



Reading Policy

St Luke's Park Primary

Reviewed spring 2025

Reading Policy – St Luke’s Park Primary School

Intent

Reading, writing, speaking, and listening are central to the curriculum at St Luke’s Park Primary School. We aim to foster lifelong readers by ensuring all pupils become fluent, confident readers who can comprehend a wide range of texts, as reading is essential for academic success. We encourage a love of reading, knowledge of diverse authors, and an understanding of the world through texts. Reading is integrated not only in specific lessons but across the curriculum. Our language-rich classrooms expose children to high-quality language in a meaningful, engaging way. We strive for pupils to leave school as competent readers who enjoy recommending books, discussing literature, and cultivating a lifelong love of reading. English objectives are taught across subjects through purposeful opportunities for reading, writing, and discussion, using varied quality texts to inspire and motivate students. Successes are celebrated regularly with students, parents, and the wider school community.

Aims:

We aim to develop literate children who:

- love reading and are excited about books;
- have the opportunity to listen to stories that are beyond their own reading ability;
- are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life;
- understand the sound and spelling system and use these skills to read accurately;
- read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of texts, reading for enjoyment and information;
- show interest in words and their meanings and develop a wide vocabulary;
- understand a range of text types and genres;
- can evaluate and justify their preferences;
- have developed their imaginations, inventiveness and critical awareness;
- Enjoy reading at school and home.

Objectives:

In order to develop fluent, confident readers, teachers at St Luke’s Park Primary School:

- follow a systematic approach to the teaching of daily phonics through the Little Wandle programme;
- teach guided reading twice a week following the **Little Wandle** scheme in EYFS and Year 1;
- use **Literacy Tree** to teach English lessons from Year R to Year 6 and **Literacy Leaf** from Year 2 to Year 6 for whole class guided reading sessions;
- actively promote and foster a love of reading by reading to their own class;
- teach fluency and comprehension strategies through quality whole class direct teaching, guided group work and individual reading as appropriate;
- further develop children’s vocabulary during English lessons and explicitly teach vocabulary linked to the wider curriculum;
- make the link explicit between reading and writing.

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Implementation

Phonics and Early Reading at St Luke’s Park

At St Luke’s Park Primary School, children learn to decode, segment, and blend words through daily phonics lessons following the Little Wandle programme. From Reception to Year 1, phonics is taught through teacher-led whole-class lessons, with targeted interventions for the lowest 20%. The Rapid Catch Up programme supports older children who didn’t pass the Year 1 phonics check, helping them catch up and access the curriculum. Books are carefully matched to pupils' phonics knowledge, ensuring positive, motivating reading experiences. This approach helps children develop decoding skills and become fluent readers, with opportunities to apply their phonics knowledge across the curriculum.

The early reading curriculum is designed to ensure coverage and develop reading skills progressively. We teach phonics and reading skills as whole class lessons, so that all children have access to the skills and knowledge contained in the National Curriculum: Children in Reception and Year 1 have daily phonics lessons and two guided reading sessions per week. Decoding and prosody skills are taught in one session and comprehension skills are taught in the second guided reading session. These lessons involve activities to improve fluency, comprehension and spoken language skills.

Pupils complete the Little Wandle programme by the end of Year 1. At this point the children have learnt the most frequently occurring GPCs in the English language and will be able to read many words with automaticity.

Little Wandle Teaching Progression

Phase/colour/band	On track expectation	Sounds included in each level
Foundation Level	Reception Autumn 1	Use wordless picture books
Phase 2, set 1	Reception, Autumn weeks 3 / 4 & Autumn 2	s a t p i n
Phase 2, set 2	Reception, Autumn 2	s a t p i n m d + -s for plurals and present tense verbs
Phase 2, set 3	Reception, Autumn 2	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck
Phase 2, set 4	Reception, Spring 1	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck e u r h b f ff l ll ss
Phase 2, set 5	Reception, Spring 1	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng nk
Phase 3, set 1	Reception, Spring 2	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo o oar or ur ow oi ear air er dd mm tt bb rr gg pp nn cc longer words e.g. magnet. Compound words e.g. carpark
Phase 3, set 2	Reception, Summer 1	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo o oar or ur ow oi ear air er dd mm tt bb rr gg pp nn cc longer words e.g. magnet. Compound words e.g. carpark Adjacent consonants and short vowels.

