

## Your aims and ambitions for the curriculum

At St. Luke's, the aim of the Reading curriculum is to ensure that all pupils become confident, fluent readers who develop a lifelong love of reading. We are ambitious for every child, regardless of starting point, to access a rich and varied range of high-quality texts and to see reading as both enjoyable and purposeful. The curriculum is designed to foster strong decoding and comprehension skills, alongside a deep appreciation of language, vocabulary and storytelling. Through exposure to diverse texts, author studies and carefully chosen fiction, non-fiction and poetry, pupils are encouraged to think critically, make connections and engage in meaningful discussion about what they read. We are committed to widening pupils' experiences beyond the classroom by promoting reading through enrichment opportunities such as author visits, bookshop trips and creative literacy experiences. These experiences, alongside access to a well-resourced and inviting library, aim to build positive reading identities and encourage pupils to read widely and independently. Our ambition is for reading to be at the heart of the curriculum, supporting learning across all subjects and enabling pupils to access the full breadth of the curriculum. By the time pupils leave St. Luke's, we aim for them to be resilient, enthusiastic readers who are well prepared for the next stage of their education and who choose to read for pleasure.

## Scope and breadth of the curriculum

The Reading curriculum at St. Luke's is broad, balanced and ambitious, ensuring that all pupils develop strong reading skills alongside a genuine love of books. From the earliest stages, reading is carefully structured to support progression, engagement and enjoyment for all learners.

Early Reading and Phonics are prioritised through daily, highly structured phonics sessions in Reception and Key Stage 1. These sessions follow a systematic approach and are supported by closely matched decodable books used both in school and at home, enabling pupils to practise and apply their phonics knowledge with confidence and fluency.

Whole-Class Reading is delivered through a consistent VIPERs approach, teaching pupils to explore vocabulary, make inferences, predict, explain, retrieve information and summarise texts. This structured approach ensures progression in comprehension skills and supports pupils in developing a deep and secure understanding of what they read.

The curriculum is underpinned by a Book-Led Curriculum, where each topic begins with a carefully chosen high-quality "book hook". These texts inspire curiosity, provide meaningful contexts for learning and strengthen cross-curricular links, helping pupils to see reading as central to all areas of the curriculum.

A clearly defined Reading Spine ensures breadth and depth across all year groups. Texts are carefully selected to include a rich range of classics, modern literature, poetry and non-fiction, ensuring pupils experience diverse authors, genres and voices as they move through the school.

Reading for Pleasure is actively promoted through access to a wide range of engaging texts in classrooms and the school library. Pupils are encouraged to explore different genres, share recommendations and develop their own reading preferences, supporting positive reading identities and fostering a lifelong love of reading.

## What to teach and when

The Reading curriculum at St. Luke's is carefully sequenced to ensure pupils build knowledge and skills progressively from Reception to Year 6.

**Early Reading and Phonics (Reception & KS1):** Daily, highly structured phonics lessons, supported by decodable books for home and school, develop early decoding, blending, segmenting, and reading fluency.

**Whole-Class Reading (KS1 & KS2):** Comprehension is taught through the VIPERs approach (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising). Pupils revisit skills and encounter increasingly complex texts, while Tier 3 subject-specific vocabulary is embedded across the curriculum.

**Book-Led Curriculum & Reading Spine:** Every topic begins with a high-quality "book hook," linking reading to wider learning. Carefully chosen texts—including classics, contemporary literature, poetry and non-fiction—ensure breadth, progression, and exposure to diverse authors and genres.

**Reading for Pleasure & Enrichment:** Classrooms and the library provide a wide range of engaging texts. Pupils choose and change books independently, share recommendations, and participate in author visits, bookshop trips, and creative literacy experiences to inspire a lifelong love of reading.

## Know more, do more and remember more

Through the Reading curriculum at St. Luke's, pupils are supported to *know more* by developing strong comprehension skills through the structured use of the VIPERs approach (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising). This ensures pupils gain a secure understanding of texts, authors and genres, while also building a rich and ambitious vocabulary. The explicit teaching of Tier 3, subject-specific vocabulary across the wider curriculum further strengthens pupils' reading comprehension and enables them to access increasingly complex texts with confidence.

