

Education Development Priority 2025/2026 - Curriculum 'Learning to Talk'

Vision for oracy

At LETTA, every learner is empowered to find their unique voice for success in education and life.

In 2025/2026 we will do this by intentionally developing pupils' speaking, listening, and communication skills ('learning to talk'). In 2026/2027 we will do this by utilising talk as a powerful tool to deepen pupils' subject knowledge and understanding across all disciplines ('learning through talk').

Why oracy?

- Oracy is the essential fourth 'R', a foundational building block alongside reading, writing, and arithmetic. It underpins all seven areas of learning and development in the Early Years Foundation Stage (EYFS).
- It is crucial for academic success, acting as an essential building block for literacy and numeracy, and supporting deeper subject knowledge and understanding across all disciplines.
- It narrows attainment gaps and promotes social equity, especially for children from disadvantaged backgrounds, as early language experiences are powerful predictors of future educational achievement.
- It equips learners for life beyond school, providing skills highly valued by employers and fostering wellbeing, self-confidence, and the ability to build and sustain relationships in an increasingly fractured society.
- The current national picture is inconsistent and lacking, with scant coverage in the national curriculum, insufficient teacher development, and a lack of national standards for oracy. Many teachers feel unprepared to teach spoken language effectively. This highlights an untapped potential in our education system to unlock significant opportunities for individuals and society.

Why now?

A robust oracy education is an urgent and foundational priority because it directly addresses critical challenges facing children, young people and society today. *Learning to talk* refers to the intentional development of speaking, listening, and communication skills. This is not about teaching a single "correct" way to speak, but about empowering learners to build confidence, expand their linguistic repertoires, and make informed choices about how to communicate in diverse situations.

Key question 2025/2026 'Learning to talk'

What are the skills of oracy and how do we develop them?

Key question 2026/2027 'Learning through talk'

How do we utilise oracy skills to support learning across the curriculum?

Principles

What we choose to focus on will be guided by:

1. Our context (temporal and locational)
2. Evidence of what works - do fewer things better
3. Everything we do has the children at the centre

Areas of focus

1. Child development
2. Communication and language in the early years
3. Speech, language and communication needs
4. Early stages of English proficiency (new to English, Early Acquisition, Developing Confidence)
5. Four key areas of oracy skill: physical, linguistic, cognitive and social & emotional

EDP Implementation Plan 2025-2026 Curriculum: 'Learning to Talk'					
Objective	Actions	Who is responsible?	When will it happen?	How will it happen?	KPIs
1					
Involve everyone in the school community in evaluating oracy; what we do well and what we could do better.	1.1 Collect and analyse feedback from teaching and teaching support staff.	Headteachers	Spring/Summer INSET 2024/2025 Mid-point (Spr 1), End point (Sum 2)	INSET - using Voice21 Oracy Benchmarks	Data collected at each survey point informs adaptations to the EDP, ultimately leading to successful implementation. Final data reflects improvements to the knowledge base of the staff teams, changes to practice and an impact on understanding of key themes. Pupil focus group data demonstrates impact in the four focus areas (physical, linguistics, cognitive and social & emotional), however we would expect to see a greater acceleration in year 2 (pedagogy). Parent data demonstrates a raised awareness of the importance of oracy and a better understanding of how to support
	1.2 Collect and analyse feedback from school leaders.	Headteachers	Summer 2024/2025 &/or Autumn 2025/2026 Mid-point (Spr 1), End point (Sum 2)	Leadership team meeting - discussion of Oracy Benchmarks data and We Need to Talk report	
	1.3 Collect and analyse feedback from pupils (Focus groups: New to English, Early acquisition and developing competence, SLCN)	Implementation team	Baseline (Aut 1), Mid-point (Spr 1), End point (Sum 2)	Assessment of a representative sample of pupils and evaluation of pupil data linked to the four key areas (physical, linguistic, cognitive and social & emotional)	
	1.4 Collect and analyse feedback from parents and carers (focus on support at home: Understanding of language development. What are they doing already? Who is doing it? How often?)	Implementation team	Baseline (Aut 1), Mid-point (Spr 1), End point (Sum 2)	Survey, discussion at parental engagement events	
2					
Find out what the experts say about best practice in oracy.	2.1 Select an evidence base of reliable, contextual and up-to-date literature to inform our thinking and to help us better understand how to achieve exceptional outcomes in oracy for pupils.	LETTA Heads team	Spring/Summer term 2024/2025 for to delivery	LETTA heads meeting	Evidence is reviewed and a selection is chosen to share with leaders and inform FDP
	2.2 School leaders to engage with the evidence base and disseminate key learning to staff through training and development.	HT, School leaders and Implementation team	Throughout the year	Implementation team meetings. Dissemination during leadership team meetings, staff meetings and INSET days.	Key points have been drawn from the evidence base and shared with staff. Staff practice and survey results indicate an understanding of the evidence base.
	2.3 Utilise expertise from within the Trust; share best practice and resources across all schools.	Implementation team	Throughout the year	Collate a list of internal experts. Invite internal experts to support the implementation team to plan and facilitate training sessions across the Trust; arrange for internal experts to visit other Trust schools to share practice and resources, and to provide support where appropriate.	Internal experts have been identified and their expertise has been leveraged for trust-wide impact.
	2.4 Invite external experts to train staff teams in oracy practice, and for staff to visit experts in other settings.	Implementation team	Throughout the year	Staff meetings, INSET days	Staff teams have had the opportunity to learn from a range of experts in inclusive practice
3					
Develop staff expertise of oracy and embedding it in practice	3.1 Create urgency and share a vision for change with all staff teams through a joint Trust launch event	School improvement team and implementation team	2 September 2025	Launch event at the Pelligon with external experts	Having attended the event, staff feel motivated, bought into the vision and a sense of urgency for change
	3.2 Work with staff teams to communicate a shared definition and vision for 'learning to talk' and for the four key areas (physical, linguistic, cognitive and social & emotional)	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts. Content will cover the four key areas of oracy	Staff teams report an improved understanding of key areas - definition and constituent parts
	3.3 Provide an appropriate level of training and development to all staff teams (teaching and non-teaching) to develop knowledge, understanding and practice of learning to talk: child development, early years practice, communication and language and SLCN and English proficiency	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts.	Staff teams self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.
	3.4 Provide an appropriate level of training and development to all staff teams (teaching and non-teaching) to develop knowledge, understanding and practice of physical oracy skills	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts.	Staff teams self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.
	3.5 Provide an appropriate level of training and development to all staff teams (teaching and non-teaching) to develop knowledge, understanding and practice of linguistic oracy skills	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts.	Staff teams self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.
	3.6 Provide an appropriate level of training and development to all staff teams (teaching and non-teaching) to develop knowledge, understanding and practice of cognitive oracy skills	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts.	Staff teams self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.
	3.7 Provide an appropriate level of training and development to all staff teams (teaching and non-teaching) to develop knowledge, understanding and practice of social & emotional oracy skills	Implementation team	Weekly teaching staff meetings, whole staff INSET days, MDM meetings, TA training	Co-facilitation of training by members of the implementation team, in-school experts and external experts.	Staff teams self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.

