Ormiston Cliff Park Primary Academy
2026
CURRICULUM AREA: Reading
Staff members: Miss E Cunningham
Quality of Education

Intent

The National Curriculum for English is clear that children should:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, both for pleasure and information

At Ormiston Cliff Park Primary Academy, the intention is that children are provided with the skills to become confident and enthusiastic readers, who can decode what they read using taught strategies and discuss their ideas about their reading with clarity. 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 reading, both as an academic pursuit and a vital life skill. 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 lifelong love of reading among children, through providing experiences and stimulus that inspire and challenge all children to read and discuss their reading as critical and creative thinkers.

Implementation

At Ormiston Cliff Park Primary Academy, the core of the reading curriculum involves structured English teaching and learning that allows for development of reading 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. Children in the Early Years Foundation Stage are introduced to a wide range of stories, through teacher directed learning and also during continuous provision. They become familiar with songs and rhymes that develop their phonic recall and their widening vocabulary and participate in a wide range of activities that deepen their knowledge of songs, stories and rhymes. In Key Stage One and Key Stage Two, English lessons include a weekly opportunity to gain further reading skills through explicit quality first teaching of strategies for answering questions about reading. This is augmented by daily opportunities to apply these strategies in English lessons as well as through work in foundation subjects that relies upon reading both for research and in order to clarify concepts and ideas. All reading 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 reading across the academies are identified swiftly through baseline measures including Salford Reading Age assessment and Speed Reading tests, in addition to test data. Children identified as vulnerable readers through these measures are targeted though rigorous interventions that include daily 1:1 reading, 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. In order to promote a school environment that values reading, the Academy maintains a stock of high quality texts which are regularly reviewed to ensure that they are stimulating and appropriately matched to children's reading levels, which are stored in year group areas to create an environment that prizes books, and to allow for easy access to a wide range of texts for all pupils. Teachers and teaching assistants monitor the books that children read in order to ensure that texts are matched to their abilities and are sufficiently challenging through reading records, and parents are encouraged to be involved in their children's reading through communicating with the school through home-school reading records and events and workshops where children and parents can enjoy books together. The promotion of reading for pleasure is also maintained through events such as World Book Day, which give children opportunities to apply the critical and creative analytical skills that they have developed during the teaching of reading in a variety of inspiring and stimulating contexts.

Impact

The progress that children make in reading is assessed, tracked and rigorously monitored at Ormiston Cliff Park Primary Academy. The observation of children's application of reading 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 summative test and baseline data, as well as formative teacher assessment. PIXL assessments across the academy allow for focused question level analysis that informs planning, and children in Year 1 are assessed through the National Phonics Check- if necessary, children are re-assessed in Year 2 after reinforcement and extra provision for developing their phonic knowledge.

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.