



Glenwood Primary School

Literacy Policy

'Together we aim to develop confident, compassionate, and resilient learners who are equipped to thrive in an everchanging world'.

Policy update:	September 2025		
Policy to be reviewed by:	June 2028		
Signed by Principal:		Date:	
Signed by Chair of Governors:		Date:	

Ethos statement

Glenwood Primary School is a nurturing and enriching environment where we foster a culture of kindness, empathy and mutual respect. Together we build a safe and caring school where everyone belongs and thrives.

Vision

At Glenwood Primary School we are dedicated to fostering an empathetic and inclusive atmosphere where every student is valued, inspired, and challenged to achieve their fullest potential.



We help live our ethos and vision through the Glenwood Way

Move Calmly - Speak Nicely - Listen Carefully - Act Kindly - Do Your Best

Glenwood WISDOM qualities

TEAMWORK

RESILIENCE

RESPECT

KINDNESS

CURIOSITY

COMMITMENT

Aims

Talking and Listening

- Develop confident, articulate speakers through structured oral rehearsal of stories and texts.
- Encourage children to listen actively and respectfully to others, building empathy and mutual respect.
- Support pupils in expressing ideas clearly in a variety of contexts, including discussion, drama, and storytelling.
- Foster collaborative talk that promotes turn-taking, negotiation, and the respectful exchange of ideas.
- Enable children to use spoken language as a tool for thinking, learning, and reflecting.

Reading

- Instil a love of reading through exposure to high-quality, diverse texts that inspire imagination and critical thinking.
- Enable children to read fluently with understanding, accuracy, and expression.
- Teach children to comprehend, interpret, and respond to a range of genres, authors, and cultural perspectives.
- Develop children's ability to retrieve, infer, and analyse information, using evidence from texts to support their thinking.
- Use model texts to expose children to rich language, structure, and style, supporting their development as writers.

Writing

- Support children in becoming confident, independent writers through the Talk for Writing stages: Imitation, Innovation, and Invention.
- Enable children to write effectively for a range of purposes and audiences, with increasing control over language, grammar, and structure.
- Provide scaffolding that ensures all children, including those with additional needs, can access and succeed in writing tasks.
- Encourage creativity and originality while developing secure understanding of genre conventions and structure.
- Promote pride in writing through reflection, peer feedback, and opportunities for publishing and performance.

Handwriting and Presentation

- Ensure that all children develop fluent, legible handwriting that supports clear, confident written communication.
- Teach and embed a continuous cursive handwriting style from an early stage, ensuring consistency and ease of joining.
- Support children in correct letter formation, spacing, and posture to build stamina for longer pieces of writing.
- Promote pride in presentation and layout across all written work, helping children value and take ownership of their writing.

Spelling and Language Development

- Use the Linguistic Phonics Programme and the CSP Complete Spelling and Language Programme to develop children's spelling systematically and effectively.
- Ensure a secure understanding of:
 - **Phonological knowledge** - understanding the relationship between sounds and letters.

- **Orthographic knowledge** -recognising and applying patterns and rules of written language.
- **Morphemic knowledge** -understanding root words, prefixes, suffixes, and word families.
- Embed spelling instruction into daily practice, linking it to reading, writing, and vocabulary development.
- Encourage children to use spelling strategies independently and with confidence in their own writing.

Inclusion, Empathy, and Nurture

- Create a safe, inclusive environment where all children feel heard, respected, and supported in their literacy journey.
- Use storytelling and discussion to help children explore emotions, develop empathy, and understand different perspectives.
- Value and reflect the diversity of pupils' backgrounds and experiences in the texts shared and created.
- Support EAL, SEN, and disadvantaged pupils with differentiated scaffolding and personalised support within the TfW structure.
- Promote kindness and mutual respect through collaborative learning and shared storytelling.

SEN and Gifted & Talented Provision

- Ensure that pupils with SEN have full access to Literacy through differentiation, scaffolding, and evidence-based interventions (e.g., Nessy, Talk Boost KS1).
- Work in close partnership with the SENCo to adapt strategies, provide additional resources, and review progress against Personal Learning Plans (PLPs).
- Identify underachieving pupils early through assessment data and ensure they receive regular support from in-school support teachers to close learning gaps.
- Provide targeted support for pupils with SEN through flexible grouping, personalised feedback, and the use of multi-sensory strategies to overcome barriers such as processing or working memory difficulties.
- Collaborate with parents and external agencies (Harberton Learning Support/ EA literacy service) to create a joined-up approach that supports the needs of children with SEN.
- Challenge and extend Gifted & Talented pupils through open-ended tasks, ambitious texts, independent research, extended writing opportunities, and enrichment activities such as debating, writing competitions, and reading reward programmes (Accelerated Reader).
- Encourage Gifted & Talented pupils to take on leadership roles in literacy, including peer mentoring, reading buddies, TalkforWriting ambassadors, and contributing to school publications.
- Maintain high expectations for all learners, ensuring that every child is inspired, supported, and challenged to reach their full potential in Literacy.

