

**TONGUE FU**  
TALKING™

A stylized, semi-transparent figure in a dynamic, athletic pose, possibly a martial arts stance, rendered in shades of red and orange. The figure is positioned behind the main text.

**ASSESSMENT MATERIALS**

# ASSESSMENT IN TONGUE FU TALKING™

The Tongue Fu Talking™ Belt System provides a structured approach to developing oracy across all age ranges. Assessment should focus on progression, ensuring students gain confidence and fluency rather than simply meeting fixed criteria.

## Assessment Materials

Each belt includes three key resources to support assessment:

- Belt descriptors – These outline the expected progression of skills. When using them for summative assessment, apply a best-fit approach rather than treating them as a checklist.
- Student self-assessment grids – These allow students to reflect on their own speaking development and consider areas for improvement.
- Examples– These provide real-life scenarios, helping students compare their own skills against clear, concrete examples.

## When to Use

- Daily and Weekly (Assessment for Learning) – The belt resources can be used during regular classroom activities to guide practice, encourage reflection, and provide targeted feedback.
- Throughout the Term (Formative Assessment) – Teachers can use observations, peer discussions, and student reflections to identify next steps and tailor support.
- End of Year (Summative Assessment, if needed) – Schools may choose to review attainment using the belt descriptors, using a best-fit approach rather than rigid criteria.

## How to Use

Avoid treating the belts as a tick-list of competencies. Oracy skills develop gradually, becoming more natural over time. Progression should be based on how fluently and confidently students apply the practices, rather than whether they can perform them in isolation.

By embedding this approach, schools can ensure oracy becomes a core part of learning, with all students making meaningful progress at their own pace.

# THE WHITE BELT: DESCRIPTOR



The White Belt stage represents the foundation of effective dialogue and communication. At this level, learners are beginning to participate in structured interactions, gaining confidence in speaking clearly and listening attentively. They express themselves in short, simple sentences and are learning to organise their thoughts before speaking. Their tone is generally friendly and calm, and they are starting to use gestures to support their meaning. When speaking in a group, they aim to be heard but do not yet adjust their volume significantly for different settings. Linguistically, White Belt speakers rely on familiar vocabulary and basic sentence structures. They use words like "big" and "small" to describe things and connect their ideas using simple conjunctions such as "and" or "because." Their speech remains on topic, but they do not yet modify their language based on audience or context.

At this stage, learners are taking their first steps in becoming confident communicators. They are learning to engage with others, maintain simple conversations, and listen actively. While their communication remains basic and largely self-focused, they are developing the foundational skills that will enable them to interact more effectively as they progress through the belts.

# THE WHITE BELT: SELF-ASSESSMENT GRID



The Stance Discipline	Description
Pacing	I speak in short, clear sentences and stop after each idea so people can follow me.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	I move my hands a little to help show what I mean, and I stand up straight when I talk.
Expressive Eyes and Face	I look at my friend's face when I talk to them and smile or nod to show I am listening.

# THE WHITE BELT: EXAMPLES



The Stance Discipline	Examples
Pacing	Example 1: When telling a short story, I pause after each sentence: "I went to the park. pause I played on the swings. pauseIt was fun."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	Example 1: When I say "big," I stretch out my arms to show size.
Expressive Eyes and Face	Example 1: When talking about something fun, I smile.

# THE WHITE BELT: SELF-ASSESSMENT GRID



The Flow Discipline	Description
Precise Vocabulary	I use words like big and small to describe things, e.g., “The dog is big.”



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	I use the same way of speaking with everyone, e.g., “Hey, Miss!”
Rhetorical Flair	I use everyday words to share my ideas, e.g., “That is fun.”

# THE WHITE BELT: EXAMPLES



The Flow Discipline	Examples
Precise Vocabulary	Example 1: I say "The dog is big." Example 2: I say "The cake is yummy."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	Example 2: I say "Yeah" to my friends, but "Yes" to my teacher..
Rhetorical Flair	Example 1: I say "The dog is nice." Example 2: I say "The food is tasty."

