

A stylized, semi-transparent graphic of a human figure in a dynamic, forward-leaning pose, rendered in shades of orange and pink. The figure is composed of thick, curved bands, with a circular head. It is centered in the background of the slide.

ORACY AUDIT TOOLS

TONGUE FU TALKING® AUDIT TOOLS

Tongue Fu Talking® is built around two distinct but complementary modes of talk:

Explorer Mode supports deep thinking and collaborative discussion. In this mode, students reason aloud, challenge assumptions, and build knowledge together through dialogue. The focus is on critical thinking, questioning, and co-constructing understanding.

Presenter Mode develops confident, purposeful communication. In this mode, students practise structuring their ideas, adapting to different audiences, and presenting with clarity and impact. The focus is on confident expression, register, and audience awareness.

Both modes are essential. Explorer Mode enables the discovery of ideas, while Presenter Mode enables their effective communication. Together, they give oracy the same rigour and progression as reading, writing, and mathematics.

Using the Audit Tools

The audit tools are designed to help schools evaluate the extent to which oracy is embedded across classrooms. Each mode has its own set of criteria, drawn from the Tongue Fu Talking® framework. Teachers and leaders can use the tools to:

- Identify strengths and areas for development by reflecting honestly on current practice.
- Cross-reference resources: the Notes & Next Steps column links each criterion directly to the Leader and Teacher Resources included in your subscription. This makes it easy to move from identifying a gap to planning specific next steps.
- Support whole-school improvement: the audits can be used individually by teachers, as part of peer review, or collectively in leadership discussions to shape professional development and classroom practice.

Understanding the Key: D, E, X

Each criterion can be judged using three simple indicators:

D (Developing): Practice is emerging but not yet consistent or embedded.

E (Established): Practice is securely in place and evident across most classrooms.

X (Exemplary): Practice is fully embedded, consistently applied, and having a demonstrable impact on student learning.

This evaluation scale allows you to see not only where you are now but also what it would look like to move further towards excellence.



EXPLORER MODE

Criterion	D	E	X	Notes & Next Steps
Opportunities for dialogue: Do students regularly engage in structured, open-ended discussions that encourage reasoning and collaboration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use 20 Classroom Talk Strategies Guidebook and 120 Curriculum-Based Debates to structure dialogue. Audit alignment with Whole School Oracy Policy .
Critical thinking & reasoning: Do students justify their ideas, challenge assumptions, and build on others' thinking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refer to Metacognition Guidebook and Sentence Stems for Metacognitive Strategies (predictions, questioning, visualising, reflecting). Integrate Because-So-But Science Discussions to deepen reasoning.
Collaborative talk activities: Are strategies such as concept mapping, problem-solving discussions, and exploratory talk used effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Draw on Tongue Fu Talking® Oracy Framework for structured exploratory talk. Link to Classroom Talk Strategies Guidebook for practical examples.
Teacher facilitation: Do teachers use probing questions and provide background knowledge to deepen discussions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use Oracy CPD Videos for training in questioning techniques. Metacognition Guidebook offers scaffolds for teacher prompts.
Classroom culture: Is talk valued as a tool for learning, with clear expectations for respectful and constructive dialogue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Review Whole School Oracy Policy and share Parent Information Sheet to reinforce cultural expectations beyond the classroom.
Impact on understanding: Do students show improved conceptual understanding and reasoning skills as a result of talk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Track progress using Assessment Materials . Draw evidence from Debating Guidebook outcomes and science discussion responses.



PRESENTER MODE

Criterion	D	E	X	Notes & Next Steps
Explicit teaching of communication: Are students explicitly taught how to structure talk (e.g., sentence stems, turn-taking, reasoning aloud)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use Presenting Guidebook and Sentence Stems for Metacognitive Strategies . Reinforce with Printable Presenter Wheels.
Adaptability in communication: Do students adjust their language for different audiences, purposes, and registers (e.g., formal/informal, academic/social)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Apply guidance from Tongue Fu Talking® Oracy Framework and Debating Guidebook . Use CPD Videos to model register shifts for staff.
Structured speaking activities: Are students provided with opportunities to develop oracy skills through debates, and oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plan activities from 120 Curriculum-Based Debates and Presenting Guidebook . Use Classroom Talk Strategies Guidebook for discussion formats.
Teacher modelling: Do teachers demonstrate effective communication strategies and provide scaffolds such as sentence starters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support through Oracy CPD Videos and Presenting Guidebook . Reinforce scaffolds via Printable Presenter Wheels .
Listening & responding skills: Do students actively listen, build on others' ideas, and engage in reciprocal dialogue?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Refer to Tongue Fu Talking® Oracy Framework for listening practices. Use Assessment Materials to self-assess listening behaviours.
Impact on spoken communication: Are students developing clarity, confidence, and structure in their spoken language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Measure impact with Assessment Materials . Link improvement goals to Presenter Wheels and outcomes from Debating Guidebook .

