Ormiston Cliff Park Primary Academy
October 2026
CURRICULUM AREA: Writing
Staff members: Miss E Cunningham
Quality of Education
Intent The National Curriculum for English is clear that children should 'write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences'. At Ormiston Cliff Park Primary Academy, the intention is that children are provided with the skills to become confident and enthusiastic writers, who can use a variety of strategies to ensure that they tailor their writing for a variety of purposes and audiences. 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. The intention is therefore to ensure that all school staff, as well as parents and the wider community, are fully involved as stakeholders in the development of a willingness to express themselves in writing among children, through providing experiences and stimulus that inspire and challenge all children to write and discuss their writing as critical and creative thinkers.
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. The Nursery and Early Years Foundation Stage learning environment is designed to promote a variety of opportunities for mark making and early writing, and children are encouraged to develop their fine and gross motor skills through schemes such as 'Funkys'. Writing tasks are linked to the stories and topics being explored. Children in the nursery are provided with lots of opportunities for mark making, and in the Early Year Foundation Stage children progress from writing labels to writing captions and sentences, being mindful of phonic concepts being taught. In Key Stage One and Key Stage Two, English lessons include a bi-weekly opportunity to develop and refine their writing skills further, through specific teaching of grammar and punctuation strands. English lessons, across a two-week teaching sequence, follow a structure that allows children to respond to texts before developing and planning their own writing. Regardless of ability, every child in the Academy has the opportunity to write independently three times per term, drawing on the planning and development from previous lessons to ensure that writing is tailored to a specific purpose and audience. This is augmented by daily opportunities to express themselves in writing in foundation subjects by note taking, report writing and explanation texts. All writing 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 writing across the academies are identified swiftly by class teachers. Children identified as vulnerable in writing are targeted though rigorous interventions that include handwriting interventions, 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 writing is assessed, tracked and rigorously monitored at Ormiston Cliff Park Primary Academy. 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 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. Regular in-school and also cross-school network moderation of writing across the year groups ensures that teachers are confident in making rigorous and sound judgements, including the use of AI assisted assessment through the Stylus program in years 4, 5 and 6.

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.