# THE WHITE BELT: SELF-ASSESSMENT GRID



The Mind Discipline	Description
Content and Purpose	I stay on topic by talking about one idea at a time, e.g., "I am talking about my pet."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	I give a short version of what I just said, e.g., "The story was about a cat who got lost and found its way home."
Task Time and Focus	I stay focused on the discussion and listen to others when they speak.

# THE WHITE BELT: EXAMPLES



The Mind Discipline	Examples
Content and Purpose	Example 1: I talk about my favourite food without switching topics. Example 2: I answer a question about my weekend by only saying what I did.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	Example 1: I retell a short story in one sentence. Example 2: I give a simple summary after a friend tells me a long story.
Task Time and Focus	Example 1: I wait for my turn before speaking in a group. Example 2: I listen to my friend without interrupting.

# THE WHITE BELT: SELF-ASSESSMENT GRID



The Bond Discipline	Description
Managing Interactions	I join a conversation by answering when someone asks me a question, e.g., "Yes, I have a dog."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	I smile and use a happy voice when telling a fun story, e.g., "And then... BOOM! The rocket took off!"
Encouraging Collaboration	I talk to my friends and take turns in a group, e.g., "You go first, then I'll have a turn."

# THE WHITE BELT: EXAMPLES



The Bond Discipline	Examples
Managing Interactions	Example 1: I respond when someone talks to me, e.g., "Yes, I have a dog!" Example 2: I join a group discussion by adding one idea, e.g., "I like that idea!"



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	Example 1: I use a happy voice when telling a story. Example 2: I move my hands to show what I mean.
Encouraging Collaboration	Example 1: I take turns when working in a group. Example 2: I ask a friend what they think.

# THE GREEN BELT: DESCRIPTOR

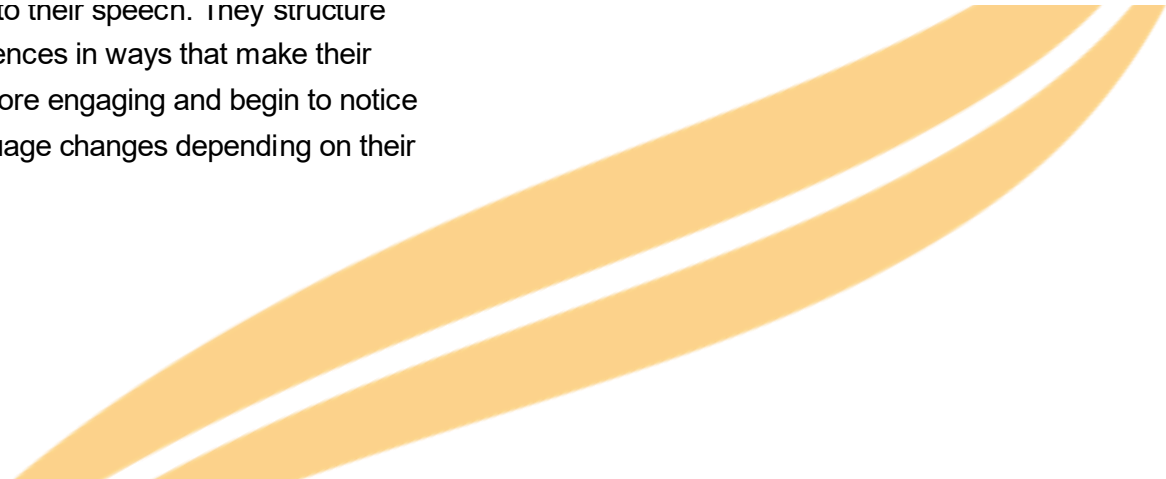
At the Green Belt stage, learners are developing fluency in communication and beginning to adapt their speech to different contexts. They can express themselves in full sentences and maintain a steady pace

Cognitively, they start making connections between ideas, predicting what might happen in conversations, and seeking clues from their audience's reactions. Their reasoning is becoming clearer, and they



**SUBSCRIBE TO REMOVE  
WATERMARK**

precision to their speech. They structure their sentences in ways that make their speech more engaging and begin to notice how language changes depending on their audience.



