

Oracy Learning Walk

A one-page classroom-talk observation for senior leaders · 5–10 minute drop-in

CLASS / YEAR	SUBJECT	DATE	OBSERVER
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Talk task observed:

Who is doing the talking?

Teacher Learners

Talk structure in use

☐ Paired ☐ Trio ☐ Group ☐ Whole-class ☐ None

STRAND — WHAT TO LOOK FOR	NOT SEEN	EMERGING	EMBEDDED	EVIDENCE SEEN
Cognitive the thinking — the strand that builds understanding - Learners reason with “because...” and justify their views - They build on, or challenge, each other’s ideas - Answers are extended, not one word	☐	☐	☐	
Linguistic the language - Subject vocabulary is used in talk - Sentence stems / scaffolds are used (“I agree because...”) - Responses are full sentences, precise	☐	☐	☐	
Physical voice & body - Audible, clear, well-paced - Body oriented to the listener; presenting posture	☐	☐	☐	
Social & emotional the listening - Active listening — replies refer to the last speaker - Turn-taking / ground rules are followed - Confidence to speak & to disagree respectfully	☐	☐	☐	

Conditions for talk — is the environment set up for it?

☐ Ground rules for talk visible ☐ Talk roles / partners assigned ☐ Teacher models talk moves
☐ Getting it wrong feels safe

Teacher talk moves spotted

☐ Wait / thinking time ☐ Revoicing (“so you’re saying...”) ☐ “Say more...” ☐ “Who can build on that?”
☐ “Do you agree — why?”

★ One thing to celebrate

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One coaching question to leave

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Follow-up / re-visit

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The Oracy Audit

A quick self-check for teachers · six dimensions · score out of 24

Score each dimension **0–4** against your own practice — 0 = not yet in place, 4 = fully embedded. Add the six scores for a total out of 24, then read your band below. Honest beats generous: this is a compass, not a grade.

1 Talk-to-listen ratio 0 1 2 3 4
Learners talk as much as I do; I have deliberately shifted the balance towards them.

2 Structured talk protocols 0 1 2 3 4
I use routines (think–pair–share, talk roles, discussion guidelines) so talk is purposeful.

3 Questioning for extended response 0 1 2 3 4
My questions pull for reasoning and elaboration, not one-word recall; I use wait time.

4 Explicit oracy-skills teaching 0 1 2 3 4
I teach *how* to talk — sentence stems, listening, building on ideas — not just content.

5 Talk across the curriculum 0 1 2 3 4
Purposeful talk features across subjects and topics, not just in “discussion” lessons.

6 Assessing & feeding back on talk 0 1 2 3 4
I notice, and give feedback on, the quality of talk — not only the written outcome.

Your total

/ 24

0–8 Incidental

Talk happens, but by accident. Next step: pick one routine (e.g. think–pair–share) and use it daily.

9–16 Developing

Good foundations. Next step: teach the talk *skills* explicitly — stems, listening, building on ideas.

17–24 Embedded

Talk drives learning. Next step: assess it, and spread the practice across your team.