



At Pilgrim Academy, we prioritise reading as a key life skill and are dedicated to enabling our children to become lifelong readers. We strive to embed a culture of reading into everything that we do. By the time children leave the school, our aim is that they will be competent and enthusiastic readers with experiences of a variety of literature.

Intent – What do we aim to deliver?

All children to gain a lifelong enjoyment of reading and books. We aim for all children to develop a love of reading through engaging with books from different genres, authors and cultures.

Children have a good phonological awareness of all 44 sounds and are able to decode unfamiliar words. We aim for all children to be independent and reflective readers who can read with confidence, fluently and understanding.

Children develop a wide vocabulary which transfers to all aspects of the curriculum. They are able to articulate and justify their reasons about a range of literature and express their own opinions.

Children to develop high level reading skills and knowledge of reading domains through supportive teacher modelling.

We understand the significance of parents and carers in supporting their children with word reading and comprehension. We aim to develop a home-school partnership which enables parents and carers to have the confidence to support their children when reading at home.

Reading lessons are taught explicitly for fifty minutes, three times a week. This is followed by reading activities incorporated within writing lessons linked to the story that the children are focusing on.

Implementation – How do we aim to deliver it?

Early reading is taught through systematic, synthetic phonics using Bug Club Phonics. Foundation Stage and Year 1 follow phonics pacing sheets to support the teaching of the 44 sounds. This phonetical understanding is then built upon through the use of Spelling Shed to support the knowledge of spelling patterns alongside phonics.

Children are encouraged to develop their own preferences of genres and authors. Every week, all children spend time in the school library; choosing their own books to read and sharing favourite texts with their peers. At the end of each day, time is dedicated for the teachers to read and share new and well-known stories with the children.

As the children progress through the school, key skills are taught and developed through whole class guided reading linking with our English units of work. Children are exposed to a variety of texts to further enhance their knowledge. Teachers use the One Education reading gems to support the children to comprehend what they are reading.

Teachers planning ensures that children develop their knowledge and skills as they move from Early Years through to Key Stage 1 and Key Stage 2. Intervention support is provided to support reluctant and less confident readers. We are part of the 'Paws to Read' and children are provided with opportunity to read to our therapy dog, Bella.

Impact – How will we know when we have delivered it?

Children's vocabulary and ability to express themselves is strong and demonstrated across the curriculum.

Formative and summative assessments demonstrate a secure understand and identify challenging next steps as the children progress through the school.

Children develop a love of reading and actively choose texts which are at an appropriate level for them in school and at home.

Children can apply their reading skills within all curriculum areas to read, understand and acquire new knowledge.