Pupil Voice

- Ensure that children have the platform to express their views, contribute to decision making and influence whole-school literacy initiatives. This is achieved through regular pupil focus groups.
- Enable pupils to have freedom of choice. They can select their own books and reading materials supported by the Accelerated Reader programme, giving them independence and responsibility for their reading journey.
- Pupils contribute to planning and evaluating collaborative literacy activities, such as World Book Day, book fairs, and reading buddies.

- Ensure that pupil feedback informs our teaching approaches, resource selection, and literacy priorities.
- Empower pupils to take on leadership roles, such as Talk for Writing Ambassadors and Reading Ambassadors, fostering ownership of their learning and promoting a culture of pride and responsibility in literacy.

Inspire, Challenge, and Potential

- Inspire children to see themselves as capable readers, writers, and communicators who have a voice and a story to tell.
- Provide ambitious, rich learning opportunities that challenge pupils to deepen their skills and stretch their creativity.
- Ensure every child is valued and nurtured to reach their full potential, with high expectations for all.
- Celebrate progress and effort, building confidence, resilience, and a lifelong love of literacy.

Talk for Writing Rational

Glenwood Primary School are a Talk for Writing School. We fully embed the Talk for Writing process as developed by Pie Corbett as this is a holistic, engaging and multi-sensory approach to the teaching of Literacy. TalkforWriting helps close the oracy gap for children in disadvantaged areas by explicitly teaching the spoken language skills that many of our children have had less opportunity to develop. Talk for writing creates a language rich environment that replicates and enhances the kind of dialogic interactions many advantaged children get at home. It turns classrooms into oracy development spaces, where children can catch up on essential speaking and listening skills that underpin all future learning.

Children learn text models by drawing memorable text story maps, with actions to help embed story structure and language. This oral rehearsal gives the children the opportunity to hear and use ambitious vocabulary, internalise sentence structures and learn authorial techniques which boost their writing ability. It follows the idea that, “If you can say it, you can write it.” Oral storytelling, drama and collaborative learning make lessons lively, fun and multi-sensory.

TalkforWriting uses a “cold task-imitation-innovation-invention” model which provides clear, step by step modelling of how to write well. Imitation is where the children learn a model text by hearing, retelling, and discussing it through actions, story maps, and drama. This helps them internalise vocabulary, grammar, and structure. Short burst writing activities during this stage, give plenty of opportunities for supported practise on different authorial techniques or writing tools before the children write independently. During the innovation stage the children adapt the model text by changing elements (like characters or settings) while keeping the structure. This supports creativity within a safe framework. At the end of the unit for the invention stage, the children then plan and write their own original piece, applying what they’ve learned independently, with increasing confidence and skill. By gradually moving from imitation to invention the children are supported at every stage until they are ready to write independently. This has greatly reduced anxiety around writing and has helped our children see themselves as writers. TalkforWriting can be adapted to include themes, vocabulary and stories linked to Cross-Curricular topics and is accessible for all.

In all, TalkforWriting has addressed the language gap, provided high quality structured support and built the confidence, vocabulary and independence our children need to succeed, not just in Literacy, but across the curriculum. We have seen significant improvements in standardised scores in PTE assessments and our pupil voice shows improved attitudes towards Literacy, in particular independent writing. We believe that literacy is a central element for successful lifelong learning. We want children to love Literacy and to be excited about reading, writing and expressing themselves. Children should enjoy quality experiences that

will enhance their knowledge, skills and understanding. They will be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction.

How does Talk for Writing align with our vision and ethos

Talk for Writing is a powerful, structured approach to teaching writing that also supports the development of an inclusive, empathetic, and respectful school culture. While it is primarily a literacy strategy, its design and implementation naturally foster values like kindness, empathy, mutual respect, and the belief that every child can achieve. Here's how it does that:

1. Valuing Every Child -Inclusion

- Differentiated scaffolding: TfW provides clear models and structures for writing, enabling all learners (regardless of ability, language background, or special needs) to access high-quality writing experiences.
- 'Imitation-Innovation-invention' model: This gradual release approach supports children, helping them build confidence and independence in writing.
- Celebrating diverse voices: The method often involves drawing on a wide range of texts and cultural perspectives

2. Empathy Through Oral Storytelling and Talk

- Talk as a foundation: TfW heavily emphasizes oral storytelling, role play, and shared discussions. Children are encouraged to step into characters' shoes, understand different viewpoints, and explore emotions.
- This nurtures empathy, especially through drama, hot-seating, and retelling narratives that deal with challenges, moral dilemmas, or emotional journeys.
- Collaborative talk: Paired and group talk promotes active listening, respectful dialogue, and learning to build on others' ideas. These are key skills for a respectful and inclusive environment.

