

OCTOBER 2025

JCT NEWSLETTER

Communication is everyone's business.

Oracy October

This month's newsletter is all about Oracy. Let's start at the very beginning, by asking 'What does Oracy actually mean?' It turns out, Oracy can be a tricky thing to define - in fact, you can explore a discussion on defining oracy here: <https://oracycambridge.org/on-defining-oracy/>. Oracy Cambridge offer this suggested definition:

*"Oracy: the ability to speak and listen.
Oracy education: developing the ability to speak and listen in a range of contexts."*

As a service that supports young people with Speech, Language and Communication Needs [SLCN], a question raised in one of our meetings was - **what is the difference between Oracy education and strategies to support young people with SLCN?** One suggestion is that Oracy education is a **universal** approach to support young people to use spoken language to effectively communicate for a range of purposes, whereas SLCN interventions **target specific areas of communication need**, from speech sound development, to sentence building, interaction skills, vocabulary development and more, in order to support individuals to... effectively communicate for a range of purposes. In this newsletter we'll explore these questions more deeply. **What do you think? How do you interpret Oracy in your settings?** We'd love to hear - email us using the information below.

Mairin, Aimee, Moira, Jos, Alison and Alice

The JCT Team

Useful Link

This Teaching Wiki from Twinkl is a great introduction to what Oracy means and why it is important. It provides some simple ideas for ways you can incorporate oracy opportunities into lessons.

[Teaching Oracy: What Is Oracy and Why Should You Teach It?](#)

[CLICK
HERE TO
BOOK](#)

November Workshops

Understanding Echolalia

Monday 17 th November - 8:30 - 10:00am

Enabling Interactions at Breaktime and Lunchtime

Tuesday 4th November - 8:30 - 9:15am

Promoting Oracy in the Classroom (for teachers)

Wednesday 5th November - 3:45 - 4:30pm

Thursday 29th November - 3:45 - 4:30pm

Promoting Oracy in the Classroom (for support staff)

Wednesday 12th November - 3:45 - 4:30pm Thursday 20th November - 3:45 - 4:30pm

Early Identification, Early Intervention [Refresher]

Wednesday 5th November 8:30 - 9:30am

Oracy for Better Reading and Writing (Rec and Y1)

Wednesday 12th November - 8:30 - 9:15am

Enabling Learning Environments - EYFS

Tuesday 11th November - 3:45 - 4:30pm

Enabling Learning Environments - Primary

Wednesday 12th November - 3:45 - 4:30pm

Talking to Parents and Caregivers about SLCN

Wednesday 4th November - 3:45 - 4:30pm

Thursday 27th November - 3:45 - 4:30pm

Communication For All - Embracing Different Communication Methods

Monday 24 th November - 3:45 - 4:45pm

Communication for All - Enabling Interactions

Tuesday 4 th November - 3:45 - 4:45pm

Tuesday 25 th November - 3:45 - 4:45pm

Understanding Spoken Language - Primary

Monday 3 rd November - 3:45 - 4:30pm

Thursday 6 th November - 8:30 - 9:15am

Targeted: Storytelling and Narrative Strategies

Tuesday 11 th November - 8:30 - 9:15m

Monday 17 th November - 3:45 - 4:30pm

Targeted: Barrier Games

Tuesday 18 th November - 3:45 - 4:30pm

Targeted: Word Aware and Vocabulary Strategies

Wednesday 19 th November - 8:30 - 9:15am

Wednesday 26 th November - 3:45 - 4:30pm

Playing with Words [EYFS and older if appropriate]

Tuesday 18 th November - 8:30 - 9:15am

Targeted: Sentence Building

Thursday 13 th November - 8:30 - 9:15am

Wednesday 19 th November - 3:45 - 4:30pm

Inclusive EAL and Progress Tracking - Primary

Tuesday 24 th November - 3:45 - 4:30pm

Inclusive EAL - EYFS

Friday 7 th November - 8:00 - 8:45am OR 10:00 - 10:45am

Enabling Learning Environments - Secondary

Thursday 13 November - 3:45 - 4:30pm

Understanding Spoken Language - Secondary

Monday 10 November - 3:45 - 4:30pm



Workshops of the month

JCT Oracy Workshops

Promoting Oracy in the Primary Classroom [separate workshops for teachers and support staff]

This workshop includes strategies and guidance on the following areas:

- Meta cognition – teaching and modelling active listening skills
- How support staff can encourage and support ‘Think, Pair, Share’
- Communication strategies you can use when supporting children either 1:1 or in a small group.
- How to support children’s sentence construction through modelling.
- Learn strategies to promote children’s thinking using open questioning
- How to support students during collaborative learning activities
- Using vocabulary teaching strategies to support children’s vocabulary acquisition.
- Games/activities that promote active listening/talking for Reception, Key Stage One and Two.

Oracy for Better Reading and Writing (YR and Y1)

Reading and writing float on a sea of words. Promoting oracy in the classroom will lead to better reading and writing. This course will discuss the importance of teaching active listening skills, how storytelling can promote better reading skills. Additionally, it shows you how to model writing promoting the oracy skills that are embedded in emergent writing.

[CLICK HERE TO BOOK](#)



Research Corner

You can check out some of the evidence base and research into the effectiveness of oracy approaches and oral Language Interventions here:



Education
Endowment
Foundation

[WHAT DOES THE EVIDENCE
BASE TELL US ABOUT
EFFECTIVE ORAL... | EEF](#)



Useful resources:

Oracy Cambridge

Oracy Cambridge offer useful resources for ‘talking about talking’ and establishing reflective and effective ground rules for talk in the classroom.

[RESOURCES - ORACY
CAMBRIDGE](#)

English Speaking Union

ESU have a fantastic range of free resources to support schools to implement oracy opportunities.

From guides and activities to support debating and making speeches, to fun oracy games and tips for incorporating oracy into different parts of the lesson. ESU also run a range of public speaking competitions for young people.

[FREE SPEECH AND
DEBATE RESOURCES FOR
YOUR CLASSROOM /
DEBATE CLUB | ESU](#)





Origin

LATIN

os
or-
mouth

literacy

→ oracy
1960s

1960s: from Latin os, or- 'mouth', on the pattern of *literacy*.

Watch this young person friendly video about Oracy [here](#) and check out the English Speaking Union's website here: <https://www.esu.org/oracy/>

The intersection between Oracy, SLCN and inclusion

Services that support young people with SLCN, or SEND more broadly, have highlighted the importance of Oracy approaches being inclusive - particularly of young people with communication differences. Here are some resources which explore Oracy and inclusion:

‘Speaking Volumes’ - RCSLT: How can oracy be inclusive of children and young people with communication needs and differences? [Page 13] [Click Here](#)

The Oracy Education Commission sets out a bold vision – “towards an oracy entitlement for every child”. This focus on speech, language and communication presents a great opportunity but there are some vital considerations to ensure it is fully inclusive. But to what extent can – or should – that vision be delivered for children and young people with communication needs and differences?

We Need To Talk - Oracy Education Commission: *Inclusion* [Page 43] [Click here](#)

use alternative forms of communication. We must ensure that the definition, intent and practices of oracy education are not only inclusive but also work to dismantle existing inequalities.

Oracy for All - Speech and Language UK - [Click here](#)

But children who struggle in this area need to be supported and that means investment in speech and language therapy as well as the support that the education system can give directly. We can't have expectations of children and then fail to provide the support they need to be able to achieve.

Thanks for reading!