

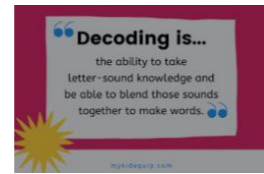


At Reynolds Academy, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. We are committed to fostering a love of reading and enabling our children to become life-long readers; therefore, life-long learners. By the time the children leave the school, our aim is that they will be competent and enthusiastic readers who have had experiences with a wide variety of literature and who see the value in reading.

Intent – What do we aim to deliver?

Children develop a love of reading through engaging with books from different genres, authors and cultures. Children become competent and enthusiastic readers who have experiences with a wide variety of literature and who see the value in reading.

Children have a good phonological awareness and are able to decode unfamiliar words. Children become fluent in word reading.




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.

Teachers model and support the children to develop high level reading skills and knowledge of reading domains.

Parents are engaged with the reading approach and are able to support their children's learning journey.

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. Decodable books are well-matched to the sounds that children know. 

Children are encouraged to develop their own preferences of genres and authors. At the end of each day, time is dedicated for the teachers to read and share stories with the children. Our school and library are packed full with interesting and exciting books for children to read.

Intervention support is provided to support reluctant and less confident readers, including reading to our therapy dog, Ziggy.



Teachers use the One Education reading gems within whole class guided reading lessons to support the children to comprehend what they are reading. Children become more familiar with the skills needed to tackle a range of different types of question.

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.