Pupils are encouraged to *do more* by applying their VIPERs reading skills across all subjects, using reading as a tool for learning, enquiry and discussion. Carefully planned opportunities to encounter and use Tier 3 vocabulary in context allow pupils to deepen their understanding and articulate ideas with increasing accuracy and sophistication. Enrichment experiences, including author visits and reading-focused trips, further support active engagement with reading.

Pupils *remember more* through the regular revisiting and reinforcement of VIPERs skills and Tier 3 vocabulary. Repeated exposure to key texts, explicit vocabulary instruction and opportunities to re-read and discuss texts help embed learning over time. This ensures that pupils retain essential reading skills and subject knowledge, enabling them to become confident, fluent readers who can successfully access the full curriculum.

## Sequencing of learning, particularly through concepts, vocabulary and skills

At St. Luke's, the Reading curriculum is carefully sequenced to ensure pupils develop skills, vocabulary, and conceptual understanding in a logical, progressive order.

**Concepts:** Pupils begin by developing foundational skills in phonics, decoding, and fluency in Reception and Key Stage 1, before moving on to comprehension strategies, critical thinking, and reading for meaning in Key Stage 2. Each stage revisits and builds on prior learning, ensuring knowledge is reinforced and deepened over time.

**Vocabulary:** Vocabulary development is planned explicitly, progressing from everyday language and high-frequency words to Tier 2 and Tier 3, subject-specific vocabulary. This is integrated across reading lessons, the wider curriculum, and enrichment experiences, enabling pupils to understand and articulate increasingly complex ideas.

**Skills:** Reading skills are taught progressively through the VIPERs approach (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising). Pupils practise and apply these skills across genres and subjects, gradually developing independent, confident readers who can analyse, interpret, and discuss texts thoughtfully.

This structured sequencing ensures that pupils not only learn to read but also read to learn, making meaningful connections across the curriculum while fostering curiosity, comprehension, and a lifelong love of reading.

## Curriculum adaptation; Access for all.

At St. Luke's, the Reading curriculum is designed to be inclusive and accessible for all pupils. Teaching is carefully adapted to meet the needs of all learners, including those with SEND and disadvantaged pupils, through appropriate scaffolding, targeted support and carefully chosen texts. A range of strategies, such as pre-teaching vocabulary, guided reading, visual prompts and adult support, ensure that all pupils can access and engage with reading lessons. Pupils are encouraged to choose books that interest them and are matched to their reading ability, supporting both enjoyment and progress. Regular assessment informs timely intervention, ensuring that any barriers to reading are identified early and addressed effectively so that all pupils can develop confidence, fluency and a love of reading.

## CPD

18.09.24 – Subject Leader Action Planning Twilight  
06.01.25: Phil Abbott – What subject need to know – INSET training. (ALL)  
05.03.2025- Onsie Upon a Time  
06.03.2025- World Book Day  
21.05.2025 – National College: Effective Use of Spacing and Retrieval to Boost Classroom Learning  
11.06.2025 – National College: Effective Questioning: Enhancing Classroom Engagement  
08.01.25 – Curriculum Focus  
17.09.2025 – Subject Leader Action Plans Twilight  
24.09.2025 – Subject leader monitoring  
25.09.2025- Waterstones Visit with KS2  
19.03.25 – Curriculum twilight – monitoring  
01.10.2025 – Phil Abbott Training  
01.10.2025- Parent Reading Worksop  
10.10.2025- Book Fayre Delivery  
06.11.2025- Book and a Brew Parent Event  
12.11.2025 – Rosenshine's Principles – Session One  
19.11.2025 – Rosenshine's Principles – Session Two  
26.11.2025- Jeannie Bulman Reading audit  
08.01.2026- Book and a Brew Parent Event  
09.02.2026- Book Fayre Delivery  
13.02.2026- Book Festival Worksop

## Deliberate enhancements to the curriculum

The Reading curriculum at St. Luke's is enriched through a wide range of carefully planned experiences that develop pupils' enjoyment of reading and deepen their understanding of texts. High-quality fiction, non-fiction and poetry are carefully selected to reflect a broad and balanced curriculum and to support learning across subjects. Pupils are given regular opportunities to engage with a wide range of texts that build vocabulary, strengthen comprehension skills and encourage thoughtful discussion.

