

# Whole-School Oracy Policy

## TONGUE FU TALKING™

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### 1. Purpose

This policy sets out our commitment to oracy as a core discipline in our school. Using the Tongue Fu Talking™ framework, we teach speaking and listening explicitly, progressively and equitably. Our aim is to ensure every pupil develops the skills to think clearly, speak confidently and collaborate respectfully.

### 2. Definition

Oracy is the skilled use of spoken language for thinking, learning and communicating. It includes:

- Exploratory talk to build understanding through dialogue
- Presentational talk to inform, persuade or inspire an audience
- The physical, linguistic, cognitive and social elements of communication

This policy is based on the belief that oracy should be taught with the same rigour and progression as reading and writing.

### 3. Our Oracy Framework: Tongue Fu Talking™

#### 3.1 Modes of Talk

- **Explorer Mode:** Supports collaborative thinking, reasoning and problem-solving
- **Presenter Mode:** Focuses on clarity, confidence and purposeful delivery

#### 3.2 The Four Disciplines

- **The Stance** (physical presence and delivery)
- **The Flow** (structure and language)
- **The Mind** (thinking, reasoning and metacognition)
- **The Bond** (listening, empathy and social connection)

Each discipline contains specific practices that are taught explicitly and rehearsed regularly.

### 3.3 Progression: The Belt System

- White Belt: Foundation (EYFS to KS1)
- Green Belt: Developing (KS1 to Lower KS2)
- Brown Belt: Competent (Lower KS2 to Upper KS2)
- Black Belt: Mastery (Upper KS2 to KS3)

Progression is flexible and inclusive. Pupils are supported to develop confidence and competence in their own way.

## 4. Aims

By the end of their primary education, all pupils will:

- Speak and listen with clarity, control and confidence
- Structure their thoughts and express them appropriately
- Engage in exploratory talk to build understanding
- Use presentational talk to explain, inform and persuade
- Demonstrate respect, empathy and adaptability in conversation

## 5. Curriculum Integration

Oracy is embedded across all curriculum subjects through:

- Use of the Tongue Fu Talking™ Curriculum Connector
- Subject-specific prompts linked to talk disciplines and practices
- Exploratory talk in reasoning, problem-solving and concept-building
- Presentational talk in reporting, narrating, explaining and persuading

## 6. Teaching Strategies

All teachers are expected to:

- Explicitly teach oracy practices using shared language
- Model both modes of talk using the four disciplines
- Rehearse talk through structured activities and sentence stems
- Use gestures and visual cues to support consistency
- Prompt metacognitive awareness before, during and after talk

## **7. Ground Rules for Talk**

Each class co-constructs and displays clear expectations. These include:

- Listen actively and wait your turn
- Build on others' ideas
- Give reasons for your views
- Speak with clarity and purpose
- Disagree respectfully
- Stay on topic

## **8. Assessment**

Assessment is formative and focuses on progression, not performance. Tools include:

- Self-assessment grids for each belt
- Exemplars linked to belt stages and disciplines
- Observation checklists for classroom talk
- Reflection prompts for metacognitive talk evaluation

Summative judgements use a best-fit approach based on holistic evidence.

## **9. Inclusion and Accessibility**

All pupils are entitled to access high-quality oracy teaching. We ensure:

- Visual cues and sentence scaffolds are available
- Adjustments are made for pupils with additional needs
- Progress is recognised through multiple valid expressions of competence

Pupils are not expected to perform in a uniform way, but to develop confident communication using strategies that work for them.

## **10. Staff Development**

We provide training to ensure consistency and quality. This includes:

- Introducing staff to the Tongue Fu Talking™ framework
- Embedding oracy into lesson design and curriculum planning
- Using assessment tools for formative and summative purposes
- Modelling and rehearsal techniques for all year groups

## **11. Enrichment Opportunities**

We provide authentic contexts for talk beyond the classroom, such as:

- Pupil parliament, peer mentors and digital presentations
- Tongue Fu Talking™ monthly challenges
- Assemblies, debates and performances
- Partnerships with community organisations

## **12. Monitoring and Evaluation**

The Oracy Lead and SLT will review:

- Planning and classroom practice across subjects
- Belt progression data and assessment samples
- Pupil voice and self-reflection insights
- The consistency of practice across year groups

Annual reviews will inform future training, resource allocation and strategic direction.

## **13. Summary**

We teach oracy deliberately and progressively.

Tongue Fu Talking™ ensures every pupil learns to:

- Think aloud and reason clearly
- Express ideas with substance and structure
- Adapt their language for purpose and audience
- Connect with others through listening and collaboration

Oracy is not a bolt-on. It is a core learning discipline at the heart of our curriculum.