



# Reading Report to Governors

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## Curriculum Coverage

The school currently use the Ed Shed programme VIPERS to develop a range of reading skills. At St. Luke's, the term VIPERS is used to encourage children to think about the comprehension skills that they may need to apply to develop a greater understanding of the text that they are reading.

V- Vocabulary

I - Infer

P - Predict

E- Explain

R- Retrieve

S- Sequence (KS1) / Summarise (KS2)

During the first couple of years at school children are introduced to these terms gradually and are taught the skills that they may need to apply when reading. Once children reach Key Stage 2, they will be exposed to all of these terms regularly throughout their English work and other areas of the curriculum. Daily reading lessons take place where children are expected to answer a section of the VIPERS questions.

Every half term, each class has at least one focus text to study. This book is normally chosen to develop an enjoyment in reading for the children whilst linking to the class topic.

Themed books are also chosen to link with our PSHE and EDI objectives. In October, each class focused on an inspiration black person using the Little People, Big Dreams collection and in March for International Women's Week, classes studied using books written by the author Kate Pankhurst. Staff are encouraged to choose books based on a variety of genres, themes and authors.

Class teachers also have access to a range of topic-based fiction and non-fiction texts through our subscription to Worktop Library. Books are changed half termly to ensure that children have access to materials that will build upon their geography and history learning for that unit. The texts received are always high quality and age appropriate.

## Reading for Pleasure

Due to fundraising efforts throughout the year, we were fortunate to purchase a range of new books for our school library. In September 2025, Mr Phillips, Miss Tomlinson and Mrs Carter took eight KS2 pupils to Waterstones in Lincoln to select the new books. The children took part in book-related workshops before choosing almost £3,000 worth of books for the library.

Since then, the books have been organised into book bands, and pupils now have regular opportunities throughout the week to choose a book to take home and read for pleasure.

### **Impact:**

**Pupils have access to a wider range of high-quality and engaging texts, which has helped to promote a greater enjoyment of reading across Key Stage Two.**

Involving pupils in selecting the books increased their sense of ownership and excitement about the library, encouraging them and their peers to explore the new texts.

The organisation of books into clearly banded levels has supported pupils in choosing books that are appropriately challenging, helping to build confidence and fluency in reading.

Regular opportunities to take books home have encouraged reading for pleasure beyond the classroom, helping to strengthen positive reading habits.

The refreshed library collection has contributed to a more engaging reading environment, supporting the school's aim of developing enthusiastic and independent readers.

**Pupil voice indicates:**

That the new books provide:

- A wider range of authors and genres
- Books suited to different personalities and interests
- More engaging and enjoyable texts

Money raised from book fairs has enabled the school to purchase a range of new books, including atlases for Key Stage Two and whole-class reading texts linked to our class reading spine.

**Impact:**

The purchase of new atlases has supported pupils in developing their geographical knowledge and research skills, particularly within Key Stage Two lessons.

Whole-class reading texts linked to the class reading spine have ensured that pupils are exposed to high-quality, carefully selected texts, helping to broaden their understanding of different themes, authors and genres.

Having class sets of texts allows staff to teach reading skills more effectively through shared discussion, modelling comprehension strategies and exploring vocabulary together.

These texts have also helped to promote rich class discussions and deeper engagement with books, supporting pupils' comprehension, inference and critical thinking skills.

### Waterstones Book Festival

On Friday 13th February 2026, Sherwood Class visited the Engine Shed in Lincoln to take part in the Book Festival. During the visit, the children had the opportunity to meet authors Neil Cameron, Iqbal Hussain and Phil Earle, and have their books signed. They also participated in a range of inspirational writing and drawing workshops.

**Impact:** Children in Sherwood Class spoke very positively about the festival. The experience encouraged them to read books by authors they had not previously explored and provided opportunities to discover and enjoy different genres.

During World Book Day, one child created and wore a doughnut costume inspired by a book by Neil Cameron. Another child's "Book in a Box" creation was also based on the same book, demonstrating the lasting impact the festival had on their engagement with reading.

The workshops encouraged pupils to develop their creativity and confidence in both writing and drawing.

Children were motivated to seek out new authors and books, broadening their reading choices beyond their usual preferences.

The experience helped to build a positive reading culture within the class, with pupils discussing the authors and books with their peers.

