Education Development Priority 2026/2027 - Curriculum 'Learning through Talk'

Vision for oracy

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

In 2025/2026 we began this work by intentionally developing pupils' speaking, listening, and communication skills ('learning to talk').

In 2026/2027 we will utilise talk as a powerful tool to deepen pupils' subject knowledge and understanding across all disciplines ('learning through talk').

Why oracy?

- Oracy is the essential first '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 2025/2026
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 Aquisition, Developing Confidence)
5. Four key areas of oracy skill: physical, linguistic, cognitive and social & emotional

Areas of focus 2026/2027
1. Revisit the Pedagogy Playbook
2. Revise understanding of Metacognition and Self-regulation
3. Focus on developing expertise in using talk-based pedagogical strategies
4. Re-write and publish the Pedagogy Playbook, strengthening the focus on talk-based strategies

EDP Implementation Plan 2026-2027 Pedagogy: 'Learning through Talk'					
Objective	**Actions**	**Who is responsible?**	**When will it happen?**	**How will it happen?**	**KPIs**
1					
Involve the school community in using and evaluating the adapted oracy framework and progression of knowledge and skills document.	1.1 Create a shared space on the Trust Learning Drive to house the Oracy Framework and the resources that are created / shared throughout the priority	Implementation team	July 2026	Folder created. Access to Trust Learning Drive provided to all staff.	Folder is created and access for all staff is granted.
	1.2 Conduct an Oracy 360 to identify where we are as schools and a trust on our oracy journey, and to identify strengths and development needs to effectively embed oracy. Repeat this again later in the year.	Implementation team (lead the implementation) Headteachers (ensure the survey is carried out in schools) Oracy / English leads (learning walk survey)	Autumn 1 and Summer 2	Leaders survey - a set of questions to reflect on oracy at the school Staff survey (for teachers and support staff) Pupil survey - KS2 can complete indep. and KS1 via teacher input Learning Walk survey - oracy lead/ assigned leader(s) to complete on a walk	Bespoke report (1 per school) and a Trust dashboard produced and analysed by schools and HTs Findings of the Oracy 360 inform the curriculum and resource planning, and any training and development needs
	1.3 Teaching staff embed the use of the adapted oracy framework and progression of knowledge and skills document into planning and practice, and produce resources to support this	Headteachers Implementation team (monitoring the organisation of shared resources) Planning leads where they exist or others who support teachers to plan	September 2026 - Ongoing	Implementation team meetings Planning meetings Classroom practice Teaching staff to save shared resources on Trust Learning Drive in oracy folder	Monitoring activities consistently evidence that the adapted oracy framework and progression of knowledge and skills document is integrated into teaching practice, planning documents and newly developed classroom resources across all participating staff
	1.4 Collect and analyse feedback from teaching and teaching support staff about the oracy framework and progression of knowledge and skills document (Is it working? Are any objectives opaque? Have we missed anything? etc.)	Headteachers (obtaining feedback) Implementation team (reviewing feedback and making changes)	End of each term	Opportunities to gather feedback include: Monitoring visits 1-1s and phase meetings INSET and teacher training Staff surveys Feedback shared in Heads meetings	Feedback data collected from teaching and support staff demonstrates measurable improvements in their knowledge base, confidence and framework implementation, with findings directly informing ongoing adaptations to the EDP
	1.5 Collect and analyse feedback from school leaders about the oracy framework and progression of knowledge and skills document	Headteachers (obtaining feedback) Implementation team (reviewing feedback and making changes)	End of each term	Leadership team meetings	Evaluation data and feedback from school leaders confirm an enhanced understanding of key themes and provide strategic insights that successfully guide adaptations to the EDP
	1.6 Collect and analyse pupil outcomes and feedback from pupils relating to their oracy lessons	Headteachers (obtaining feedback) Implementation team (reviewing feedback and making changes)	Ongoing	Evaluation of pupil data Monitoring visits Self-report survey focussed on the adaptations made to the oracy framework and the impact of these changes (e.g. readiness to talk)	Pupil data shows measurable improvements in pupil outcomes and readiness to talk, reflecting a positive impact from the new pedagogical practices
	1.7 Review and improve the Oracy Framework Progression Tool (PKS) based on feedback from Headteachers	Implementation team	Summer term	Dedicated time in implementation team meetings	The Oracy Framework Progression Tool (PKS) is updated based on feedback in the summer term.
	1.8 Collect and analyse feedback from parents and carers (focus on how the needs of parents that emerged in the 2025/2026 survey are being addressed through workshops and resources in 2026/2027)	Parent liaison officers Implementation team	End point (Sum 1)	Survey, discussion at parental engagement events (incl. workshops)	Parent and carer feedback collected at the end point demonstrates that their voices have been heard and that the targeted 2026/2027 workshops and resources effectively address the specific needs identified in the previous year's survey
2					
To ensure the accurate and consistent use of key pedagogical principles and techniques across all schools	2.1 Review the agreed evidence base (agreed by Headteachers) for Trust-wide pedagogical practice with all staff, utilising the Pedagogy Playbook. This should include revisiting metacognition and self-regulation.	Headteachers (agreeing the focus and ensuring delivery) Implementation team (joint planning/delivery, where appropriate)	Autumn term	Staff training sessions	Key points have been drawn from the evidence base and shared with staff, ensuring a shared understanding of why Trust schools have adopted particular approaches to pedagogy; understanding is reflected in planning, monitoring and staff feedback

