Ormiston Cliff Park Primary Academy

October 2026

CURRICULUM AREA: Communication and Language

Staff members: Miss E Cunningham

Judgement -

Quality of Education

Intent

The National Curriculum for English is clear that children should:
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

At Ormiston Cliff Park Primary Academy, the intention is that children are equipped with the basic skills to be able to communicate their ideas both verbally and in writing. This involves ensuring that children are engaged in acquiring and using an increasing and ambitious range of vocabulary, including that which is subject specific across the curriculum. Through a systematically planned and sequenced sequence of skills progression, children will become resilient, articulate and independent learners, who take advantage of a variety of opportunities to develop a love of writing and communicating. In a language rich and stimulating learning environment, children who attend Ormiston Cliff Park Primary Academy will develop their abilities to express themselves both as an academic goal and a vital life skill.

Implementation

At Ormiston Cliff Park Primary Academy, the core of the writing curriculum involves structured English teaching and learning that allows for development of writing knowledge, practice and application of skills in a variety of contexts. This begins in the Early Years Foundation Stage and Key Stage One with daily direct phonics teaching that is sequenced, tailored to the needs of each group, and moves at high pace, as well as a variety of opportunities for applying encoding skills in their writing. In Key Stage One and Key Stage Two, English lessons include a bi-weekly opportunity to apply their writing skills in a variety of contexts, based on appropriate and high quality stimulus.

Weekly grammar teaching sessions allow children to develop their skills through pedagogy that emphasizes repeated and systematic teaching of key grammatical concepts, and the opportunity to apply these concepts as they build up to and plan for extended writing opportunities. This is augmented by daily opportunities to rehearse these skills, and a consistent opportunity for proof reading and editing of their writing to ensure that these skills are embedded and independently applied. Further opportunities to apply writing skills are found across the curriculum in the foundation subjects, where high expectations of grammar and vocabulary ensure a consistent standard between English and foundation subject writing.

The learning environment at Ormiston Cliff Park Primary Academy is stimulating and language rich, and children have daily opportunities to familiarise and investigate subject specific vocabulary across the curriculum. This is reflected in classroom displays and

knowledge organisers in books that allow children to consistently rehearse and apply their understanding of specific vocabulary.
Children who are working below the expected standard in writing across the academies are identified swiftly through teacher assessment which is rigorous and ongoing. Through live marking in lessons, teachers identify gaps in children's phonic and grammar knowledge. Children identified as vulnerable through this assessment for learning are targeted though rigorous interventions that include daily phonics reinforcement, high frequency word recognition work, and specific daily interventions based on needs identified during lessons. These interventions are assessed for impact after each term- children are assessed again to ensure that they are making rapid progress.
In order to promote a school environment that values writing, the academy maintains displays of writing that show progression across the year groups and key stages. Weekly homework gives children the opportunity to apply their grammar and writing skills, and parents also have opportunities to engage with their children's learning through parents' evenings. The promotion of communicating is sustained through events such as World Book Day and Shakespeare Week, which allow children to discuss their ideas with their peers and express their opinions in creative and engaging ways.

Impact
The progress that children make in writing is assessed, tracked and rigorously monitored at Ormiston Cliff Park Primary Academy. The observation of children's application of writing skills across the curriculum is monitored through daily assessment for learning, recorded on weekly assessment trackers that are matched to the objectives being taught. A termly class assessment tracker also records progress based on formative teacher assessment. Termly PIXL assessments in grammar and spelling across the academies allow for focused question level analysis that informs planning.
Teaching and learning, and their impact, are also quality assured through the agreement of standards through trust-wide moderation events, as well as learning walks and lesson drop ins.