

Great Oracy Exhibition 2025

Our Oracy Journey

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Mount Pleasant Junior School

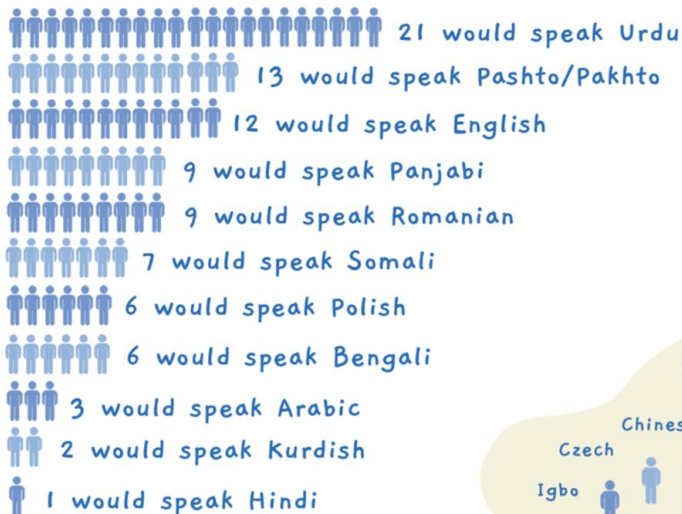


The Journey to Oracy Excellence

Who are we?

- 352 children on roll
- 344 of which are EAL

If we were 100 children...

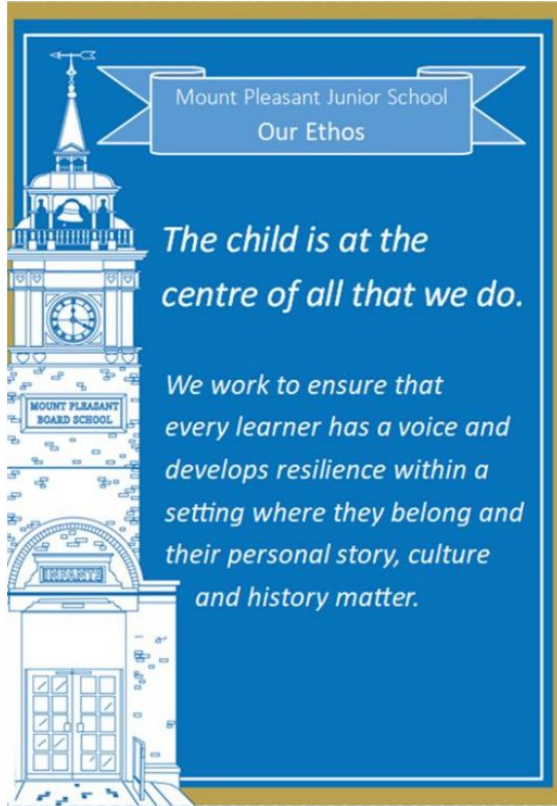


and the remaining 11 would speak...



**98% English
Language
Learners (ELL)**

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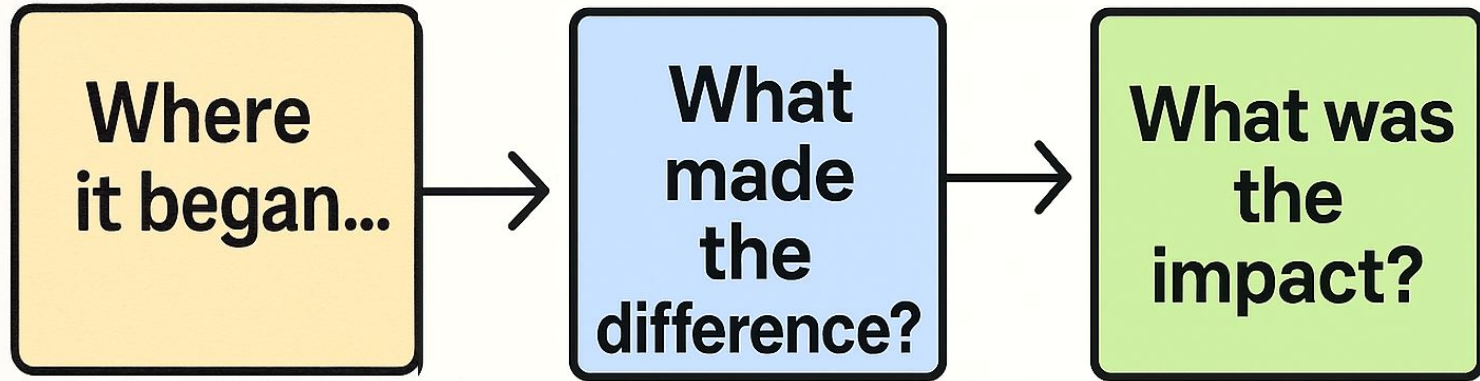


Good for ELL.
Good for all.

