

St Luke's Reading Policy



What are the aims and objectives?

At St Luke's, we believe that reading is an essential skill for life and we aim to ensure that:

- * Children at St Luke's will leave us well prepared for the next stage in their education
- * Children at St Luke's will enjoy a wide variety of texts including classic and modern fiction, diverse forms of non-fiction, and poetry
- * Children at St Luke's will become fluent, independent readers and be able to transfer these skills across the curriculum
- * Children at St Luke's will become lovers of reading, with a passion for life-long learning

What are our targets?

We set aspirational targets at St Luke's, and strive to ensure that all of our children make excellent progress from their own starting points. We expect that at least:

- 80% of children should be reading at or above age-related expectations by the end of Key Stage 2
- 80% of children should be reading at or above age-related expectations by the end of Key Stage 1
- 80% of children will meet the required standard in the Year 1 Phonics Screening Check
- 80% of children leave our EYFS secure at phase 3 phonics

How do we assess reading at St Luke's?

Statutory reading assessments:

- End of Key Stage 2 English reading test
- End of Key Stage 1 English reading tests and teacher assessment judgement
- Year 1 Phonics Screening Check
- EYFS profile

Assessment and tracking at St Luke's:

- St Luke's KIPs (Key Indicators of Progress for each year group)
- Termly progress tests – NFER test series
- Benchmarking assessments

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Assessment for Learning at St Luke's:

- Regular phonics assessments for each phase
- AfL opportunities provided through regular guided reading, shared reading, one to one reading, daily phonics sessions in EYFS/KS1, and reading interventions
- AfL opportunities across the wider curriculum include drama and plays, reporting and presenting, researching using books and ICT, class assemblies, debate sessions and many more

How do we meet the needs of all children?

Reading is taught through a range of strategies including phonics, shared reading, guided reading, one to one reading, comprehension activities, research, assemblies and performances, homework, opportunities to read aloud and present in debates and reading across the wider curriculum.

Reading is differentiated to meet the needs of all children including our INA and EAL pupils, SEN Pupils, Dis-advantaged pupils, higher attaining pupils and other vulnerable groups. We run a series of interventions designed to help children catch up and, ideally, prevent children from falling behind their peers. Some of our interventions include: KS2 phonics sessions for INA/EAL pupils, Toe-by-Toe reading programme, Inference Training intervention, Fischer Family Trust reading intervention, daily reading with dedicated member of staff, and booster sessions (mornings and after school).

What does inclusion look like in reading?

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises. In reading these may include large print books, Kindles, audio books, braille resources, reading intervention materials, reading stands, e-books or apps, range of hi-lo reading materials, etc.

[Click here for our Accessibility Policy](#)

How do we promote SMSC and British Values?

SMSC and British values are consistently promoted in reading through choices of texts and discussions about books and texts we are reading. We aim to ensure that the children have access to a wide range of literature from other cultures and about a variety of subjects, as well as classic British literature. Many of our books provide opportunities for discussion about friendships, democracy, treating others with respect and kindness, rules and laws, individual liberty and freedom of choice.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

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What opportunities do we provide for out of school learning?

Every child, from Nursery to Year 6, takes home reading books to support and accelerate their progress in reading at home. These are changed regularly when a child has demonstrated their competence and fluency with the word reading and comprehension of the text. Parents and carers are encouraged to support and encourage their child with their reading and make comments in their reading journals. Parents and carers are also invited into school for forums and workshops in order for them to learn how best to support their children at home with phonics and reading. We also make regular visits to the local library in order to broaden children's experiences with different texts as well as incorporating reading as a fundamental part of enrichment visits.

The school also subscribes to online learning platforms which the children can access at home with their own log-in. Please contact your child's teacher for details and login information.

How do we report to parents?

Parents are kept regularly informed of children's progress and attainment in reading through the home-school reading journals. Teachers always have an open-door and encourage parents to come in, before or after school, to informally discuss their children's progress and find ways to support learning. We hold two formal Parents' Evenings, in October and March, at which parents and carers are given a clear written and verbal indication of how their children are progressing and targets for future development. At the end of each academic year, each pupil receives a written report of their progress and attainment. Additional reports are sent home to parents of pupils at the end of EYFS, Year 1, Year 2 and Year 6 to explain their performance against national standards.

What schemes of work do we use?

We follow the Pearson's Active Learn Bug Club programme of phonics from Phase 1 in Nursery to Phase 6 (and support for spelling) in Year 2.

We encourage children to read a wide variety of texts and have therefore stocked our reading boxes with a range of reading materials including: Bug Club, Oxford Reading Tree, Floppy Phonics, Project X, Alien Adventures, All stars and PM books. We also provide access to online reading resources and e-books.

[Click here for the Activelearn Bug Club Website](#)

[Click here for the Phonics Play website](#)

[Click here for the Purple Mash website](#)

How do we safeguard children?

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

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