3. Encouraging Mutual Respect and a Growth Mindset

- Safe, consistent structure: The structured nature of TfW creates a predictable and safe learning environment where all pupils know what to expect, feel secure, and are encouraged to take risks.
- Respecting each other's ideas: In TfW classrooms, children often share their own versions of stories or text types. Peers learn to give and receive feedback constructively and respectfully.
- Mistakes are learning opportunities: The approach models that everyone can grow, which challenges fixed mindsets and fosters respect for effort and progress, not just outcomes.

4. Fostering a Culture of Kindness and Belonging

- Collaborative learning: The oral and group-based activities promote teamwork and cooperation, helping pupils support one another.
- Emotional literacy: Through stories that explore a range of human experiences, children discuss themes like kindness, fairness, courage, and compassion, developing a strong moral compass.
- Teacher as co-learner: Teachers often model writing alongside children, showing vulnerability and encouraging openness, this models mutual respect and humility.

5. Inspiring and Challenging All to Reach Their Full Potential

- Ambitious models: TfW uses high-quality model texts that expose children to rich vocabulary, complex structures, and a range of genres, inspiring them to aim high.
- Building confidence: Through imitation and innovation, even reluctant writers can produce extended, high-quality writing, boosting self-worth and belief in their capabilities.

- Scaffolding independence: Gradually moving from supported to independent writing gives children ownership and pride in their work.

Talk for Writing nurtures an environment where all children feel seen, heard, supported, and challenged. By placing spoken language, empathy, and collaboration at its core, it not only improves writing outcomes but also cultivates a school culture grounded in empathy, kindness, inclusion, and mutual respect.

Communication, Knowledge and Exploration

The Talk for Writing approach strongly aligns with the three pillars of Communication, Knowledge, and Exploration, not just as a literacy strategy, but as a holistic framework that shapes the whole child and supports a compassionate, inclusive school culture.

Here's how each pillar connects to TfW and supports our vision where every child is valued, inspired, and challenged to reach their full potential:

Communication

Talk for Writing is fundamentally rooted in communication. It prioritises oral language development as the foundation for all learning:

- Oral rehearsal: Children learn stories and texts through repetition, retelling, and performing, which strengthens their vocabulary, fluency, and confidence in speaking and listening.
- Empathetic understanding: Through drama, role play, and discussion, children explore others' perspectives, enhancing empathy and emotional intelligence.
- Collaborative dialogue: Paired and group work teaches active listening, turn-taking, and respectful disagreement, supporting a culture of mutual respect and kindness.
- Inclusive voice: Every child has opportunities to contribute, share ideas, and feel heard and valued- regardless of ability, background, or confidence level.

TfW strengthens communication not only as a skill but as a social and emotional connector between learners.

Knowledge

TfW builds deep, transferable knowledge through structured learning and rich content.

- Model texts: High-quality, age-appropriate texts provide children with exposure to rich vocabulary, sentence structures, and genre features.
- Cumulative learning: The Imitation-Innovation-Invention sequence enables children to internalise and build upon language patterns and writing techniques.
- Knowledge through storytelling: Stories help children retain and organise knowledge in memorable ways, connecting facts, emotions, and experiences.
- Cross-curricular links: TfW is often used across subjects, deepening knowledge in history, science, PDMU, and more through writing tasks.

Children gain both literary knowledge and wider subject understanding, equipping them to think critically, reason, and express ideas clearly.