The
Golden
thread 



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1. Where it began...

Starting Point	Change Required	Action Taken
Passive silent children	Acquire language and understanding	Implement talk throughout the curriculum
Cramming for Y6 SATs	Distribution of learning throughout KS2	Delivering the entire National Curriculum with oracy across all subjects
Didactic teaching dominates	More active learning, less being talked 'at'	Learning to talk through talk
Learning activities	More learning, less 'doing'	Voice 21 Teacher benchmarks develop teachers' expertise



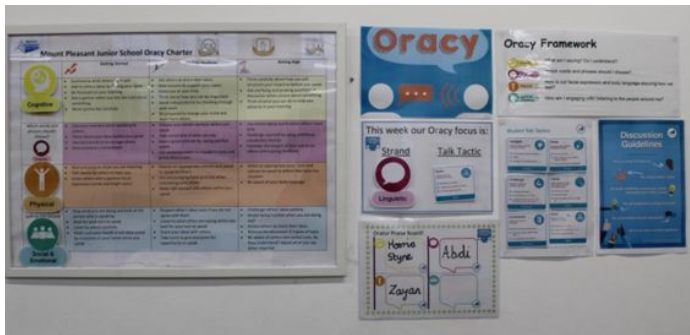
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2. What made the difference?

The Teacher Benchmarks

1

Setting high expectations for oracy



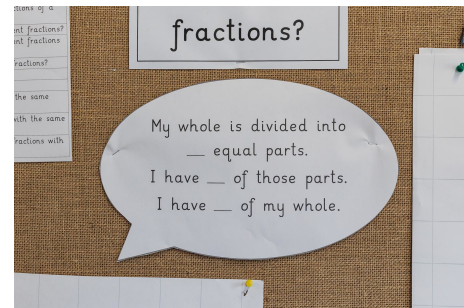
2

Valuing every voice



3

Teaching oracy explicitly



2. Share your evaluation with a partner.

We are going to develop our oracy skills in the social and emotional strand.



- Take turns to speak.
- **Listen** carefully to what others say.
- Respect other's ideas even if you do not agree with them.

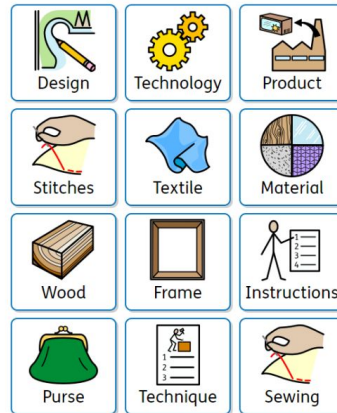
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The Teacher Benchmarks

4 *Harnessing oracy to elevate learning*



Key Vocabulary:



5 *Appraising progress in oracy*

Social and Emotional - Feedback



- Give your partner feedback on their social and emotional skills.
- Did they take turns to speak?
- Did they listen carefully to what others say?
- Did they respect other's ideas even if they did not agree with them?



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How? By Celebrating Linguistic Diversity



2

Valuing every voice

The Welcoming Committee support students who are new to the school, as multilingualism is recognised as a **powerful asset** that plays an essential role in school life and beyond.

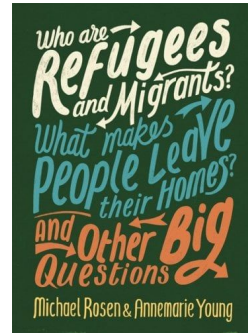
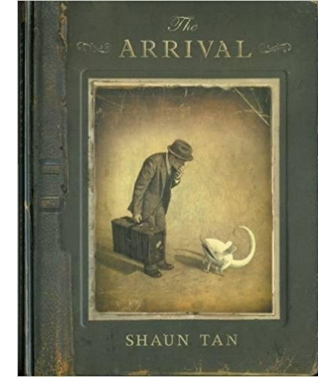
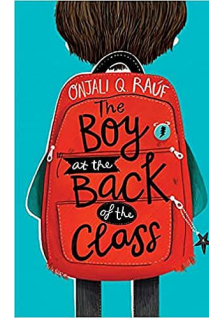
Bengali



Romanian



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How do you celebrate linguistic diversity?

