

# St. Luke's C.E. First School



## Reading Policy

2026 – 2028

To be reviewed February 2028

### School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

Our core Christian Values are;  
trust, forgiveness, humility, hope, justice and resilience.

### Reading Vision

At St Luke's, our reading policy is firmly rooted in our Christian vision: We recognise we are all God's children and through our caring and nurturing environment, we follow His word. We believe that reading is a vital tool in helping children grow in wisdom, empathy, and understanding—both of themselves and the world around them.

Our commitment to creating a caring and nurturing environment is reflected in the way we teach reading. We ensure that all children, regardless of background or ability, are supported and encouraged to become confident, fluent readers. By exposing pupils to a diverse range of texts, including stories of faith, hope, compassion, and justice, we help them to develop spiritually, morally, socially, and culturally.

In trusting God's teaching and encouraging each other, we value reading as a way to build community. Shared reading experiences, discussion and reflections, promote deeper relationships, and empathy. Through reading, children encounter different perspectives and ideas, helping them to develop their relationship with one another and the world.

Ultimately, we aim to foster a lifelong love of reading, equipping our children not just to succeed academically, but to flourish in all that they do. Reading opens doors to imagination, knowledge, and understanding—all essential for helping our pupils become thoughtful, compassionate individuals guided by the values of our St Luke's family.

### Intent

At St Luke's, 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 pupils to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves.

Our reading curriculum strives to foster a lifelong love of reading. We believe embedding a love of reading in our classrooms can be transformative to our children's academic success. At St Luke's we aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure'. We ensure that we include a range of books within the curriculum as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts from our school library and classroom reading areas. Being able to read, and developing a passion for reading, empowers children and provides them wealth of opportunities throughout their life.

### Implementation

We will support all children to learn to read through clear leadership, consistent teaching and learning approaches, regular monitoring and assessment along with a joint commitment between school and

home. Class teachers, with support from the English Lead and Senior Leadership Team, draw upon careful observations and continuous assessment to ensure children are challenged and to identify children who may need additional support. Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics or whole class reading. In addition, some pupils may read daily to a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%. Furthermore, those pupils not working at the expected standard in reading, have additional opportunities to read aloud.

### Phonics and Guided Reading

At St Luke's, the systematic teaching of phonics has high priority in Foundation Stage and Key Stage One. We use a synthetic phonics teaching programme produced by Ruth Miskin called Read Write Inc. (RWI) Phonics as a basis to teach our pupils to read and spell. Pupils usually complete the programme by Year 2, some may even finish towards the end of Year 1. Pupils in Lower Key Stage 2 who need extra support with decoding may also follow the programme. We make sure that pupils can read the last set of phonics stories before they progress onto our streamed whole class reading lessons which focus on teaching the following specific reading skills:

Vocabulary   Inference   Prediction   Explanation   Retrieval   Summarise

VIPERS are taught through the use of quality texts that are at the relevant book band level for each ability group.

### Assessments

All pupils accessing our phonics programme are assessed at least every half term through the use of Ruth Miskin's RWI assessments, to determine the correct RWI level group each pupil needs to access.

For pupils who have completed the phonics programme their reading is assessed using Collins Fluency Assessments, to determine an accurate book band level.

National Foundation for Educational Research (NFER) are written reading assessments which are completed by the following Year groups at the following times:

Year 1 – At the end of the Spring and Summer Term.

Year 2 – At the end of Autumn term and Spring Term (Key stage 1 assessments completed in the Summer term)

Year 3 – At the end of Autumn, Spring and Summer Term.

Year 4 – At the end of Autumn, Spring and Summer term.

These are standardised, curriculum aligned assessments used to monitor pupil progress and attainment in reading in a reliable and consistent way.

### Story-time & Reading for Pleasure

We aim to provide many opportunities where pupils can listen to texts or read independently in a quiet and reflective environment.

- Each class has a daily story timetabled where they listen to carefully chosen, high quality texts that are age appropriate.
- Every class has their own class book area where they can quietly read from a selection of familiar texts.
- We have an overview of key texts taught in each year group across the school
- Pupils have the opportunity to visit our school library for quiet reading once a week.

### Home Reading

As well as reading in school it is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina.

Pupils who access the RWI phonics programme read a set of progressive books for their relevant colour band assessment which match the books they read within the lesson. We want children to look forward to sharing these books with someone at home so the books are closely matched to their ability.

Pupils who have completed the RWI phonics programme move onto our colour band levelled books (Purple – Grey). We encourage pupils to select and change their books regularly and record those read in their reading record. For the more advanced readers in Key Stage 2, pupils may read their own books from home or the school/class library books.

We encourage all pupils to read at least 3 times a week at home to an adult as the extra practise helps to develop fluency. Weekly monitoring of reading diaries is carried out by teachers.

### Impact

St Luke's has developed experts in the teaching of early reading and the Read Write Inc phonics programme -whereby pupils make swift progress through their reading development and pupils develop confidence quickly and are therefore motivated to read more.

All teaching staff will foster and nurture a love of language, value the intrinsic link between reading and writing and understand the complexities and support pupils to overcome and develop skills and strategies to become a successful reader.

Our reading curriculum will address gaps in knowledge and skills and pupils will then be able to adapt the skills and knowledge developed within the reading curriculum in all curriculum areas in accordance with the Early Years Development Goals and the National Curriculum. Our pupils will develop skills which will make a difference to the depth and breadth of all their learning and will perpetuate an ever-increasing thirst and eagerness for inquiry as they gain knowledge and understanding of the world they live in. This thirst will be embedded within their education in first school and continue in their further education and into adulthood.