Exploration

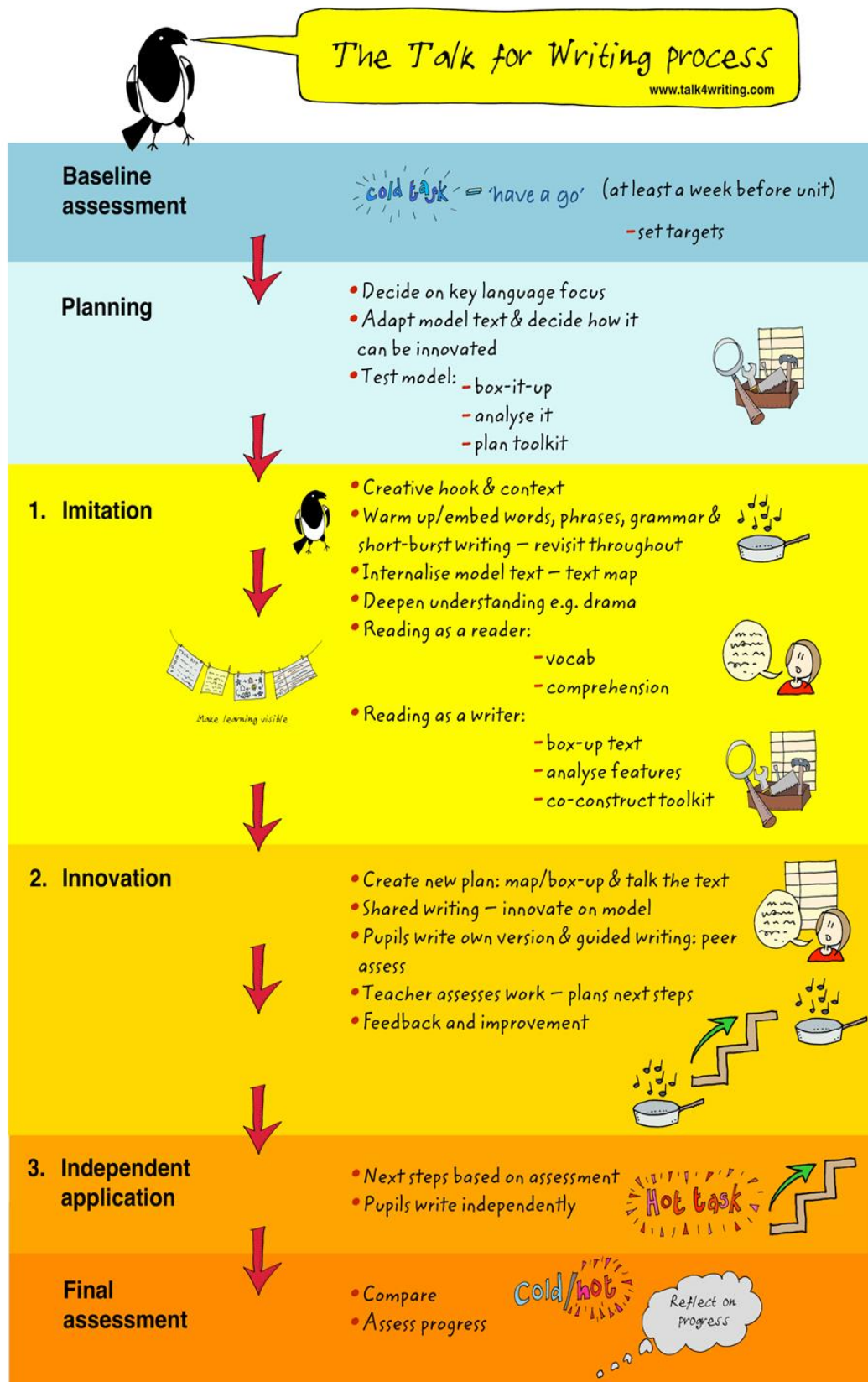
Exploration is embedded in the creativity, inquiry, and experimentation encouraged by TfW.

- Innovating on texts: Pupils explore different ways to adapt and personalise stories, encouraging imagination and ownership.
- Genre exploration: Children experiment with varied forms of writing, persuasion, explanation, narrative, non-fiction-building versatility and curiosity.
- Critical thinking: Through guided questioning and discussion, children explore the 'why' behind language choices, developing analytical thinking.

- Safe risk-taking: The structure of TfW provides a secure base that enables children to try new ideas without fear of failure, building resilience and creativity.

Exploration in TfW fosters confident, curious learners who are inspired to ask questions, solve problems, and push their thinking.

All children will be taught using a wide range of high-quality fiction, non-fiction and poetry units. These units are set out in the whole-school Talk for Writing Planner which ensures continuity and progression. The Talk for Writing process has a specific teaching sequence, with each step being integral to the success of the programme.



Baseline Assessment

Each unit begins with a creative ‘hook’ to enthuse children about the unit, as well as a cold task, which is used to assess the children’s prior learning and ability within a specific genre. Targets are then set based on this task and planning is adapted to suit the needs of individuals and groups.

Imitation

Children are introduced to a high-quality model text, which they learn off by heart through a multi-sensory approach, including the use of story-mapping, actions and animated expression. The internalisation of stories and understanding of their structures allows children to build confidence through oral retelling. During this stage of the process children partake in modelled, shared and guided short-burst writing sessions, where children develop their skills in spelling, grammar and sentence structure. Children develop their comprehension skills through ‘Read as a Reader’ activities, vocabulary-focused lessons and drama opportunities. The features of each text are explored through ‘Read as a Writer’ activities, children then use these features to co-construct a toolkit which they can use in their own writing. The structure of each text is explored through boxing-up, where children identify the underlying pattern of each section of the text.