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How? By meeting the needs of ELL



1

Setting high expectations for oracy





ELL groups

The Bell 
Foundation

 + 
speaking and writing

Talking
Fours

 + 
listening and reading



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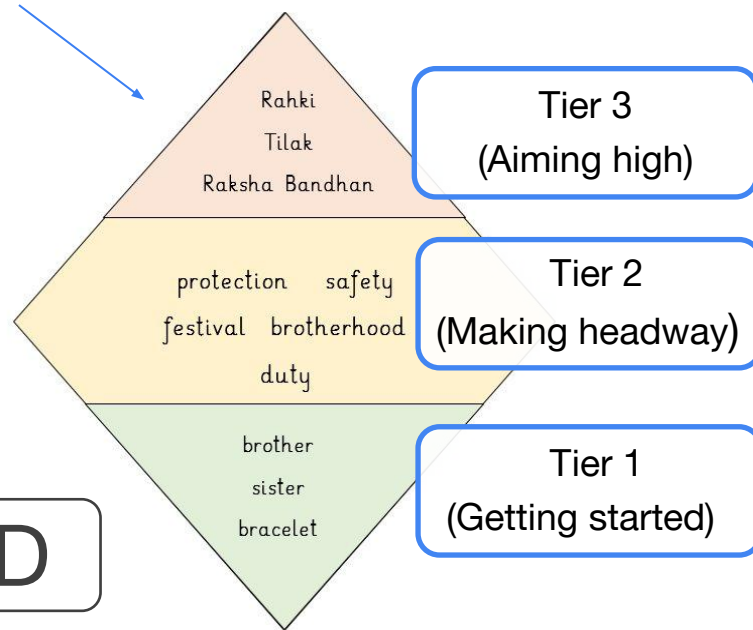
Explicit teaching
of vocabulary

3

Teaching oracy explicitly

Model	I do You do
JPA	Collaborate Contribute
Context	Relate Connect

Enduring Principles of Learning
(Teemant, Leland & Berghoff)



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Question-based curriculum

What role does the monarchy have in 21st century Britain?

Learning Question

MQ1: What is a monarch?

MQ2: Who are the British royal family?

MQ3: How did Elizabeth become queen?

MQ4: What did Elizabeth live through?

MQ5: Have we always had a monarch?

MQ6: What contribution does the monarchy make?

MQ7: What does our monarchy cost?

MQ8: How much power does the king have?



Vocabulary

4

Harnessing oracy to elevate learning

When subtracting using the column method, each digit has an equivalent value.

$$\begin{array}{r} 436 \\ 214 - \\ \hline \\ \hline \end{array}$$

___ ones subtract ___ ones equals ___.

___ tens subtract ___ tens equals ___.

___ hundreds subtract ___ hundreds equals ___.

So ___ subtract ___ equals ___.

Which digits are my:
Ones
Tens
Hundreds

Scaffolds to support talk



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How? By developing an oracy rich classroom



How to talk like a geographer:

The location suggests...

I know that this country is... which implies...

It is North/East/South/West of...

The physical features of the country are...

The human impact of... has led to...

The map shows that...

These locations are comparable because...

The coordinates indicate...

Due to the land mass...

My fieldwork showed me...

The climate is...

The environment is...

Due to local links...

The settlement is connected to... by...

Thanks to its geographical position...

Geography



Muhammed al-Idrisi
Geographer and cartographer - created the map of Eurasia

Key Vocabulary:

Map	Physical Features
Compass	Country
Village	Continents
Human Features	Capital city
Town	City
Atlas	Settlement



How to write like a geographer:

My fieldworks suggests that...

Upon consideration of the context...

The settlements can be compared by...

Remember:

- Consider the geographical context of the place you are studying. What is its income like? Does its physical features help or hinder it?
- The continent a country is in can affect a country both physically and culturally.

Key questions:

What else do I know about this place?

How would life be different there to where I live?

What is this place similar/different to?

What region of the country is it in? Is this important?

What is the balance between pupil and teacher talk in your classroom?

