



## Oracy Audit: Teacher Self-Assessment Tool

RAG rate these statements to reflect upon and support the development of your oracy practice.

Teacher's Name \_\_\_\_\_ Year Group \_\_\_\_\_

Oracy skills of your class		
How well do the children...	RAG	Evaluation comments
Listen and respond appropriately to adults and their peers- listen for time periods appropriate to their age.		
Ask relevant questions to extend their understanding and knowledge.		
Use relevant independent strategies to build their vocabulary.		
Articulate and justify answers, arguments and opinions.		
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		
Speak audibly and fluently with an increasing command of English.		
Participate in discussions, presentations, performances, role play/improvisations & debates		
Gain, maintain and monitor interest of the listener(s).		
Consider and evaluate different viewpoints, attending to and building on the contributions of others.		
Select and use appropriate registers for effective communication.		



Teaching Oracy Skills		
How well do you facilitate...	RAG	Examples within practice
Teaching pupils the correct fluency and pace of speaking.		
Developing tonal variation in their speech including inflection.		
Ensuring clarity of pronunciation with the purpose of the audience being able to understand clearly.		
Developing voice projection.		
Encouraging gesture and posture when presenting.		
Awareness of using on-verbal communication such as facial expression, maintaining eye contact.		
Choosing the appropriate vocabulary in talk related to the topic.		
Using the most appropriate level of formality for the audience.		
Using the appropriate grammar for the situation e.g. standard English or dialect.		
Employing rhetoric to engage the readers e.g. metaphor, humour, irony and mimicry.		
Choosing the correct content of talk to match the genre, considering which information to include.		
Building on the views of others by acknowledging what they have said and adding further ideas.		
Structuring the talk in an organised fashion e.g. when presenting using full sentences; when debating, recasting what others have said.		
Seeking information and clarification of what others have said through appropriate questions.		



Summarising main points of a discussion or conversation.		
Reasoning personal views with support to explain and back up what they have said.		
Critically examining ideas and views expressed through offering reasons or seeking clarification.		
Guiding and managing interactions e.g. using roles such as chair, note taker, proper to facilitate group interactions.		
Encouraging turn taking and knowing when it is appropriate to speak, encouraging the speaker.		
Listening actively and responding appropriately by using non-verbal signals as a listener e.g. nodding.		
Building self-assurance and confidence through 'having a go' and managing feelings of apprehension.		
Showing liveliness and flair as a speaker to affect the listener through shared enthusiasm.		
Taking account of the understanding level of their audience and adjusting their discussion accordingly.		



Oracy opportunities for pupils			
Relevance	Do children take part in...	RAG	Examples within practice
YN-6	General classroom 'talk' time e.g. sharing news, role play, paired talk for enjoyment.		
YN-6	Circle time, barrier games or vocabulary games.		
YN-6	Presentation tasks (individual or group).		
YN-6	Performance poetry.		
YN-6	Drama/ role-play.		
YN-6	Managed paired talk e.g. with a timer, sentence starters, prompts, checklist.		
YN-6	Time to sing, chant nursery rhymes or tables.		
YN-6	School council meetings or similar.		
YN-6	Re-telling stories.		
YN-6	Presenting arguments (persuasive or non-).		
YN-6	Presenting to an audience e.g. assembly or production.		
YN-6	Collaborative problem solving.		
YN-6	Exploratory talk (group discussion – with roles).		
YN-6	Speaking to unknown adults to share information.		
Y1-6	Structured talk tasks e.g. using talk tickets or turn taking (round robin style).		
Y1-6	Filmed speaking to use for reflection.		
Y1-6	Speaking to unfamiliar people e.g. authors, professionals, visitors.		
Y1-6	Taking on an expert role e.g. delivering a talk as an archaeologist.		
Y1-6	Storytelling.		
Y3-6	Chairing a discussion / meeting.		
Y3-6	Talking for a specific purpose e.g. to entertain or persuade.		
Y3-6	Speaking to unknown adults e.g. for market research purposes.		



Y3-6	Making a speech e.g. election.		
Y3-6	Entering competitions e.g. debate.		
Y3-6	Leading a parents' evening or acting as a tour guide.		
Y3-6	Recording a podcast or commentary.		

Reflections on Oracy Provision in your setting		
	1-10 scale	Comments and examples
I feel confident in how to include oracy strategies for learning into my teaching.		
I feel the curriculum reflects the effective development of oracy.		
I understand how to manage talk within class and in different contexts to ensure its effectiveness for learning.		
I understand the importance of oracy skills for learning and for social contexts and am aware of the research findings about the importance of oracy.		
I feel my setting offers a range of oracy opportunities for pupils to experience out of the classroom.		
I feel we could do more to improve our oracy provision to support pupils to have the essential oracy skills they require.		

**Overall takeaways:**