Innovation

Children use the model text as a basis for creating their own version. Foundation stage children retell a text and make it their own by choosing simple substitutions such as change names, places, objects or creatures. Once children have grasped simple substitution, they can be shown how to embellish by adding additional details. Through shared and guided writing, children will draw upon the underlying structure of language features of the original version. Through self-assessment, peer-assessment and teacher-assessment children will identify ways in which their work can be improved and implement these changes through editing, as appropriate to their age and ability-level.

Independent Application

When children are ready, they will use all the skills they have learned throughout the unit to write an independent piece, this is referred to as the ‘hot task’. This is then compared to the cold task and used to assess progress. For younger and less able children this may be scaffolded until they are ready to write independently.

How is Success defined, celebrated and embedded

Our success in literacy is defined through the principles of the Talk for Writing approach. We view success not only in terms of academic attainment but as the development of confident, articulate children who can express themselves effectively through both spoken and written language. Success is seen in all pupils making progress from their individual starting points, demonstrating increased independence, creativity, and control over language. It is also reflected in pupils’ enjoyment of storytelling, their pride in writing, and their ability to empathise with others through discussion and narrative. We celebrate success in many ways, including the oral performance of stories, display of final written pieces, and the recognition of effort, progress, and creativity in classroom and whole-school settings. Success is embedded through a consistent, whole-school use of the Talk for Writing model, rich classroom environments, high expectations, and a belief that all children can achieve. Through scaffolding, modelling, and frequent opportunities to rehearse and reflect, we foster a growth mindset where writing is valued as a process of continuous improvement. In this way, success becomes a lived experience for all pupils.

Talking and Listening

Talk for Writing powerfully supports the development of Talking and Listening skills by placing spoken language at the heart of literacy learning. The approach values talk not just as a precursor to writing, but as an essential tool for thinking, collaboration, creativity, and emotional development.

1. Emphasis on Purposeful Talk

The Northern Ireland Curriculum stresses the importance of children speaking and listening for a range of purposes and audiences. TfW provides frequent, structured opportunities for this, including:

- Oral story retelling using actions, story maps, and repetition.
- Drama and role play (e.g. hot-seating, freeze frames) to explore character, emotion, and motivation.
- Shared innovation and planning discussions where pupils co-construct ideas with peers.
- Presentation of ideas and oral rehearsals before writing to clarify thinking.

2. Developing Active Listening Skills

In TfW, children are encouraged to listen with purpose, whether it's to retell a model text accurately, respond to peer ideas, or reflect on teacher modelling.

Children must listen to:

- Stories read aloud (to internalise rhythm and language).
- Peer feedback during shared writing.
- Instructions during collaborative planning and performance.

Teachers model good listening behaviours, promoting respectful interactions and attentive engagement.

3. Collaborative and Dialogic Talk

TfW builds a culture where talk is valued and shared. Pupils are frequently asked to:

- Work in pairs or groups to orally compose sentences, retell texts, and give feedback.
- Use 'magpieing' (borrowing words/phrases) to expand vocabulary through dialogue.
- Engage in reciprocal talk agreeing, challenging, and building on others' ideas.

4. Encouraging Empathy and Emotional Expression through Talk

Through storytelling, role play, and discussion, children explore character motives, emotions, and reactions. This develops emotional literacy and empathy, key outcomes in the Personal Development and Mutual Understanding (PDMU) strand.

- Activities like hot-seating allow children to step into another's shoes.
- Story themes often touch on moral, emotional, or social issues.
- Talking about these helps children understand others' perspectives and articulate their own feelings.

5. Building Language for Thinking

TfW helps children use talk to organise, reason, and reflect. Sentence stems, modelling, and scaffolded questioning teach them how to:

- Justify opinions ("I think... because...")
- Explain choices ("I chose this word because...")
- Compare and contrast ideas or characters
- Evaluate texts and their own writing out loud

6. Inclusive Talk: Scaffolding for All Learners

TfW ensures all children, including those with EAL, SEN, or lower confidence, can access Talking and Listening:

- Repeated oral rehearsal gives time for language processing.
- Visual aids and story maps support memory and understanding.
- Children practise in pairs and small groups before speaking to a wider audience.
- Emphasis on imitation allows safe repetition before innovation.

