


Subject Area:	Reading		Total cost of this year's proposed action plan:
Coordinator:	Laura Tomlinson		

By Dec 2025, staff will have developed reading for pleasure. Staff members to have implemented a dedicated class reading time focusing on a book of enjoyment.

Develop a clear, systematic approach to 1:1 reading and advertise for volunteers to run the 1:1 reading programme.

Pupil and staff voice collected on whole class reading approach. Reading lead to complete a learning walk to monitor the reading curriculum and next steps.

Children who require additional interventions in phonics and reading will be assessed using FFT and the appropriate course of support will be provided.

Reading lead, Laura Tomlinson, will undertake a reading audit with an independent advisor Jeannie Bulman and start to identify next steps.

Tier 2 and 3 vocabulary is introduced and displayed on working walls.

CPD for teachers on Rosenshine's Principles- short reviews, scaffolding and guided practice.

By April 2026,

Volunteers for the 1:1 reading programme to have been DBS checked and received high-quality training in order to implement the reading programme to individuals across school.

Children requiring additional support through FFT should be assessed regularly and gaps identified.

New books are bought to supplement the school library. Pupil voice used to determine next purchase of books.

Actions from the audit by Jeannie Bulman will be identified and next steps implemented.

Pupil voice and school work demonstrates implementation of the tier 2 and tier 3 vocabulary in reading and writing work.

Working walls to be enhanced including model texts and evidence of scaffolding.

By July 2026, class libraries will be organised to ensure a welcoming area for reading ensuring books are front facing. School library has started to be created and new books purchased through fundraising.

FFT intervention programme should be well implemented across school and progress should clearly be seen. Next steps are identified and planned for.

The 1:1 reading programme has been effectively implemented and targeted children are receiving the appropriate 1:1 support for their reading. Progression shown in NFER assessments.

Children have access to a range of books to develop reading for pleasure. Books are banded appropriately and ensure challenge and progression.

Actions taken from the independent audit will be implemented and progress will be seen towards this.

Extended vocabulary is demonstrated across the curriculum and evidence of higher attaining writers.

Outcome Targets

KEY MILESTONES TO ACHIEVE SUCCESS CRITERIA BY JULY 2025						
KEY OBJECTIVE	BY END December 2025	✓	BY END April 2026	✓	BY END July 2026	✓
1.1 To review current reading provision across school with a reading advisor.	Initial meeting with Jeannie Bulman to have taken place and an audit of current reading provision to have taken place.		Outcomes of the audit to have been RAG rated and next steps identified and progressed towards.		Evidence towards outcomes show progress across school. A varied approach of teaching comprehension in books is noticeable.	
1.2 To improve the use of tier 2 and tier 3 vocabulary.	Tier 2 and 3 vocabulary is identified across the curriculum and in key texts. Tier 2 and 3 vocabulary is displayed and used in teaching inputs. Children have access to dictionaries to define key vocabulary.		Tier 2 and 3 vocabulary is identified by the children and use in discussion and work is becoming apparent. Children can use tier 2 and 3 vocabularies during pupil voice activities.		Embedded tier 2 and 3 vocabulary is apparent across the curriculum. Quality of written work across the curriculum is evidenced.	
1.3 To ensure class libraries are organised in line with the Reading Framework.	Books currently in class libraries will have been audited and organised across school.		Class libraries will be organised with smaller quantities of books that are front facing in baskets with a good range to meet the reading ability of all the children within the class.		Children will access the class libraries regularly and books will be rotated to allow for a different choice throughout the year.	
1.4 To ensure that an appropriate phonics intervention is in place for students who failed to pass the phonics screening check by the end of Y2.	Children in KS2 who did not pass the phonics screening check are identified and screened with FFT to determine gaps within their learning.		FFT intervention is used for children focusing on gaps within their knowledge. These children to receive the intervention at least 3 x 30 minutes weekly. A progressive book banded system is created.		Regular assessments in phonics, reading and writing demonstrates that the implementation of a phonics intervention was successful. Y2 children who did not pass the screening check in June 2026 will start the intervention programme immediately.	
1.5 To ensure that a reading for pleasure culture is developed across school.	Book fairs are booked to visit school twice throughout the year and payment plans are to be discussed to ensure that all children have access to appropriate books for their enjoyment. A dedicated time daily for class story time led by the class teacher. Pupil voice taken termly to gain a further insight into what the children like about reading.		Development of reading for pleasure by ensuring class libraries are stocked with a range of books of all genres and reading abilities. Reading week including World Book Day to include activities that develop the pleasure in reading including Onsie Upon a Time, partner readers with younger year groups etc. Visit from the local library to promote		Pupil voice shows that children are more engaged with their reading and speak positively about the reading experiences that they have at school. Development of reading culture is positive across school. Parental voice is positive.	