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Phase 4, set 1	Reception, Summer 2	s a t p i n m d + -s for plurals and present tense verbs. g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo o oar or ur ow oi ear air er dd mm tt bb rr gg pp nn cc longer words e.g. magnet. Compound words e.g. carpark Adjacent consonants and short and long vowels.
Phase 4, set 2	Year 1, Autumn 1	Same as set 1
Phase 5, set 1	Year 1, Autumn 2	ay ou oy e ir ie ue u (unicorn)
Phase 5, set 2	Year 1, Spring 1	o (go) i (tiger) a (paper) e (he) a-e (snake) i-e (time) o-e (home) u-e (rude, cute) e-e (these) ew (chew) ie (shield) aw (claw)
Phase 5, set 3	Year 1, Spring 2	y (funny) ea (head) wh (wheel) oe, ou, toe y (fly) ow (snow) g (giant) ph (phone) le al (apple, metal) c (ice) ve (give) o-e o ou (some, mother, young) se (cheese) s (se, ce, mouse, fence) ey (donkey) ui ou (fruit, soup)
Phase 5, set 4	Year 1, Summer 1&2	/ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze
Phase 5, set 5	Year 2, Autumn 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

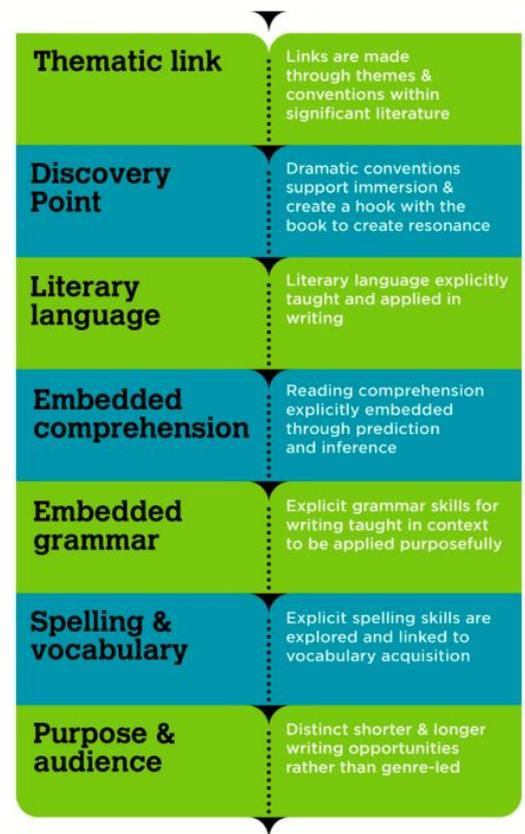
English Lessons

From Reception, the **Literacy Tree** scheme is used to teach English lessons and, from Year 2 and through KS2, additional guided reading sessions are planned and taught daily following the **Literacy Leaf** scheme. These take place 3-4 times a week, where particular attention is paid towards fluency, vocabulary extension and comprehension strategies, either as a whole class or in groups.

Literacy Tree’s primary focus through its book-based pedagogy is to motivate children to engage with high-quality, diverse children’s literature by significant authors. Each year group’s curriculum coverage immerses children in a range of literary worlds and themes, heightening engagement and creating curiosity through drama, discussion and debate. This allows them to see themselves represented, and also explore the lives and experiences of others.

Additionally, pupils are encouraged to read widely and for pleasure through the use of the fiction and non-fiction collections in the school library, the class fiction and Schools Library Service topic loans which are linked to current learning themes in each class. Children are listened to read regularly and teachers monitor pupils’ progression through the phonic phases and book band colours and respond to individuals’ needs.

Throughout their time at St Luke’s Park, pupils are involved in many extracurricular activities where reading plays a vital role. Some of these include: world book day, school productions, reading competitions, assemblies, poetry workshops, buddy class reading and author visits.