Reading

At Glenwood, we are committed to creating a rich and vibrant reading culture that reflects our core values of kindness, empathy, and mutual respect. We believe that reading is a powerful tool for fostering understanding, broadening perspectives, and nurturing emotional intelligence. Through carefully chosen texts that represent diverse voices and experiences, we aim to cultivate a love of reading that not only supports academic achievement but also deepens students' ability to connect with others. In line with our vision of an empathetic and inclusive learning environment, we ensure that every child feels valued, inspired, and challenged to reach their full potential. By embedding reading into the heart of our school life, we empower children to grow as thoughtful, compassionate, and confident learners.

Our reading culture is deeply rooted in our three pillars of communication, knowledge, and exploration. Through reading, children develop vital communication skills, expanding their vocabulary, enhancing their comprehension, and gaining the confidence to express themselves clearly and thoughtfully. Reading also serves as a gateway to knowledge, enabling pupils to access new information, build subject-specific understanding, and make meaningful connections across the curriculum. Most importantly, it fosters a spirit of exploration, encouraging children to engage with diverse perspectives, imagine new possibilities, and ask questions about the world around them. By embedding reading in every aspect of school life, we support our learners in becoming articulate, informed, and curious individuals.

We aim to foster a love of reading and develop a disposition to read. We provide a balanced reading programme, including well-planned and focused modelled, shared, guided, independent and silent reading sessions. In order to ensure that children are able to read, across the curriculum with fluency, accuracy, understanding and enjoyment, they need to orchestrate the following range of strategies: phonic knowledge and skills, contextual knowledge, grammatical understanding, word decoding and recognition and language comprehension.

Reading skills and a love of reading are developed through the following:

- A structured reading scheme which incorporates a range of fiction and non-fiction texts, levelled by reading age. The Glenwood reading scheme includes texts from the following: Collins Big Cat, Storyworld, Treetops, Oxford Reading Tree, Wolf Hill, Reading World, Web Spinners and Wellington Square.
- A core element of the TalkforWriting process is the Reading Spine which plays a vital role in improving Literacy outcomes, especially for disadvantaged children. The reading spine is a selection of high-quality books that every child should experience during their primary school years. It includes stories rich in language, structure and ideas with texts designed to stretch vocabulary and develop comprehension skills.
- Use of the Pie Corbett poetry spine in every class, ensuring access to a wide range of poetry in each year group.

- Talk for Reading strategies taught within Talk for Writing: Story mapping, Read as a reader, Read as a writer, Vocabulary work, Boxing up the text/ Story Mountain (Summarising), Drama, Book Talk, analysing text structures and language.
- Comprehension strategies such as Activating Prior Knowledge/Making Connections, Predicting, Visualising, Question Answering, Question Generating, Comprehension Monitoring, Inference Training, Summarisation and Evaluating are explicitly taught to ensure our children become active readers.
- The Accelerated Reader programme which is used to manage and monitor children's independent reading practice.
- Bi-annual book fairs
- World Book Day events
- Reading buddies
- Bedtime Story events

Linguistic Phonics and CSP The Complete Spelling and Language Programme

At our school, we use an integrated approach to spelling, grounded in current research and tailored to the needs of our learners. We recognise that spelling is a complex skill, requiring the development of multiple strands of linguistic knowledge. To support this, we draw on phonological, orthographic, and morphemic knowledge, taught explicitly and progressively.

Phonological knowledge is developed through the teaching of phonics, primarily using the Linguistic Phonics approach as the initial strategy for both reading and spelling. Phonics helps children understand the sound-symbol relationship in words and is particularly effective in the early stages of literacy. However, we do not rely on phonics as the sole strategy for spelling. While it assists with decoding and segmenting words, we are mindful of the limitations of phonics given the irregularities of the English spelling system.

To build orthographic knowledge, we explicitly teach children to recognise spelling patterns, letter strings, syllables, and common spelling rules. This helps develop automatic word recognition and supports children in internalising how words look in their written form. We place particular emphasis on supporting children to identify irregular spelling choices and develop visual memory of whole words, skills that are essential in a language with many exceptions and inconsistent letter-sound correspondences.

Morphemic knowledge is also a key focus of our spelling programme. We support children in understanding how words are constructed by teaching the use of prefixes, suffixes, root words, contractions, compound words, and homophones. This not only aids accurate spelling but also deepens vocabulary knowledge and word meaning, enhancing children's reading comprehension and writing fluency.

We recognise that for approximately 80% of children, a systematic synthetic phonics (SSP) approach is effective. These children are generally able to detect visual patterns in print and, over time, internalise spelling rules and irregularities implicitly through reading. However, we are aware that around 20% of learners require much more explicit instruction to develop orthographic awareness. Many of our children fall into this category.

These children often demonstrate orthographic insensitivity, relying heavily on phonological cues alone. This can result in plausible but incorrect spellings such as *sed* for *said*, which may become embedded in memory if not addressed explicitly. As such, these learners benefit greatly from direct teaching of spelling patterns, rules, and exceptions. We ensure that irregular words are explicitly taught and that visually accurate representations of words are stored and reinforced through practice and memory recall.

