

Your Pupils' Oracy		
How well do the children...	RAG	Evaluation comments
Listen and respond appropriately to adults and their peers, listening 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.		

## Oracy Teacher Self-Assessment Tool

Teaching Oracy		
How well do you feel you facilitate...	RAG	Examples within your 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.		

## Oracy Teacher Self-Assessment Tool

Teaching Oracy		
How well do you feel you facilitate...	RAG	Examples within your practice
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 though '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			
Year Groups	Do children take part in...	RAG	Examples within your practice
EYFS upwards	General classroom 'talk' time e.g. sharing news, role play, paired talk for enjoyment.		
EYFS upwards	Circle time, barrier games or vocabulary games.		
EYFS upwards	Presentation tasks (individual or group).		
EYFS upwards	Performance poetry.		
EYFS upwards	Drama/ role-play.		
EYFS upwards	Managed paired talk e.g. with a timer, sentence starters, prompts, checklist.		
EYFS upwards	Time to sing, chant nursery rhymes or tables.		
EYFS upwards	School council meetings or similar.		
EYFS upwards	Re-telling stories.		
EYFS upwards	Presenting arguments (persuasive or non-).		
EYFS upwards	Presenting to an audience e.g. assembly or production.		
EYFS upwards	Collaborative problem solving.		
EYFS upwards	Exploratory talk (group discussion – with roles).		

## Oracy Teacher Self-Assessment Tool

Oracy Opportunities			
Year Groups	Do children take part in...	RAG	Examples within your practice
EYFS upwards	Speaking to unknown adults to share information.		
EYFS upwards	Storytelling.		
KS1 upwards	Structured talk tasks e.g. using talk tickets or turn taking (round robin style).		
KS1 upwards	Filmed speaking to use for reflection.		
KS1 upwards	Speaking to unfamiliar people e.g. authors, professionals, visitors.		
KS1 upwards	Taking on an expert role e.g. delivering a talk as an archaeologist.		
KS2 upwards	Chairing a discussion / meeting.		
KS2 upwards	Talking for a specific purpose e.g. to entertain or persuade.		
KS2 upwards	Speaking to unknown adults e.g. for market research purposes.		
KS2 upwards	Making a speech e.g. election.		
KS2 upwards	Entering oracy competitions e.g. debate.		
KS2 upwards	Leading a parents' evening or acting as a tour guide.		
KS2 upwards	Recording a podcast or commentary.		

## Oracy Teacher Self-Assessment Tool

Reflecting on Oracy Provision in Your Setting		
Reflection prompts	1-10	Comments
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.		
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## Oracy Teacher Self-Assessment Tool

### My Takeaways

Things to celebrate

Next steps to continue my development

Support I might need