	Staff to develop links with the local library to ensure that a range of fiction and non-fiction books can be shared.	shared reading experiences.	
<p>1.6</p> <p>To ensure that a clear systematic approach is implemented for 1:1 reading.</p>	<p>Children are identified across the year groups who would benefit from further intervention support to develop their reading. Parent volunteers are sought through the school newsletters and social media. DBS checks are done for volunteers.</p>	<p>January 2026, volunteers are invited into school to attend training on systematic phonics and reading. Parents are shown the VIPERS scheme and are informed on the appropriate way to support reading. February 2026, a clear timetable of intervention is created and implemented immediately.</p> <p>Reading workshops for all our families are to take place to inform parents how best to support their children with reading at home.</p>	<p>The impact of the implementation of the 1:1 programme will be seen within pupil enjoyment of reading, pupil confidence and ability/ competition of assessments.</p> <p>The gap has narrowed for those children who were identified as the lowest 20% of readers in each class.</p> <p>Pupil and parent feedback around reading begins to reflect those children are utilizing the strategies outlined in parent workshops and that children are reading at least x3 times a week.</p>
<p>1.7</p> <p>To ensure a consistent approach to whole class reading.</p>	<p>Pupil and staff voice collected and monitoring of whole class reading to determine the key elements of whole class reading across school.</p> <p>A whole school progression will be formulated and written to address the key elements of knowledge and skills needed to read.</p>	<p>Staff meeting to determine next steps and to provide consistency across year groups.</p> <p>Whole school progression document is implemented and progress is noted in assessments and whole class reading sessions.</p> <p>Teaching reading books show that weekly reciprocal reading is linked successfully to the progression document.</p>	<p>Whole class reading taught across school at the same time and following a strict sequence of learning.</p> <p>The whole-school approach to reading has been developed into a child-speak format and children are able to articulate their successes and areas for development against the progression document.</p> <p>All monitoring shows that the reciprocal reading approach is fully embedded, and the books reflect this.</p>
<p>1.8</p> <p>To ensure the implementation of Rosenshine's Principles.</p>	<p>Staff members receive appropriate CPD training on Rosenshine's Principles.</p> <p>Additional training will be sourced if staff feel that it would be beneficial.</p>	<p>Adaption to the teaching of reading demonstrates effective questioning to further support the development of reading.</p> <p>Appropriate scaffolding is incorporated into reading lessons for the first 20% of learners.</p>	<p>Rosenshine's Principles demonstrate an effective impact on the reading curriculum with children demonstrating a more secure understanding of comprehension.</p>

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1.9	To ensure challenge and equity across the curriculum	Lesson visits show evidence of retrieval tasks and scaffolds in place; reading lead to identify barriers for key groups.	Lessons show scaffolds being reduced and higher-level questioning used consistently; pupil voice reflects engagement and challenge.	High expectations embedded across classes; work scrutiny confirms pupils of all abilities are challenged, governors validate via monitoring.
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September 2025 – July 2026 Action Plan

Target Detail

Ref.	When?	Target(s)	Action	Lead Person	Resources Costs	Success Criteria	How is evaluation reported?
1.1	By end Dec 2025	Review of the reading curriculum.	Jeannie Bulman, independent advisor to review reading curriculum.	LT		Review of current curriculum in line with the reading framework.	Audit document and implementation plan.
1.2	By end of July 2026	To develop tier 2 and 3 vocabulary.	Class teachers identify tier 2 and 3 vocabulary from key texts and allow time for the children to develop understanding. Model implementation of this information.	LT		Tier 2 and 3 vocabularies on working walls. Implementation of the vocabulary evidenced in books and pupil voice.	Monitoring and learning walks.
1.3	By End July 2026	Classroom libraries will be organised according to the reading framework	Teachers to reduce the number of books kept in classrooms. Books to be organised according to book band and be displayed in front facing baskets.	teachers		Each classroom will have a reading area that is organised. Children will access the class reading areas	Learning environment monitoring Pupil voice monitoring
1.4	By End July 2026	To ensure that an appropriate phonics intervention is in place for students who failed to pass the phonics screening check by the end of Y2.	KS2 children who did not pass the phonics screening test will be assessed by the phonics lead. Interventions are timetabled and support is provided for these children.	MB SLT		Targeted children are identified on the provision map. Children receive at least 3 x 30 minutes weekly intervention time. Progress monitored half termly.	Termly assessments Class work

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1.5	By End July 2026	To ensure that a reading for pleasure culture is developed across school.	Develop a culture of reading for pleasure by ensuring that there are high quality teaching opportunities. Develop pupil voice. Timetable in reading activities that will engage children. Develop a love of shared reading.	LT		Pupil voice shows a high level of engagement and enthusiasm for reading. Parental voice demonstrates a positive reading atmosphere from school is implemented at home.	Positive pupil voice statements
1.6	By End July 2026	To ensure that a clear systematic approach is implemented for 1:1 reading.	Reading progression documents to be created Parent/ carer volunteers are DBS checked and receive appropriate training. Parent/ carer workshops to develop a positive home reading culture.	LT		First 20% of children receive appropriate 1:1 support in school. Parental engagement with reading is positive. Reading progression of all children is noticed through reading benchmarking and NFER tests.	Pupil confidence through pupil voice Pupil progression in NFER tests.
1.7	By End July 2026	To ensure a consistent approach to whole class reading.	Take pupil voice and staff voice Observation of whole class reading lessons Reading progression document to be created	LT		Consistent approach across school is demonstrated to improve the level of understanding for the children.	Book looks, pupil voice and learning walks.
1.8	By End July	To integrate Rosenshine's Principles into the St. Luke's Curriculum.	CPD training on Rosenshine's Principles offered to all staff.	All teachers		Teachers complete the Rosenshine training. Implementation of approaches are seen across the curriculum.	Book looks and learning walks.