We do not rely on children to ‘know if a word looks right’, we teach them how to know. We understand that correct spellings must be meaningfully stored in long-term memory, not guessed or approximated through phonics alone. By integrating multiple strands of linguistic knowledge and addressing the needs of all learners, especially those requiring structured support, we aim to build confident, accurate spellers who understand both the logic and complexity of English spelling.

The Complete Spelling and Language Programme.

Designed to facilitate the integration of phonic, orthographic and morphemic strategies

Designed to reduce the effects on working memory and orthographic processing difficulties, alongside providing challenge for children who learn to spell easily.

How does The Complete Spelling Programme align with our vision and ethos?

Our vision is to create an empathetic and inclusive learning environment where every child is valued, inspired and challenged to reach their full potential. The implementation of the Complete Spelling and Language Programme by Sharon McMurray directly supports this vision through the following principles:

1. Empathy and Inclusion

The programme adopts a multi-sensory, linguistically-informed approach, which caters to a wide range of learning styles and abilities. It is inclusive by design, providing structured support for pupils with specific learning needs, including dyslexia and language processing difficulties. It allows for flexible delivery and adaptive teaching strategies enable all pupils to access the curriculum in a supportive and non-judgemental environment, fostering emotional wellbeing and belonging.

2. Inspiration and challenge

The programme is progressive and developmental, offering appropriate challenge to all learners, from those requiring consolidation to those ready for extension. There is a strong emphasis on language patterns, word origins, and meaningful application encourages curiosity and engagement with language. There are regular opportunities for success, feedback, and reinforcement promote motivation and resilience, enabling pupils to develop a growth mindset.

3. Enables Every Child to Reach Their Full Potential

The systematic teaching of phonological, orthographic and morphological structures provides pupils with essential tools for literacy development. By strengthening spelling and language confidence, the programme empowers pupils to express themselves more effectively across the curriculum. Teachers are supported with clear guidance and resources, allowing for differentiated and responsive teaching that raises achievement for all.

The Complete Spelling and Language Programme is a key element in fulfilling our commitment to high-quality, inclusive education. It reflects our belief that every child deserves to thrive, and supports our goal of equipping all learners with the skills, confidence, and inspiration to realise their full academic and personal potential.

Communication, Knowledge, and Exploration

At our school, the Complete Spelling and Language Programme plays a central role in supporting children's development in line with the three key pillars of our school ethos: Communication, Knowledge, and Exploration.

Communication

The programme supports the pillar of Communication by enabling children to spell with increased accuracy and confidence. When children are secure in spelling, they are better able to focus on expressing their ideas clearly and fluently in both spoken and written forms. Accurate spelling allows for greater clarity in communication and helps children choose and use vocabulary with precision. The programme also supports oral language development, as the study of spelling patterns and word structures improves children's ability to decode, pronounce, and understand unfamiliar words in context. In this way, spelling becomes a tool for effective communication, rather than a barrier to it.

Knowledge

The CSP programme also strengthens the pillar of Knowledge by providing a structured, cumulative approach to teaching spelling as part of a wider understanding of the English language. Children build phonological knowledge (understanding how sounds link to letters), orthographic knowledge (learning patterns, rules, and visual memory), and morphemic knowledge (understanding root words, prefixes, and suffixes). This layered, integrated approach not only improves spelling but also supports grammar, vocabulary development, and reading comprehension. By explicitly teaching children the why behind spelling choices, we help them retain and apply language knowledge across the curriculum, making their learning more meaningful and transferable.

Exploration

The CSP programme aligns closely with the pillar of Exploration. It encourages children to become curious about words and their structures, origins, and meanings. They are taught to analyse how words are formed, detect patterns, and investigate irregularities. This promotes deeper thinking and metacognitive awareness. Children explore language as a system, developing the skills to apply their learning flexibly in unfamiliar contexts. As a result, spelling is not taught in isolation, but as a process of discovery-enabling children to become independent, inquisitive word learners.

Through the CSP Complete Spelling and Language Programme, we ensure that spelling supports and enhances children's overall literacy development. It enables pupils to communicate clearly, builds a strong foundation of language knowledge, and encourages them to explore and enjoy the richness of the English language.

How is success defined, celebrated and embedded

Clear progression pathways, aligned with curriculum expectations, allowing teachers to assess mastery of phonological awareness, spelling patterns, and language structure.

Enables staff to recognise and support individual progress for all learners, including those with specific learning difficulties or EAL.

Strategy application, where learners demonstrate growing independence and metacognitive awareness in applying spelling and language skills across contexts.