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How? By empowering Pupils to use their voice





Evaluating different opportunities for talk:

- Culture capital
- On the playground
- Classroom
- Intervention groups
- Lunchtimes
- Assemblies



Mount Pleasant Junior School Oracy Charter



	Getting Started	Making Headway	Aiming High
What am I saying? Do I understand?  Cognitive	<ul style="list-style-type: none"> Summarise what others have said Add to others' ideas by linking your ideas Be focussed on your learning Ask a partner when you are not sure about something Work quickly but carefully 	<ul style="list-style-type: none"> Ask others to share their ideas Give reasons to support your views Make use of your time Think about how you can be organised Work independently by checking through your work Be prepared to change your mind and learn from others 	<ul style="list-style-type: none"> Think carefully about how you will structure your response before you speak Ask clarifying and probing questions in discussion when unsure about something Think of what you can do to help you advance in your learning
Which words and phrases should I choose?  Linguistic	<ul style="list-style-type: none"> Use your manners when speaking to others Think about your ideas before you speak Use kind words to encourage others Give someone a compliment 	<ul style="list-style-type: none"> Choose your words carefully before you speak Take ownership of what you say Have a good attitude by saying positive words Use sentence stems to engage in class and group discussions 	<ul style="list-style-type: none"> Use encouraging words when others need help Challenge yourself by using ambitious vocabulary choices Consider the impact of your words on others when giving feedback
How is my body language matching what I say?  Physical	<ul style="list-style-type: none"> Nod and smile to show you are listening Talk clearly for others to hear you Greet others with a positive facial expression (smile and bright eyes) 	<ul style="list-style-type: none"> Choose an appropriate volume and speed to speak to others Use encouraging hand gestures when interacting with others Make eye contact with others whilst you speak 	<ul style="list-style-type: none"> Select an appropriate pace, tone and volume to speak to others that suits the situation Be aware of your body language
How am I engaging with people around me?  Social & Emotional	<ul style="list-style-type: none"> Stop what you are doing and look at the person who is speaking Wait for your turn to speak Listen to others carefully Make sure your mouth is not obstructed by resources or your hands when you speak 	<ul style="list-style-type: none"> Respect other's ideas even if you do not agree with them Listen to what others are saying whilst you wait for your turn to speak Share your ideas with others Take turns to give everyone the opportunity to speak 	<ul style="list-style-type: none"> Challenge others' ideas politely Model being humble when you are doing well Invite others to share their ideas Refocus the discussion if it goes of topic Be aware of others non-verbal cues, do they understand? Adjust what you say when required

5

Appraising progress in oracy



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3. What was the impact?

Confident communicators
through our
Responsible Roles



Child-led
discussions

Community
presentations



UNIVERSITY OF
WINCHESTER



NatWest



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School report



Inspection of Mount Pleasant Junior School

Mount Pleasant Road, Southampton, Hampshire SO14 0WZ

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Requires improvement

Oracy Ambassador

voice 21

Oracy: A Centre of Excellence at Mount Pleasant

Social & Emotional

Physical

Linguistic

Cognitive

UNICEF & RRSA

12
CHILDREN
IN NEED OF
PROTECTION

13
RISKY
SITUATIONS
PREVENTED

28
SCHOOL
CHILDREN
RECEIVED
SUPPORT

We make sure every child knows their rights. Many of these links to Oracy. We communicate every Thursday to better understand this. This is run by Mrs Haropal

Talking Fours

In our classrooms, we sit on tables of four people to encourage good quality speaking and listening

Democracy Pupil Parliament

We voted for pupils to lead and represent our classes

Oracy Lessons

Weekly Oracy lessons help children to understand oracy.

Getting started

Making headway

Aiming high

Welcoming Committee

UNICEF UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

W4C

In our school, a lot of children are new to English so they can learn using Flash Academy so they can still have their voice. This is run by Mrs Rogers

Lead staff

Mrs Tarafdar
6Y Teacher and English Lead

Mrs Auckburally
Professional Mentor

Miss Smith
Lower Key Stage 2 Leader

British Values

Oracy Centre of Excellence

voice 21

2025

This poster was created by Muhammed Nadeem, 6P

Oracy Ambassador

Orator of the Month


Oracy Ambassador

Orator of the Month

Oracy Ambassador

Orator of the Month

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Mount Pleasant Junior School
Our Ethos

The child is at the centre of all that we do.

We work to ensure that every learner has a voice and develops resilience within a setting where they belong and their personal story, culture and history matter.

The graphic shows a stylized line drawing of a school building with a clock tower and a sign that reads "MOUNT PLEASANT BOARD SCHOOL". The text is overlaid on a blue background.

How do you empower your pupils to use their voice?