ORACY CENTRE OF EXCELLENCE 2026 REPORT FOR

Worlds End Junior School

The collaboratively created vision for oracy at Worlds End Junior School highlights a deep, sustained commitment to oracy. It links to and supports the wider school values. There has been, and continues to be, a strategic approach to implementation ensuring teachers are well supported to teach oracy skills progressively in their classrooms and providing opportunities to learn through talk in the broader curriculum.

Part of the success of delivering a high-quality oracy education has come through the reflective approach to monitoring. Leaders have been able to identify and share successes as well as addressing next steps through responsively planned CPD sessions. There is a sense of a shared accountability for the success of oracy at Worlds End Junior School - all staff are essential to the school's success.

Worlds End Junior School's oracy curriculum has its own set of general and subject-specific skills carefully planned and tracked so confidence and ability can grow over time. To continue to develop and sustain a high-quality oracy education:

Use current documentation to dig deeper; how could purpose, audience and context be embedded further into every subject area planning?

Continue to identify opportunities to expose students to a wide range of different accents, dialects and ways of communicating and support students to build an understanding of their own voice in different contexts.

Delivering a high-quality oracy education at Worlds End Junior School stems from rich opportunities for oracy within every lesson. Oracy classroom practice is excellent and talk is planned for deliberately and with a clear purpose in terms of the impact of using oracy to elevate learning. Carefully planned talk tactics are used successfully, yet very purposefully using different scaffolds to ensure learning is elevated as a result of the talk in learning.

School Benchmark 1: Has an ambitious vision for oracy

Worlds End Junior School has a strong vision for oracy - developed by the whole school community, oracy is seen as a tool to ensure that all students leave the school as confident communicators. The implementation plans created reflect how the school has thought carefully about these priorities throughout the school's oracy journey to fulfil this vision.

School Benchmark 2: Builds a culture of oracy

Students have opportunities outside of the classroom to feel their voice is valued through authentic talk in moments such as oracy assemblies and Question of the Day during lunchtimes. Oracy is celebrated in school through regular opportunities to receive praise and feedback, and oracy is clearly visible within school through displays and communication with parents.

School Benchmark 3: Has a sustained and wide-ranging curriculum for oracy
The school has developed an oracy curriculum which details how students' oracy skills progress throughout the years. Key documents such as the skills progression document and performative opportunities document allow for structured, purposeful and varied opportunities for discussion and presentation.

School Benchmark 4: Recognises oracy as central to learning
Oracy is seen as a tool for deepening knowledge and understanding, and this is evident in the professional development that all staff receive. There is a clear rationale for the common approaches used to learn through talk: Talk Tactics are seen as scaffolds to support students to contribute in different ways.

School Benchmark 5: Is accountable for the impact of oracy
Oracy has been carefully monitored using a variety of approaches. This has helped the oracy team identify the specific needs of colleagues and provide targeted training and support to move practice forward. Governors have been involved in the process of listening walks across the school, delivering a high-quality oracy education for students.

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