The programme creates regular opportunities to celebrate pupil achievement and promote a positive literacy culture by:

Recognising and rewarding effort, progress, and attainment through verbal praise, certificates, spelling awards, and classroom displays.

Valuing incremental gains and building confidence for all learners, including those working below expected levels.

Fostering intrinsic motivation by helping pupils understand their learning journey and the purpose behind each step.

A spiral curriculum structure that revisits and builds on previous learning, reinforcing knowledge and skills over time.

Consistent use of the programme across year groups to promote a whole-school approach to spelling and language development.

Application across the curriculum, with pupils encouraged to use taught strategies in all writing tasks, enabling spelling to become embedded in daily literacy practice.

Ongoing professional development and moderation to maintain high standards and consistent expectations in literacy teaching.

Use of Nessy to Support Inclusive Literacy Development

As part of our commitment to fostering an empathetic and inclusive learning environment, the school implements Nessy, an evidence-based digital literacy programme designed to support all learners, particularly those with dyslexia and other literacy challenges. Nessy provides a structured, multisensory, and phonics-based approach to reading, spelling, and writing, enabling pupils to engage with literacy in a personalised and motivating way. Its adaptive learning pathways, game-based content, and self-paced structure ensure that each child is appropriately challenged and supported according to their individual needs. Through the use of Nessy, we aim to inspire confidence, promote independence, and empower every pupil to achieve their full academic potential, in line with our school vision to create a nurturing, inclusive, and high-achieving learning environment.

Talk Boost KS1

At Glenwood we use Talk Boost KS1 to support pupils in Primary 1 and 2 who may be at risk of delayed speech, language and communication skills. Talk Boost aligns with the Northern Ireland Curriculum Talking and Listening strand, underpins the development of early reading and writing and provides evidence for ongoing assessment, SEN provision and school self-evaluation.

Talk boost includes a tracker tool which is used to assess pupils' communication and language skills in areas of listening, attention, vocabulary, sentence building, narrative and conversation. The assessment is carried out before and after the programme allowing staff to identify pupils requiring targeted support and to measure progress accurately. Data from Talk Boost is used to inform planning, differentiation and target setting and is used as evidence for education plans and where appropriate referrals to external support services.

Talk Boost reflects our commitment to early intervention, inclusive practice and the development of strong foundations in reading and writing.

Planning, Monitoring, Evaluating and Record-keeping

Baseline assessment is used at the beginning of P1. Talk Boost KS1 assessment is used throughout P1 and P2. P3-7 classes are assessed annually through PTE and SWRT. Star Reading tests are used every half term. Assessment evidence is used to modify teaching to meet the needs of the children and improve learning. Data generated is analysed for a range of purposes: to track pupil progress, to track complete classes, to identify individual children's strengths and weaknesses, to inform planning, to identify underachieving pupils and to set targets.

Literacy coordinators regularly monitor and review evaluated planning to ensure consistency and progression throughout the school. All staff are involved in collegiate book monitoring which helps to ensure consistency and high standards. In-class observations form part of the monitoring process and are carried out regularly throughout the year.

Role of the Literacy Team

- To monitor and evaluate the effectiveness of teaching and learning in Literacy.
- To aid, advise, guide and support teachers in all aspects of literacy.
- To ensure progression and continuity of literacy skills across all key stages (Foundation Stage, KS1, and KS2).
- To support cross-curricular literacy development.
- To monitor teaching and learning in literacy through lesson observations, book scrutiny, pupil voice interviews, data analysis, tracking attainment and progress, identifying gaps and underachievement.
- To support teaching and learning by modelling high-quality literacy teaching
- To support planning, particularly for spelling, reading comprehension, spelling, grammar, and writing.
- To provide intervention advice for pupils falling behind (including EAL, SEN, or disadvantaged pupils).
- To deliver Staff Development and Training by planning and delivering CPD sessions (e.g. spelling training, teaching inference, guided reading strategies).
- To share current best practices and resources.
- To attend training days relevant to literacy – to keep up to date with recent curriculum innovations and relevant research and to use current research and educational initiatives to guide decision-making

- To disseminate relevant information to staff.
- To support newly qualified teachers, new teachers and classroom assistants in the management and development of literacy within the classroom.
- To keep an up to date inventory of all literacy resources.
- To liaise with Foundation, Key Stage One, Key Stage Two, Reading and Special Educational Needs Co-ordinators on Literacy issues to ensure development and progression throughout the Key Stages.
- To ensure continuing personal professional development.
- To Contribute to the School Development Plan (SDP) with a focus on raising literacy standards.
- To reports to the senior leadership team (SLT) and governors on literacy outcomes and progress.
- Requisitioning.