



Reading at St Luke's

2025

As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 28: Right to Education – This article emphasizes the right of the child to education, which includes access to quality education that promotes literacy. This policy ensures that all children have access to diverse reading materials and opportunities to develop their reading skills.

Article 29: Goals of Education – Education should aim to develop the child's personality, talents, and mental and physical abilities to their fullest potential. Our reading policy incorporates goals that support these aims, such as fostering a love for reading and critical thinking skills.

Article 13: Freedom of Expression – Children have the right to express their thoughts and ideas freely. This reading policy supports this by encouraging children to explore various texts and express their interpretations and opinions.

Article 17: Access to Information; Mass Media – Children should have access to information and materials from a diversity of national and international sources. This is reflected in our reading policy by providing a variety of books and reading materials that reflect different cultures and perspectives.

At St Luke's, we place reading and books at the centre of our curriculum. Throughout the school day, time is allocated for all children to read independently, read aloud and be read to. We are invested in providing children with lots of reading opportunities in developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. These important elements are intertwined; each relies on the other if children are to become life-long readers.

Shared Reading

- In EYFS and Year 1 children should have a variety of stories read to them every day including planned shared reading sessions and big books.
- Years 2/3/4/5/6 should experience an adult reading a book to them each day during snack and drink time. Reading books aloud to children stimulates their imagination and expands their understanding of the world. This additional teaching time allows teachers the opportunity to emphasize different character voices, immerse children to new vocabulary etc...A poster of the chosen class reader should be showcased the door of all classrooms.
- The lowest 20% of readers in each class should be listened to daily

Class Teacher and Group Reading Files

- Each class has a reading file
- Reading file contents:
 - A list of the guided reading groups with reading levels (KSI and LKS2)
 - Updated current Benchmarking results
 - A highlighted and dated book list per group of readers

- A reading notes section (including observations of children's inference, deduction and comprehension skills) to store evidence from guided reading sessions. Each session with the children should see a focus, which is highlighted at the top of their observation sheet
- PIRA test class results.
- Reading files will be monitored termly by the English Subject Leader.

Guided Reading Books

- To avoid losing any of the guided reading books please take a full set (even if you only have a small group).
- To ensure that reading sets are correctly returned and ready for the next user it should be an adult that collects and returns guided reading books. Self-selection "home readers" books are stored within class and children are trained to change these independently (with support in the younger classes). In EYFS parents sign in/out their own books.
- All guided reading books are returned the week before the end of term so that stocks can be checked and records updated.

Reading Groups - KSI and LKS2

During these sessions the teacher and/or teaching assistant sit with a small group and listens to them read, recording all observations on a guided reading record sheet. Teachers should focus on the reading content domains and explicitly refer to these skills through the VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise).

Whole Class Reading- UKS2

In UKS2, children are taught reading skills through whole class reading sessions. These sessions provide opportunities for the children to model, demonstrate and practise reading aloud with fluency and expression, developing choral reading, echo reading and shared reading skills. Whole class reading sessions comprise of 3 sessions which focus on developing fluency, stamina and understanding of the text. In KS2, we teach reading using Literacy Shed Reading VIPERS. In addition, all children will have a reading lesson that focuses on an unseen text.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise

2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Phonics

- Phonic sessions are to be held every day in EYFS and Year 1, following the "Letters and Sounds" programme.
- Reception will begin to follow the Little Wandle Letters and Sounds revised Programme from Summer 2 2023.
- Phonics (Letter sounds and sight words) should be checked at least half termly until children are secure.
- When phonics are secure in KS1, children should be provided with an independent reading activity such as comprehension cards or reciprocal reading (with some written evidence that this has taken place).
- When phonics is not secure in Year 2, sounds and blending to be continued into group provision activities during reading carousel (during reading session with the teacher).

Reading at Home

- All children are encouraged to read at home with an adult and/or independently.
- Parents are encouraged to sign the reading record to show reading has taken place and teacher must keep a record of the books sent home. A new book may only be sent home once the previous one has been returned
- Reading records/journal entries in writing books will be monitored by teachers.

ECOF

- ECOF volunteers work in school on a voluntary weekly basis.
- It is the **class teachers** responsibility to ensure that a levelled reading book and a Learning Intention are set each week to assist in their work. The collated information from these sessions are expected to used formatively and the evidence collated by the ECOF volunteers must be transferred onto SIMS by class teachers.

Reading Assessment

PIRA

- These tests are to be completed termly (Year 1 -6)
- Teachers should use the assessment information to inform their next steps in Teaching and Learning to 'back fill' any gaps in understanding or prior attainment.
- A copy of the results analysis grid should be kept in Class teacher reading files to inform next steps for each attainment group or individuals as needed.
- All score must be uploaded onto the class data sheets.

Benchmarking

- Formal benchmarking must be carried out twice per term up to PM benchmark Level 24 with children having a good comprehension, inference and deduction skills as well as the ability to read accurately and fluently. Dates are set on the school calendar.
- % scores of pupil assessments must be added to PM benchmarking tracker.
- Two Benchmarking kits are available to be signed out of the assessment lead's office.
- Running records sheets are completed 1 per child. The minimum expectation is 1 running record per half term for children reading at level 24 and below.