# THE GREEN BELT: SELF-ASSESSMENT GRID



The Stance Discipline	Description
Pacing	I speak at a steady speed so people can understand me easily.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	I use my hands to explain things, like pointing to show where something is or opening my hands to show an idea.
Expressive Eyes and Face	I look at my friends or group when I talk, and I make my face match what I say, like smiling when it's happy.

# THE GREEN BELT: EXAMPLES



The Stance Discipline	Examples
Pacing	Example 1: When reading aloud, I pause at full stops and commas to make my speech sound natural. Example 2: In a group discussion, I wait a second before speaking to make sure I'm not interrupting.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	Example 1: When explaining an idea, I use open hands instead of crossing my arms. Example 2: When giving directions, I point in the right direction to help my friend understand.
Expressive Eyes and Face	Example 1: When asking a question, I raise my eyebrows to show I am curious. Example 2: When my friend tells me good news, I widen my eyes and smile to show I'm happy for them.

# THE GREEN BELT: SELF-ASSESSMENT GRID



The Flow Discipline	Description
Precise Vocabulary	I use more specific words like huge or tiny to give clearer meaning, e.g., "The castle was huge."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	I change my words depending on who I'm speaking to, e.g., "hey" to my friend, but "Hello" to my teacher.
Rhetorical Flair	I add interest by repeating words or using very, e.g., "That is very, very fun!"

# THE GREEN BELT: EXAMPLES



The Flow Discipline	Examples
Precise Vocabulary	Example 1: I say "The elephant is enormous." Example 2: I say "The cake is delicious and chocolatey."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	Example 1: I say hello, miss to my teacher and hey to my friend. Example 2: I say "Good morning" to an adult and "Morning!" to a classmate.
Rhetorical Flair	Example 1: I say "The dog is really, really nice!" Example 2: I say "The food is super tasty and amazing."

# THE GREEN BELT: SELF-ASSESSMENT GRID



The Mind Discipline	Description
Content and Purpose	I explain my purpose by making my point clear, e.g., "I am telling you about my pet to show why I like her."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	I summarise by keeping only the most important details, e.g., "The story shows how being brave can help you solve problems."
Task Time and Focus	I take turns in discussions and stay on topic instead of talking about something different.

# THE GREEN BELT: EXAMPLES



The Mind Discipline	Examples
Content and Purpose	Example 1: I tell a story and explain why it is funny or exciting. Example 2: I describe my favourite food and explain why I like it.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	Example 1: I explain a story's main idea in one sentence. Example 2: I list the three most important points from a lesson.
Task Time and Focus	Example 1: I stay focused on the discussion by not talking about unrelated things. Example 2: I help my group stay on topic by reminding them of the task.

# THE GREEN BELT: SELF-ASSESSMENT GRID



The Bond Discipline	Description
Managing Interactions	I help conversations flow by responding to what others say, e.g., "I have a dog too! What's your dog's name?"



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	I use different tones to make my speech interesting, e.g., speaking softly for suspense: "And then... he slowly opened the door."
Encouraging Collaboration	I ask others what they think, e.g., "What do you think we should do next?"

# THE GREEN BELT: EXAMPLES



The Bond Discipline	Examples
Managing Interactions	Example 1: I ask follow-up questions to keep a conversation going, e.g., "What's your dog's name?" Example 2: I link my response to what someone else said, e.g., "That reminds me of when..."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	Example 1: I change my voice to match my message, e.g., whispering for suspense. Example 2: I use gestures and expressions to make my speaking more engaging.
Encouraging Collaboration	Example 1: I invite quieter people to share their ideas. Example 2: I make sure everyone has spoken before moving on.