Reading at Home

When children first join the school in Reception, they take home reading books that are non-worded so that they can practise and further develop storytelling skills learnt in school with support from their families. Once children have started to blend Phase 2 GPCs, they bring home two books: a group reading phonics book and a ‘sharing’ book from the library each week. The group reading book is phonetically decodable and the children will have already read this book in school during the group reading sessions. Each book is carefully chosen so that children can practice decoding using GPCs and tricky words which have been taught. Once children no longer need the phonics programme, they can choose one book that is at the right colour band reading level for them and another book from the school library. Pupils are encouraged to read widely and for pleasure through the use of the school library and class collections. Communication in children’s reading logs allow parents to communicate the kind of texts that children are reading at home.

Purple	Year 2
Gold	
White	
White Plus	
Lime	Year 3
Lime Plus	
Copper	Year 4
Topaz	
Ruby	
Emerald	Year 5
Sapphire	
Diamond	Year 6

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At St Luke’s Park Primary School we actively encourage the involvement of families and the wider community to help support the teaching of reading. Parents support children’s learning in reading in the following ways:

- Sharing books and reading together with their children;
- Communicating through Reading Record Books;
- Supporting children with English homework e.g. spelling, phonics, learning lines for school productions.

Oracy

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Teachers ensure the continual development of children’s confidence and competence in spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others, and teachers ensure that children build secure foundations by using discussion to probe and remedy any misconceptions.

Impact

We have developed a strong reading culture in which children and adults enjoy, share and celebrate a range of reading materials. A partnership of support is being developed through shared feedback between teachers and parents via Reading Record Books.

Assessment

Assessment is an integral part of the teaching and learning process and is used to provide the children with clear and regular feedback; assist the children and teachers in planning their next steps; evaluate the effectiveness of teaching.

Teachers use daily formative assessment strategies to ensure that all teaching is accurately pitched and challenging. Teachers use whole class reading sessions to assess pupil’s fluency and comprehension skills.

The following formal statutory tests are administered annually, in line with national requirements:

- Year 1 Phonic Screening Check
- Year 6 Standard Attainment Tests

In addition, in Reception and Year 1, half termly assessments linked to the phonics scheme Little Wandle are undertaken on all pupils in these classes. The assessments check GPC recognition, the reading of decodable words, tricky words and sentence reading. These assessments form part of the teacher judgement to decide which phase and set book the child should be reading. For children in Year 2 upwards who are still receiving phonics interventions and reading support, they support teacher judgement about the colour band book which that child needs to read. These ongoing half-termly assessments will ensure each child’s reading book level is matched to their phonic knowledge and the skills they need to practise.

Once children have mastered the most frequently occurring GPCs in the English language and no longer need to follow the phonics programme, their reading comprehension is assessed using NFER reading tests.

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All assessments are discussed at Pupil Progress meetings with the Head teacher and pupils who need support are swiftly identified and participate in the correct intervention.

Inclusion and Equal Opportunities

The ability to read is fundamental to children’s development as independent learners. We believe that all children are entitled to high quality teaching and learning and we embrace the philosophy of inclusion. All children at St Luke’s Park Primary have the opportunity to develop reading skills at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area.

The needs of children on the SEND register are planned for as necessary and detailed on their Individual Provision Plans and a variety of teaching methods are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children’s skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles.

Role of the Subject Leaders

Their responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning and that book stock is engaging, and inclusive;
- To ensure progression of the key knowledge and skills identified within each term and that these are integral to the programme of study and secure at the end of each age phase;
- To monitor planning and oversee the teaching of reading;
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported, by SLT;
- To work with the SENCo and SLT to ensure that the reading curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- To ensure that the reading curriculum takes account of the school’s context to enhance the reading curriculum;
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy and that training is delivered well;
- To lead further improvement in and development of the subject as informed by effective subject overview.

Monitoring and Review

The English subject leader, in consultation with the SLT, monitors and evaluates the effectiveness of the teaching and learning of reading. In discussion with the governors, areas for development and resource needs are identified.

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Reading standards are reviewed through:

- Trust moderation;
- Regular phonics assessments;
- Y1 phonics screen results;
- SATs results;
- Colour band reading tracker and reading test data
- external advisors visits, observations and reports;
- internal learning walks and observations;
- staff and pupil perception surveys;
- Feedback from parents.