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	2.2 Include is staff training the opportunity to rehearse the agreed Trust-wide pedagogical strategies, utilising the Pedagogy Playbook	Implementation team	Autumn term	Staff training sessions	Staff practice shows agreed Trust-wide pedagogical strategies being used correctly and effectively
	2.3 Utilise expertise from within the Trust, sharing best practice and resources	Headteachers Implementation team	Throughout the year	Collate a list of internal pedagogy experts (either stategy or subject specific). 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 indentified and their expertise has been leveraged for trust-wide impact
	2.4 Review and update the Pedagogy Playbook, strenghtening the sections relating to dialogic teaching	Headteachers (provide feedback and approve final draft) Implementation team (drafting revised document)	Summer 2	LETTA Heads team meetings Implementation team meetings	Pedagogy Playbook has been revised, re-published and distributed to staff for use in planning meetings
3					
Develop staff expertise of learning through talk (oracy as a tool to actively construct knowledge)	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	02/09/2026 & 04/01/2027	Launch event at the Pelligon with external experts followed by school INSET days in spring term	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 defintion and vision for 'learning through talk'	Headteachers 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 pedagogical tools related to oracy
	3.3 Provide an appropriate level of training and development to all staff teams (teachers and support staff) to develop knowledge, understanding and practice of learning through talk. This will include revisiting a small number of known pedagogical strategies, understanding the 'why' and providing time to rehearse.	Headteachers Implementation team Other leaders	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 opportunity for teaching staff to engage in Classroom Action Research groups as a vehicle developing expertise in particular strategies for learning through talk more deeply	Headteachers Implementation team	Weekly teaching staff meetings, planning meetings and dedicated CAR time	Introduced by members of the implementation team, then led by planning leads.	CAR findings are presented and adopted, where appropriate. Teaching staff self-report improved knowledge, understanding and practice, and monitoring activities by leadership teams reflect this.
	3.5 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 2026	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	4.1 Implement a programme of parent workshops based on the survey findings from 2025/2026	Headteachers and home school liaision teams (ensuring delivery) Implementation team (planning the content and resources)	One workshop delivered per term	Aut 2: Smartphone free childhood Spr 1: Encouraging talk at home workshop Sum 1: Accessing local education services	A parents and carers programme is designed, implemented and attended.
	4.2 Provide ongoing support for parents linked to the survey findings from 2025/2026	Home school liaison teams (arrangements) Headteachers (oversight)	Ongoing	Coffee mornings Resources (specific or embedded within newsletter) Responding to feedback	Feedback from parents indicates that needs identified in 2025/2026 have been addressed.
	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 liaision teams (implementation)	Ongoing	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 pupil voice to inform adaptations to the EDP that will address pupils' oracy learning needs	Headteachers Implementation team	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 such as Trust-wide council or debate	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, poetry slam)	New opportunities for pupil leadership are established.

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Ensure a consistently high standard of oracy in all aspects of school life.	7.1 All staff are supported to model high standards of oracy	Headteachers	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
	7.2 Explore the four key areas of oracy skills, incorporate new learning into teaching practice and ensure it is applied with consistency across the schools.	Headteachers	Throughout the year	Staff meetings, INSET, monitoring	High standard of oracy practice is observed during monitoring activities
	7.3 School leaders regularly monitor oracy, provide constructive feedback and take action to maintain best practice.	Headteachers	Throughout the year	Within monitoring schedule	High standard of oracy practice is observed during monitoring activities
	7.4 Oracy is monitored as part of the school's monitoring schedule.	Headteachers	Throughout the year	Within monitoring schedule	100% of scheduled monitoring activities explicitly incorporate oracy 'look-fors', ensuring systematic tracking of talk-based pedagogy across all year groups throughout the year.
7					
Ensure school premises are well-equipped and resourced to support the promotion and teaching of oracy	8.1 Ensure the school and classroom environments are resourced to support the promotion and teaching of oracy. Think about acoustics and background noise	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
	8.2 Look at ways the playground / outside areas could support oracy	Inclusion leaders, premises teams	Throughout the year	Premises walks, audit	Outside spaces support oracy development