# THE BROWN BELT: DESCRIPTOR

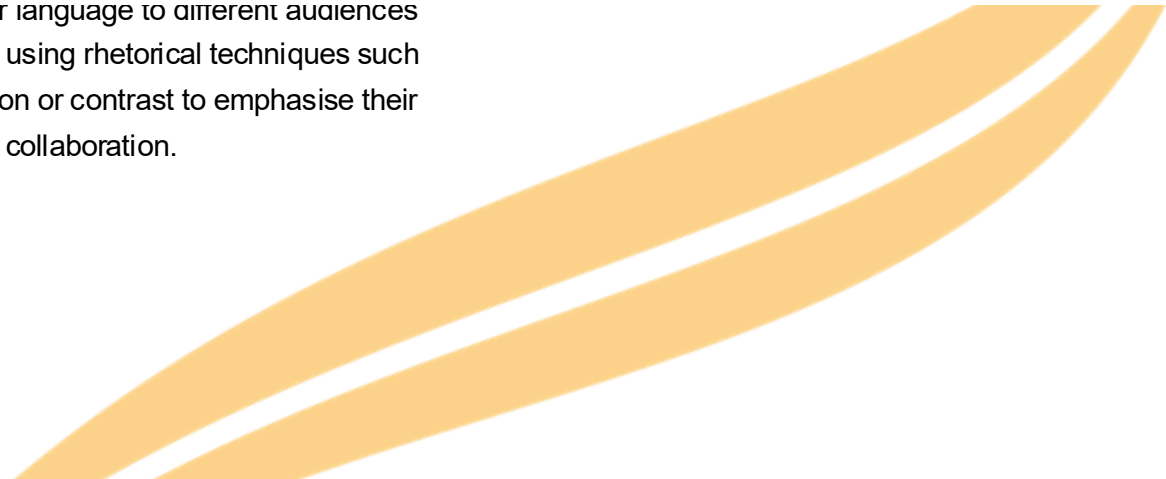
Brown Belt learners demonstrate a strong level of competence in communication. They adjust their pacing, tone, and volume deliberately, using these elements to enhance their message. Their gestures and

Their reasoning moves beyond simple explanations, incorporating caveats and conditions to create more nuanced arguments. Their ability to summarise key points ensures that their message remains



**SUBSCRIBE TO REMOVE  
WATERMARK**

adapt their language to different audiences and begin using rhetorical techniques such as repetition or contrast to emphasise their message. collaboration.



# THE BROWN BELT: SELF-ASSESSMENT GRID



The Stance Discipline	Description
Pacing	I control my speed when I talk, slowing down for important ideas and keeping a natural flow between sentences.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	I use a variety of gestures naturally, such as expanding my hands to show size or miming an action to reinforce my message.
Expressive Eyes and Face	I connect with my audience using eye contact and expressions, adjusting my face to match my message and engage listeners.

# THE BROWN BELT: EXAMPLES



The Stance Discipline	Examples
Pacing	Example 1: In a speech, I slow down before saying an important word: "This... is the most important thing to remember." Example 2: When answering a tricky question, I take a short pause to gather my thoughts before responding.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	Example 1: When describing something scary, I make myself look smaller. Example 2: When giving a speech, I stand tall with my feet apart and use hand movements to support my words.
Expressive Eyes and Face	Example 1: When speaking to a group, I make eye contact with different people instead of just looking at the floor. Example 2: When telling a joke, I use my eyes and a grin to build up to the funny part.

# THE BROWN BELT: SELF-ASSESSMENT GRID



The Flow Discipline	Description
Precise Vocabulary	I carefully choose words that create strong images, e.g., “The castle towered over the village.”



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	I adjust my language depending on the situation, e.g., “Good morning, Sir” in a speech, but “What’s up?” with friends.
Rhetorical Flair	I use description and patterns like lists of three, e.g., “That was exciting, thrilling, and unforgettable!”

# THE BROWN BELT: EXAMPLES



The Flow Discipline	Examples
Precise Vocabulary	Example 1: I say "The enormous elephant stomped through the jungle." Example 2: I say "The cake had a rich, velvety taste that melted in my mouth."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	Example 1: In a presentation, I say "Today, I will explain why recycling is important." Example 2: With my friend, I say "Recycling is cool, right?"
Rhetorical Flair	Example 1: I say "The dog is as loyal as a best friend." Example 2: I say "The food was so good, I could eat it every day."

