

# The Oracy Benchmarks

**1.**  
**Sets high expectations for oracy**

The teacher establishes and models ambitious and challenging norms for talk, ensuring that students understand the expectations for talk in their classroom. Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned to ensure that students are well prepared to meet expectations.

**1.**  
**Has an ambitious vision for oracy**

School leaders value oracy as an integral part of how their school provides an effective education. They can articulate clear aims for oracy which guide decision-making, allocation of resources and planning. As a result, everybody in the school community shares in, understands their contribution to, and is motivated by, fulfilling the vision.

**2.**  
**Values every voice**

The teacher supports **all** students to participate in, and benefit from, oracy in the classroom. The teacher listens meaningfully to students, encouraging them to develop their ideas further, and creates a culture in which students do the same.

**2.**  
**Builds a culture of oracy**

The school maximises opportunities for oracy for all students; students use their voices in meaningful contexts in and beyond the classroom. Across the school community, oracy is nurtured by everyday interactions and is visible, showcased and celebrated throughout school life.

**3.**  
**Teaches oracy explicitly**

The teacher has a strong understanding of what constitutes good oracy in different contexts and is intentional in their teaching of oracy. They are deliberate and strategic in their planning for oracy teaching, and tactically exploit opportunities to ensure their students' skills develop over time.

**3.**  
**Has a sustained & wide-ranging curriculum for oracy**

The school's curriculum is intentionally designed to develop students' oracy knowledge and skills. As students move through school, the curriculum provides new challenges and opportunities for oracy which build on previous learning. As a result, students are taught how to engage in a range of different types of talk, varying the context and audience.

**4.**  
**Harnesses oracy to elevate learning**

The teacher considers how oracy can deepen and enhance students' knowledge and understanding within a given subject, domain or context. As a result, students are engaged in dialogue, both with the teacher and their peers, which encourages them to articulate, justify and expand their ideas and have opportunities to share, develop and consolidate their understanding through talk.

**4.**  
**Recognises oracy as central to learning**

School leaders consider how oracy can deepen and enhance students' knowledge and understanding across subjects, contexts and phases, fostering common and domain-specific approaches to learning through talk. As a result, classroom talk is used skilfully to develop students' thinking and understanding.

**5.**  
**Appraises progress in oracy**

The teacher evaluates their students' progress in oracy and uses this to inform their teaching. Opportunities are created for students to reflect on and receive meaningful feedback on their oracy, from both the teacher and their peers.

**5.**  
**Is accountable for the impact of oracy**

School leaders proactively seek information to support their understanding of the effectiveness of oracy provision and its impact on students. This information is used to refine and improve the school's approach to developing oracy.

## Teacher Benchmarks

## School Benchmarks