are treated with respect. Adults model Standard English where it is useful for audience and purpose without presenting a child's family language as wrong. We teach code-switching as an additional choice, not as a replacement for identity.

Confidence, participation and safeguarding

No child is shamed, rushed or routinely compelled to speak to a large audience. Participation is scaffolded gradually and success is noticed sensitively. A culture that listens to children also strengthens safeguarding: children learn the language to express feelings, boundaries, worries and help-seeking. Any concern or disclosure is responded to in line with the school's Safeguarding and Child Protection Policy.

6 Oracy-rich environments and routines

The physical, emotional and linguistic environment communicates that talk matters here.

Adults create the conditions for high-quality talk

- warm, secure relationships in which mistakes and tentative ideas are safe;
- face-to-face positioning and reduced background noise where possible;
- well-chosen groupings and a balance of one-to-one, paired, small-group and whole-class talk;
- planned vocabulary displayed with images, objects and examples, then used in genuine interaction;
- accessible books, props, puppets, story maps, talk prompts, communication aids and recording tools;
- spaces indoors and outdoors for collaboration, imaginative play, storytelling, performance and quiet conversation; and
- sufficient uninterrupted time for children to develop ideas and sustained shared thinking.

Consistent talk routines

Routine	What children learn	Examples
Think - pair - share	rehearse privately before contributing more widely	I noticed... / I think... because...
My turn - your turn - our turn	hear and practise new vocabulary and sentence structures	echo, choral response, action and application
Build, challenge, clarify	listen and respond to another idea	I agree with... / Another possibility... / What do you mean by...?
Retell and review	sequence, retrieve and consolidate learning	first, next, then, finally; CHATTA reflection
Oral rehearsal	shape an idea before recording it	say it, improve it, hold it, write it, read it back

Across the curriculum

Every subject provides distinctive reasons and vocabulary for talk. Children describe and compare in science; reason and explain methods in mathematics; ask questions of the past in history; use positional and place language in geography; evaluate and improve in art, design and technology; discuss feelings, choices and relationships in PSHE; interpret and perform in music and drama; and collaborate, instruct and reflect in physical education and outdoor learning.

7 Assessment, support and leadership

Assessment is proportionate, purposeful and used to improve children's access to language and learning.

Assessment principles

- Adults assess through attentive observation in authentic contexts as well as planned teaching.
- In EYFS, professional knowledge, Tapestry where useful and ongoing assessment inform responsive provision; unnecessary recording is avoided.
- In Key Stage 1, evidence comes from discussion, reading response, oral rehearsal, performance, explanations across subjects and children's growing independence. Improved oracy will also be evident in children's written work through the vocabulary that has been taught and modelled and through increasingly strong sentence structure.
- Assessment considers listening, interaction, vocabulary, expression, reasoning, confidence and the child's preferred communication modes.
- Concerns lead to timely adjustments, family discussion and, where appropriate, screening, targeted provision or referral through SEND procedures.
- Progress is evaluated against starting points and functional participation, not accent, personality or confidence alone.

Roles and responsibilities

Governors: approve the policy, hold leaders to account for implementation and ensure equality of access.

Headteacher and senior leaders: establish oracy as a whole-school priority, protect time and resources, provide professional development and evaluate impact.

English Subject Leader / Oracy Lead: supports progression, models effective practice, reviews planning and provision, leads monitoring and coordinates improvement.

SENDCo and Inclusion Team: promote total communication, advise on reasonable adjustments and targeted support, and coordinate specialist involvement.

Teachers and practitioners: plan purposeful opportunities, identify and model vocabulary, listen responsively, adapt provision and use assessment to move learning forward.

Learning support staff and other adults: use agreed approaches consistently, create language opportunities in routines and play, and share observations with the teaching team.

Children: help shape respectful talk expectations, listen to others and use the communication methods available to share ideas, feelings, questions and concerns.

Parents and carers: share knowledge of the child's communication, language and interests and are encouraged to talk, read, sing, play and tell stories together at home.

Monitoring and review

Leaders evaluate implementation through learning walks, staff and pupil voice, observation of interactions, review of planning and provision, text and vocabulary choices, SEND and EAL participation, work scrutiny where talk has supported writing, and discussion of progress. Monitoring focuses on the quality and inclusivity of opportunities, not on compliance displays or excessive evidence collection. Findings inform coaching, resources and the School Improvement Plan.

8 Practice guide and reference points

A concise companion for day-to-day implementation.

Adult interaction: notice, model, extend

Do	What this can sound like
Comment before questioning	"You've made a long, twisting channel. The water is moving quickly."
Wonder aloud	"I wonder why that happened... I'm thinking it might be because..."
Extend without correcting publicly	Child: "Dog runned." Adult: "Yes, the dog ran all the way home."
Invite elaboration	"Tell me more." / "What makes you think that?" / "Can you show me?"
Support connection	"Mina noticed something similar. How does your idea connect?"
Create thinking time	"Take your time. You can think, point, draw or tell your partner first."
Return to vocabulary	"Yesterday we used the word fragile. Which object here might be fragile?"
Rehearse for writing	"Say your sentence. Let's improve one word. Say it again and hold it in your head."

Broomhill oracy non-negotiables

- Every child has genuine opportunities to communicate every day.
- Adults model, listen, comment, extend and allow processing time.
- Important vocabulary is intentionally selected, explicitly taught and repeatedly used in meaningful contexts.
- High-quality texts, children's interests, play, continuous provision and outdoor experiences generate rich talk.
- CHATTA and oral rehearsal enable children to reflect, retrieve, improve language and prepare for writing.
- Communication supports and reasonable adjustments are available without stigma.
- Children's languages, identities, ideas and contributions are respected.

Statutory and evidence-informed reference points

- [Department for Education: EYFS statutory framework for group and school-based providers \(effective 1 September 2026\)](#)
- [Department for Education: National curriculum in England - English programmes of study](#)
- [Education Endowment Foundation: Oral language interventions](#)
- [Chatta: Oracy and writing - modelled language, oral rehearsal, reflection and improvement](#)

9 Implementation and review

A short annual reflection to keep the policy active and useful.

Related school documents

English Policy; Reading Policy; Writing Policy; Phonics Policy; Early Years Policy; Curriculum Policy; Teaching and Learning Policy; SEND Information Report and Inclusion Strategy; Equality Policy; Safeguarding and Child Protection Policy; Behaviour and Relationships Policy; Assessment Policy; EAL guidance; and Online Safety / Acceptable Use policies.

Annual implementation questions

Review prompt	RAG / note
Do children across all groups have genuine, supported opportunities to communicate every day?	
Are adults consistently modelling, extending and allowing sufficient processing time?	
Can children hear, understand and use the vocabulary selected from texts, themes and experiences?	
Are play, continuous provision, CHATTA and outdoor learning producing sustained, purposeful talk?	
Is oral rehearsal visibly strengthening children's reading comprehension and writing?	
Are communication supports available, understood and used consistently without stigma?	
What does pupil voice tell us about belonging, confidence and being heard?	

Review record

Key strengths: _____

Priority for development: _____

Action / lead / timescale: _____

EVERY VOICE BELONGS

Play it • Say it • Write it