# THE BROWN BELT: SELF-ASSESSMENT GRID



The Mind Discipline	Description
Content and Purpose	I focus my message so my main idea is always clear, e.g., “I want to persuade you that dogs are better than cats, so I will give three reasons.”



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	I summarise key points so others understand my main message, e.g., “The three main reasons we should recycle are to reduce waste, save energy, and protect animals.”
Task Time and Focus	I help keep discussions focused by guiding the group back if we go off track, e.g., “That’s interesting, but let’s get back to our main question.”

# THE BROWN BELT: EXAMPLES



The Mind Discipline	Examples
Content and Purpose	Example 1: I explain why recycling is important by giving three clear reasons. Example 2: I keep my message focused so I don't go off track in a discussion.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	Example 1: I summarise a class discussion into key points for others. Example 2: I write a short conclusion that captures the main message of my speech.
Task Time and Focus	Example 1: I manage time by making sure my group finishes discussing all key points. Example 2: I bring the discussion back when someone talks about something off-topic.

# THE BROWN BELT: SELF-ASSESSMENT GRID



The Bond Discipline	Description
Managing Interactions	I guide discussions by keeping the topic focused, e.g., "Let's come back to our main question—how can we improve the playground?"



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	I use voice and movement to hold my audience's attention, e.g., pausing dramatically before revealing an important idea.
Encouraging Collaboration	I make sure quieter people are included, e.g., "I noticed you had an idea earlier—do you want to share it?"

# THE BROWN BELT: EXAMPLES



The Bond Discipline	Examples
Managing Interactions	Example 1: I help organise the discussion by summarising, e.g., "So far, we have three ideas..." Example 2: I make sure everyone has a turn, e.g., "Let's hear from Maya next."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Liveliness and Engagement	Example 1: I vary my tone and movement to match the mood of my speech. Example 2: I use strategic pauses to build anticipation.
Encouraging Collaboration	Example 1: I encourage teamwork by building on others' ideas. Example 2: I help keep the group positive by recognising good contributions.

# THE BLACK BELT: DESCRIPTOR

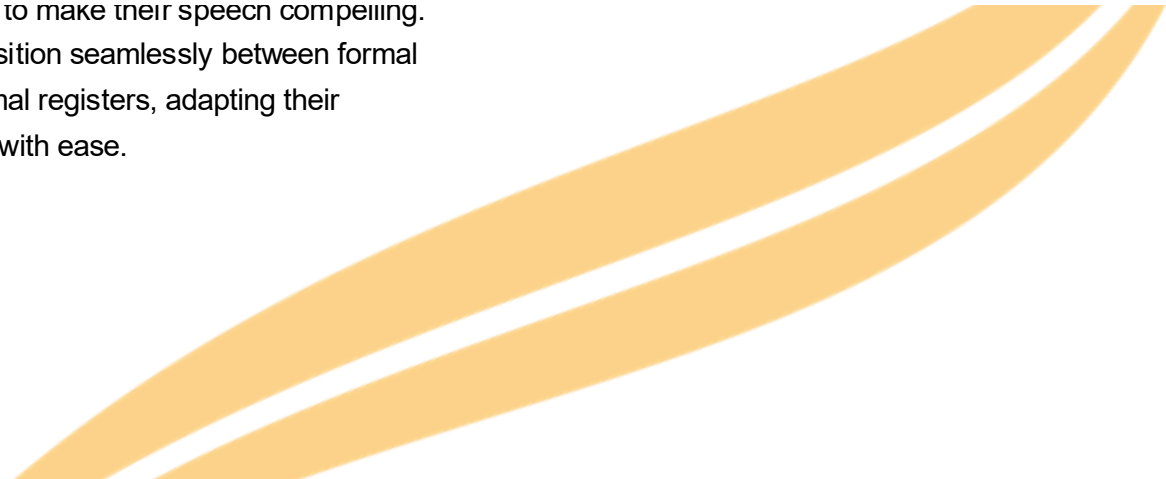
Black Belt learners demonstrate mastery of communication, combining fluency, adaptability, and influence in their speech. Their delivery is dynamic, using deliberate pacing, tone shifts, and purposeful gestures

Cognitively, their reasoning is sophisticated, integrating multiple perspectives and refining arguments with well-structured justification.



