



Paignton Academy Whole-School Real-World Literacy

THE PRIORITY

Paignton needed to improve reading across the school community while facing two key challenges:

- Student data indicating lower reading proficiency across the school
- Ever increasing budget constraints when creating a comprehensive reading strategy

Paignton needed a high-value, whole-school approach that would align with DfE guidance. The Day has become a foundational component of their reading culture as they seek to develop **critical thinkers**, **confident speakers** and **proficient readers**.

IMPLEMENTATION TIMELINE

Timeframe	Workstream
UPON SALE	Designate a school champion, recruit staff members from across the wider school and set up a forum to share ideas in readiness for The Day's implementation.
3 MONTHS	KS3 use it twice per week within 40-minute tutor sessions. Pupils complete the article tasks and build booklets to log reading, vocabulary glossaries, and reflections.
6 MONTHS	Heads of House and members of the reading coalition quality-assure and support sustained implementation. School leaders often request particular topics to be accessed via The Day to align with whole school foci e.g. Anti-Bullying Week.
9 MONTHS	Follow up on whole school CPD. Sherrington's Walk Thru strengthens understanding of developing reading fluency, whilst a strong emphasis on oracy and vocabulary is reinforced through research from the EEF, National Literacy Trust and DfE.
ONE YEAR	Evidence of consistently high usage of The Day supported by internal analytics such as QA and Student Voice. Wider school engaged and confident with leading reading and developing reading proficiency through non-fiction content.
BEYOND	Look to establish pathways for wider curriculum use and student engagement with a secure foundation established. Consider what other spaces The Day could be utilised across the school.





Paignton's form time plan

1

EXPERT READ ALOUD

Teacher models fluent reading and prosody; pauses to pre-teach key vocabulary.

2

SILENT SKIM

Students skim the article, underline three new words, and note one key idea.

4

TASK

Students complete one comprehension question or a quick-write response.

3

THINK-PAIR-SHARE

Use The Day's Analyse or Debate prompts to guide discussion.

5

VOCABULARY CAPTURE

Students add new words to their personal glossary booklet.

6

EXIT

Students finish with a one-sentence summary or a "because..." justification.



In a month, reading was visible everywhere in tutor time.

The Day gave us a universal intervention that didn't add workload.

We turned tutor time into a research-informed fluency session.



Paignton Academy

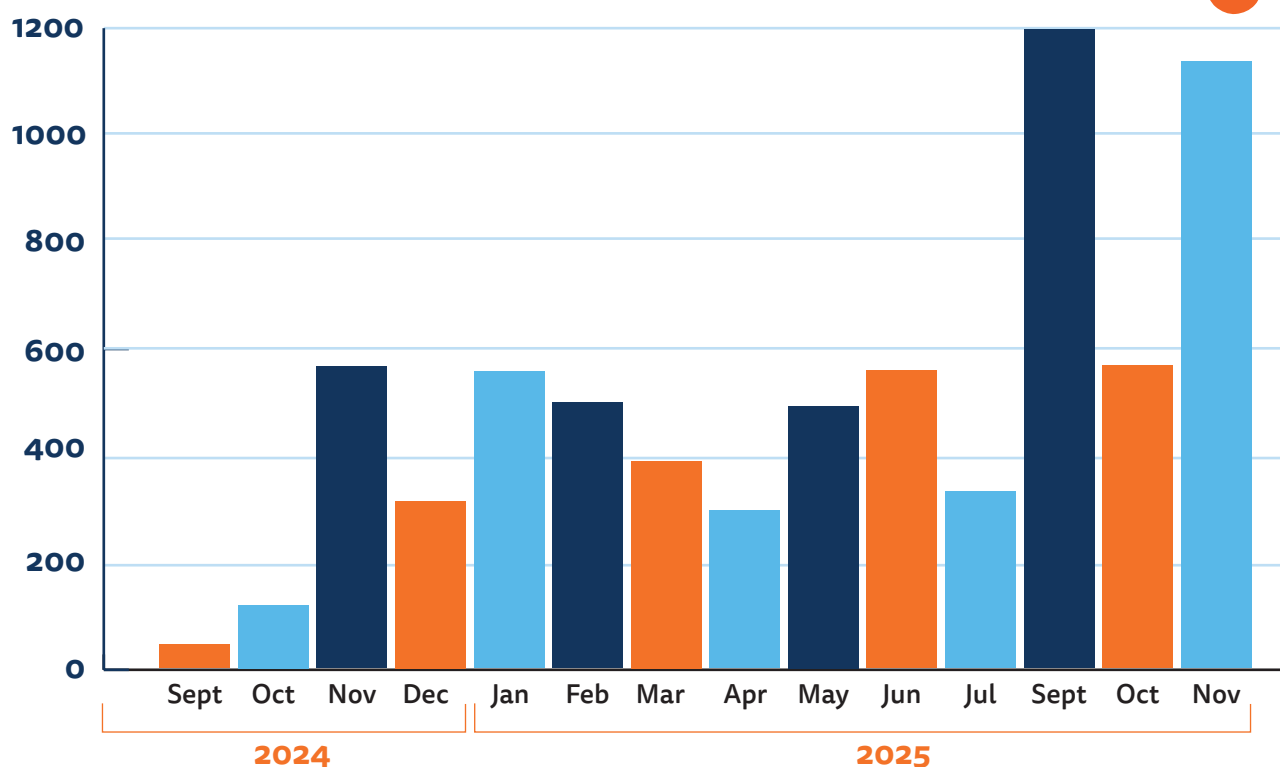
After 12 months with *The Day*

56%...	of students say that they read more now than before, supported by <i>The Day</i> and a fiction reading tool
8%...	increase of KS3 students with a reading age above 13
5%...	increase of KS3 students with a reading age above 16

- ✓ Improved discussion and oracy
- ✓ Stronger classroom dialogue

- ✓ Enhanced fluency and confidence
- ✓ Positive cultural shift

Paignton's usage Month-on-Month Usage Growth (Sept 2024-Sept 2025)



A core part of our reading strategy at Paignton Academy is to create opportunities that develop cultural capital, critical thinking, oracy and exposure to new vocabulary, all whilst having the opportunity to be read to by an 'expert' reader in the shape of their teacher.

The Day is now an integral part of our extended tutor sessions and has proved to be an invaluable resource that teachers are actively engaged with.

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