All pupils will make at least good progress in reading from their last point of assessment to meet or exceed age-related expectations. English leaders and SLT will regularly track pupils progress and respond to pupil's views on teaching and learning opportunities and offer continuous professional development to staff.

Pupils will have a love of reading, will be animated about language acquisition through discussion and pupils will have knowledge of how a writer has used techniques and tools to have an effect on the reader. They will understand the benefits of reading and choose to read. Pupils will be proficient, skilled readers and all pupils will value the process of reading, have confidence and engagement when reading, are motivated to read throughout each day and understand how every read can make a difference to them.

### Teaching & Learning

*'Teachers should develop pupils' spoken language, **reading**, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching;*

*for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'*

National Curriculum 2014

The above underpins all teaching and learning at St Luke's. We have an agreed approach to develop children's reading which is achieved by the following at each key stage:

### **Reading in the Early Years**

In Reception we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry, judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all.

#### Phonics

We follow the Read Write Inc synthetic phonics programme. Pupils have daily phonics lessons throughout Reception and are grouped according to their ability to ensure the lessons and books they read match their knowledge.

Pupils begin by taking home sounds to practise, progressing to blending books, ditties and then reading books. These all match the sounds they have been taught in school.

#### Reading

Pupils have many opportunities to hear and retell familiar stories throughout Early Years in order to build up children's language and comprehension skills. Pupils who need to develop their language skills are given extra support in the retelling of stories to build up their confidence and abilities as communicators. Texts are in many areas of provision, supporting the children in their understanding of the importance of print.

Every 3 weeks the class have a focus text for their English Input, these again are texts the children have re-read to them so that they become familiar with them.

### **Reading in Key Stage 1 & 2**

#### Phonics

Phonics is taught on a daily basis in Year 1 and Year 2 (Autumn 1) and for any pupils in key stage 2 who require phonics. A lesson timetable following Read Write Inc Phonics programme is used. Pupils take home a Read Write Inc reading book each week, this is matched to the current sounds being taught in school and the child's ability

When pupils have completed the RWI programme they move to whole class Reading lessons.

#### Whole Class Reading Lessons

Whole class Reading lessons take place 3 times a week for 35 minutes. The lessons provide the opportunities for pupils to develop their comprehension skills, fluency and prosody.

VIPERS is our whole school system for teaching comprehension skills and is an acronym to aid the recall of the 6 reading domains

**V**ocabulary    **I**nference    **P**rediction    **E**xplanation    **R**etrieval    **S**ummarise

A range of quality texts written by a variety of authors are used to teach whole class reading. The pupils take home a book band reading book matched to their ability every week. They are expected to read at home at least 3 times a week and record this in their reading record which is signed by a parent.

For pupils who are not yet reading at the age appropriate book band level take part in a small group guided reading interventions or daily reads with an adult.

### **Developing a Love of Reading**

At St Luke's we have a well-stocked library. The children have the opportunity to visit once a week with their class and choose a book to take home and share with an adult.

We believe that reading stories to our children is very valuable and take every opportunity to do this, Story time happens every day and children are exposed to a wide range of quality texts by a variety of authors.

Wherever possible, we try to incorporate reading into all areas of the curriculum. We believe reading is the key to all learning.

Every classroom has an inviting, cosy reading area which includes familiar texts for the children to read and share. In Early Years the area also includes puppets and characters to retell/act out familiar stories and traditional tales.

### **Assessment, Recording and Reporting**

We use ongoing assessment for learning to refine planning and identify next steps.

In addition:

- At the end of each term, teachers track pupils reading progress and attainment on Arbor.
- RWI assessments are completed each half term in Reception, Year 1 and Year 2 to track progress children are making, decide the RWI teaching group and RWI reading book colour they will access as well as identify areas for development.
- Once pupils have completed the RWI phonics programme they are then assessed using Collins Fluency in Reading which assesses their reading accuracy, fluency and comprehension, these correlate to the book band colours to ensure the children take home reading books that are matched to their ability.
- In June the pupils in Year One complete the phonics screening check which measures their phonic ability.
- Years 1 – 4 complete written NFER assessments throughout the year (see Implementation – Assessments for more information)
- Reading is moderated both within school and with local cluster First Schools to ensure teachers' judgements are accurate.

### **Equal opportunities**

The reading policy reflects and supports the equal opportunities ethos of the school. All children will have access to the English curriculum appropriate to their age and need.

### **Special Educational Needs**

Adaptations will be made to curriculum, equipment and resources to allow access to phonics and reading for all pupils with SEND, including provision for pupils who are exceptionally able.

## Curriculum Leadership

Subject Leader for Reading: Helen Broughton

The role includes:

- Inspiring an exciting, informed and creative approach to English teaching.
- Supporting teaching through:
  - leading insets,
  - giving advice,
  - giving guidance,
  - modelling,
  - lesson observations and feedback,
  - team teaching,
  - monitoring of planning and assessment.
- Book scrutiny to ensure continuity and that progress is made. In addition, to ensure levels of teaching and learning meet national expectations.
- Moderation and leading moderation sessions, both within school and with our local cluster of schools.
- Sharing information acquired from courses or other sources that may be beneficial to staff.
- The management, maintenance and storage of resources, and purchase of new resources when necessary.
- Meeting with, and reporting to Senior Leaders, governors and others when appropriate.