**SUBSCRIBE TO REMOVE  
WATERMARK**

questions to make their speech compelling. They transition seamlessly between formal and informal registers, adapting their language with ease.



# THE BLACK BELT: SELF-ASSESSMENT GRID



The Stance Discipline	Description
Pacing	I adjust my pacing to match my audience, speaking quickly to build excitement and slowing down to make people think carefully.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	I use gestures with precision and intent, guiding my audience's attention and enhancing meaning through controlled movements.
Expressive Eyes and Face	I use sustained eye contact and controlled facial expressions to build trust, convey emotion, and draw people into my message.

# THE BLACK BELT: EXAMPLES



The Stance Discipline	Examples
Pacing	Example 1: In a debate, I speak faster when listing facts and slow down for dramatic effect: "We need action now." Example 2: In a storytelling activity, I pause before revealing a surprise ending to build suspense.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Engaging Gestures and Posture	Example 1: When telling a story, I act out parts with my hands, like miming knocking on a door. Example 2: When persuading an audience, I step forward slightly and gesture to include them in my ideas.
Expressive Eyes and Face	Example 1: When delivering a speech, I make direct eye contact with key people in the audience. Example 2: When showing concern, I soften my expression and tilt my head slightly to show I care.

# THE BLACK BELT: SELF-ASSESSMENT GRID



The Flow Discipline	Description
Precise Vocabulary	I select precise and powerful words that add depth, e.g., “The fortress loomed, casting a shadow over the trembling town.”



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	I switch between formal and informal speech smoothly, e.g., “Ladies and gentlemen, let’s begin” vs. “Right, let’s get started.”
Rhetorical Flair	I use rhetorical devices like metaphors and questions, e.g., “That match was a battle—who would emerge victorious?”

# THE BLACK BELT: EXAMPLES



The Flow Discipline	Examples
Precise Vocabulary	Example 1: I say "The towering elephant, a living mountain, moved with surprising grace." Example 2: I say "The chocolate cake, a sinful indulgence, left a lingering sweetness on my tongue."



**SUBSCRIBE TO REMOVE  
WATERMARK**

Adapting Register	Example 1: In a debate, I say "with respect, I must disagree with my opponent's point." Example 2: In a speech, I say "We all want a better future, don't we?"
Rhetorical Flair	Example 1: I say "The dog, a guardian and companion, stood watch like a soldier." Example 2: I say "The meal was a masterpiece, each bite a melody of flavour."

# THE BLACK BELT: SELF-ASSESSMENT GRID



The Mind Discipline	Description
Content and Purpose	I shape my message to suit my audience and purpose, e.g., “I use humour in a speech to entertain but a serious tone when explaining a problem.”



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	I create powerful summaries that highlight my key message and leave an impact, e.g., “Recycling isn’t just a choice; it’s a responsibility to our planet.”
Task Time and Focus	I manage discussion time well by making sure we cover all key points and do not waste time on unrelated ideas.

# THE BLACK BELT: EXAMPLES



The Mind Discipline	Examples
Content and Purpose	Example 1: I adjust my explanation depending on who I am talking to, giving a detailed answer to my teacher but a simpler one to my younger sibling. Example 2: I structure my speech so my audience stays interested from start to finish.



**SUBSCRIBE TO REMOVE  
WATERMARK**

Summarising	Example 1: I create a powerful summary that leaves a lasting impression. Example 2: I condense a long, detailed argument into a single, memorable sentence.
Task Time and Focus	Example 1: I plan discussion time carefully, making sure all points are covered efficiently. Example 2: I make sure everyone in the group has spoken before moving on to the next topic.