Enthusiasm for reading is actively promoted through a variety of enrichment opportunities, including visits to Waterstones bookshop, author talks and reading-focused trips designed to inspire a love of books and storytelling. Pupils also take part in creative literacy experiences, such as visits to Grimm & Co, which encourage imagination, creativity and a positive reading identity. The school's subscription to the Inspire Library Service further enhances reading provision by enabling pupils to access a wide range of high-quality, topic-related books that support both curriculum learning and personal reading interests.

Significant investment has been made to promote a culture of reading across the school, including the redesign of the library area to create an inviting and accessible reading environment. Funding grants have been successfully secured to purchase new and diverse texts, ensuring that pupils have access to up-to-date, engaging reading materials. Children are encouraged to share and recommend 'good reads' with their peers, helping to foster a strong reading community. Pupils also have regular opportunities to change their own reading books, allowing them to choose texts they enjoy and supporting positive attitudes towards reading.

Reading is deliberately linked across the curriculum so that pupils can apply and reinforce their skills in meaningful contexts. High-quality non-fiction texts are used to support learning in subjects such as Science, Geography and History, helping pupils to develop subject-specific vocabulary and deepen their understanding of the wider world. Teachers model effective reading strategies and provide structured opportunities for pupils to read independently, in pairs and as part of whole-class reading, ensuring that all pupils are supported and challenged to become confident, fluent readers.

## What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

### Checks:

- 18.09.24 – Subject Leader Action Planning Twilight
- 06.01.25: Phil Abbott – What subject need to know – INSET training. (ALL)
- 08.01.25 – Curriculum Focus
- 19.03.25 – Curriculum twilight – monitoring
- 09.09.25- Reading monitoring- pupil interviews with KS2.
- 26.11.2025- Reading audit with Jeannie Bulman with drop in sessions in FS2 phonics, Y1 phonics, Y2 phonics intervention, FS2 whole class reading, Y1 whole class reading, Y3 whole class reading, Y4 whole class reading, Y5 whole class reading, Y6 whole class reading.

### Findings:

- All staff are trained in phonics and key staff are delivered in the FFT Scheme.
- From Year 3 upwards, children are able to articulate what books they were guided to as an age/content appropriate text (09.09.2025 – Pupil Interview)
- Pupils enjoy and use the structure of the library to support their selection of an appropriate text – not feeling restricted by their choice (QA Jeannie Bulman – 29.9.23)
- A consistent approach to whole class reading has been developed from Y2 to Y6 (QA Jeannie Bulman- 26.11.2025)
- A reading spine has been established to cover a range of genres and multiple copies of the texts for Y2 to 6 have been purchased. (QA Jeannie Bulman- 26.11.2025)
- The diversity of texts related to the Protected Characteristics was considered- (QA Jeannie Bulman- 26.11.2025)

### Next steps:

- Vary reading approaches- partner reading etc.
- Develop decoding skills so that children aren't over reliant on adults to tell them a word.
- Adults to model decoding skills in KS2.
- Pre-teach tricky vocabulary and include on the working wall
- Develop reading for pleasure.
- Strengthen ELS Planning Consistency (FS2–Y6)
- Embed retrieval questions within ELS planning in FS2, Y1, Y3, Y4.
- Increase recorded evidence of adaptations in Y5 and Y6 to match excellent verbal practice.
- Consolidate Working Wall Expectations
- Maintain consistency of key vocabulary across phases.
- Strengthen Retrieval Practice in line with Rosenshine's Principles
- Develop the implementation of non-fiction texts in the curriculum.