Ormiston Cliff Park Primary Academy
October 2026
CURRICULUM AREA: Spelling
Staff members: Miss E Cunningham Miss L Reynolds
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'. At Ormiston Cliff Park Primary Academy, the intention is that children are provided with the skills to become confident linguists with a variety of strategies to spell unfamiliar and challenging words, as well as a solid base of known words that underpin their writing. We aim to ensure that children are resilient and independent learners, who develop their skills in a school environment that is dedicated to the promotion of writing, as an academic pursuit but also as a creative outlet and an essential means of expression.
Implementation At Ormiston Cliff Park Primary Academy, the core of the spelling and grammar 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. Phonics sessions in the Early Years and Key Stage One follow a clear structure which allows for revision, hearing sounds, reading and writing words and then applying their knowledge through writing sentences. In the Early Years Foundation Stage, children develop key writing skills through directed adult-led tasks linked to familiar stories and to their current phonics focus. In Key Stage One and Key Stage Two, curriculum time is dedicated to grammar and spelling teaching daily, separate from English lessons- this allows for constant revision and application of learned strategies. All spelling, phonics and grammar sessions across the Academy are consistently planned to allow all children to achieve success, through resources, texts and activities that are inclusive and adapted where necessary for the differing needs of all children. Children who are working below the expected standard in spelling across the academies are identified swiftly by class teachers. Children identified as vulnerable in spelling are targeted though rigorous interventions that include tailored phonics teaching in Key Stages One and Two, and high frequency word recognition work such as Precision Teaching. These interventions are assessed for impact after each term- children are assessed again to ensure that they are making rapid progress.
Impact The progress that children make in spelling is assessed, tracked and rigorously monitored at Ormiston Cliff Park Primary Academy through baseline measures such as the Young's Spelling Age assessment and the Key Stage One phonics assessment. Live marking of writing by teachers and teaching assistants allows misconceptions and errors to be addressed

swiftly and in a bespoke manner, and children develop the skills to proofread and edit their own and others' writing through regular opportunities to share their work. The observation of children's application of spelling and grammar 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 assessment papers in spelling and punctuation and grammar allow for clear measures of progress across year groups, and question level analysis of these assessments by teachers informs planning to address misconceptions and gaps in learning.
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.