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	3.8 Provide identified members of staff with the opportunity to undertake the National Professional Qualification for Leading Literacy, Specialist Teaching Assistant Level 5 and/or to get involved in the work of the Tower Hamlets Oracy Hub, and to contribute to EDP PD, disseminating learning to other staff teams	Headteachers - identify members of staff School improvement team - arrange training	Cohort begins Autumn 2025	Externally delivered training programmes	Staff members successfully complete their NPQLL/attend Oracy Hub events and, where appropriate, disseminate learning more widely within their schools
4					
Seek opportunities to collaborate with and include parents and carers in this priority.	4.1 Based on the analysis of feedback from parents and carers (1.4), design and implement a planned programme of workshops to develop parents' and carers' understanding of supporting oracy at home, and opportunities for parents/carers to contribute their expertise (e.g. oral storytelling)	School leaders and home school liaison teams	Plan in Autumn 2025, delivery ongoing	A series of workshops, information sessions and discussion groups	A parents and carers programme is designed, implemented and attended.
	4.2 Provide ESOL and/or Functional Skills Entry Level 1, 2 / Level 1 qualification in English for parents	Teaching staff member (identified by HTs), Home school liaison teams (arrangements) and SIT (invigilation and certification)	Autumn 2	Information gathering at coffee mornings or by survey	Options for providing English qualifications have been explored and interest has been surveyed. Implementation of the programmes will depend on the level of interest from parents and carers, and the fiscal feasibility of delivering these
	4.3 Actively explore new ways in which parents and carers can be meaningfully included in school life, and pilot some of these opportunities (e.g. World Book Day).	HT group (explore), school leaders and home school liaison teams (implementation)	Spring term	Share good practice from across schools, and look for opportunities to roll out successful initiatives more widely. Find out what other schools are doing well.	Options have been explored and some opportunities have been trialled.
5					
Seek opportunities to collaborate with and include pupils in this priority.	5.1 Use the analysis of pupil data (1.3) and through the monitoring cycle (pupil voice) to inform adaptations to the EDP that will address pupils' oracy learning needs	School leaders	Ongoing	Data analysis, monitoring cycle	Pupil voice is heard and action is taken - this is reflected in our plan, and also in future pupil voice data.
	5.2 Explore new opportunities for pupil leadership and involvement in this priority. For example, bringing the student council together from across Trust schools to plan an event.	Implementation team, SC leads	Spring term	Invite SC leads to an implementation team meeting to explore opportunities; plan and deliver an oracy related event with SC across Trust schools (e.g. debate,	New opportunities for pupil leadership are established.
	5.3 Create opportunities for cross-Trust curriculum network groups to further explore the four key areas	HT group	Throughout the year	Network groups identified by HTs, co-ordinated by SIT. Leads for each group identified. Focus agreed by HTs.	Cross-Trust network groups established
6					
Ensure a consistently high standard of oracy in all aspects of school life.	6.1 All staff are supported to model high standards of oracy.	School leaders	Throughout the year	Training and support from school leaders	A strong model of oracy is observed across the school - in class, playground, corridors - during monitoring activities
	6.2 Explore the four key areas of oracy skills, incorporate new learning into teaching practice and ensure it is applied with consistency across the schools.	School leaders	Throughout the year	Staff meetings, INSET, monitoring	High standard of oracy practice is observed during monitoring activities
	6.3 School leaders regularly monitor oracy, provide constructive feedback and take action to maintain best practice.	School leaders	Throughout the year	Within monitoring schedule	High standard of oracy practice is observed during monitoring activities
	6.4 Oracy is monitored as part of the school's monitoring schedule.	Headteachers	Throughout the year	Within monitoring schedule	
7					
Ensure school premises are well-equipped and resourced to support the promotion and teaching of oracy	7.1 Ensure the school and classroom environments are resourced to support the promotion and teaching of oracy	Headteachers, Inclusion leaders, Operations team	Throughout the year	Training, audit and action	Schools are well resourced to support this priority, and supported by central operations in this endeavour
	7.2 Look at ways the playground / outside areas could support oracy.	Inclusion leaders, premises teams	Throughout the year	Premises walks, audit	Outside spaces support oracy.