Having books signed and meeting the authors created a memorable experience linked to reading, helping to strengthen pupils' enthusiasm for books.

Pupils gained greater confidence in sharing ideas and asking questions, particularly during the workshops and author talks.



### Audiobooks

In the last academic year, two Yoto boxes were purchased to support children with SEND. These devices play audiobooks, with the school purchasing titles by Julia Donaldson and a range of other authors. The Yoto boxes enable children to access stories independently throughout the day, while also providing opportunities to support self-regulation and engagement with books.

#### **Impact:**

Children with SEND are able to access and enjoy a wider range of stories, even if reading independently is challenging.

Audiobooks help pupils to develop listening, comprehension and vocabulary skills, supporting their overall literacy development.

The Yoto boxes encourage greater independence, allowing children to choose and listen to stories without adult support.

Listening to familiar authors and high-quality texts helps pupils to build confidence and enjoyment in books.

The calming and predictable nature of listening to stories can support self-regulation and emotional wellbeing, helping pupils to settle and engage more effectively with learning.

The resource helps ensure that reading is inclusive and accessible for all learners, allowing children with additional needs to participate more fully in the school's reading culture.

## Events

### Book and a Brew

Over the year, we have launched our Book and a Brew reading mornings, where grown-ups are invited to sit with their children for half an hour and enjoy reading a book together before the start of the school day. These events took place in November and January, with the next session scheduled for 21st May 2026.

The events have been very popular with families, and the hall has been busy on both occasions, with many parents and carers joining their children to share and enjoy books together.

#### **Impact:**

The events encourage positive reading habits at home by showing families simple ways to share books together.

They help to strengthen the school's reading culture and promote reading for pleasure.

Children see reading modelled by adults, which helps to increase motivation and enthusiasm for books.

The events also help to build strong relationships between school and families, supporting children's learning.

### Onsie Upon a Time

We celebrated World Book Week on Wednesday 4th March with the return of our second Onesie Upon a Time event. This year saw an increase in attendance, with over 70 children returning to school at 5pm dressed in their pyjamas to take part in a range of book-related activities.

During the event, children listened to stories including *The Lion Inside* and *The Girl at the Front of the Class*, and took part in a variety of crafts linked to the books. The children enjoyed hot chocolate and biscuits while sharing stories with their friends, before heading home at 6pm ready for bed.

### Impact:

The event promoted reading for pleasure in a fun and memorable way.

Children associated books with positive and enjoyable experiences outside of the normal school day.

It helped to strengthen the school's reading culture and encouraged enthusiasm for stories.

The high attendance showed strong engagement from pupils and families in school reading events.

### Pupil Voice:

Pupils described the event as:

- Fun and relaxing
- An opportunity to enjoy stories in a comfortable environment
- A chance to engage in creative activities linked to books

Children particularly enjoyed:

- Listening to stories
- Craft activities linked to the texts
- The relaxed atmosphere that made reading feel enjoyable



## World Book Day

On Thursday 5th March, the children came to school dressed as their favourite book characters. It was wonderful to see so many pupils taking part and speaking so enthusiastically about their favourite books and authors.

Throughout the day, the children participated in a range of engaging activities, including designing their own book characters, writing original stories and creating book reviews.

### Impact:

The event encouraged pupils to share and celebrate their favourite books, promoting reading for pleasure.

Children developed creativity and confidence in writing through story writing and character design activities.

Discussing favourite authors and books helped to build a strong reading culture within the school.

The day provided opportunities for pupils to engage with literature in a fun and meaningful way.



### Book in a Box

Book in a Box was a creative way to mark the end of World Book Week. Grown-ups were invited into school on the afternoon of Friday 6th March to design and create a scene from their favourite book inside a shoebox.

Imaginative ideas came to life, with some families bringing in sweets to recreate the chocolate factory from Charlie and the Chocolate Factory, while others collected sticks to create Stick Man and his family. Over 50 grown-ups joined us for this event, and the feedback from staff, children and families was extremely positive.

#### **Impact:**

The event encouraged strong family engagement with reading and books.

Children were able to share their favourite stories with their families and peers, strengthening enthusiasm for reading.

The creative element helped pupils to develop imagination and deeper connections with stories.

The event contributed to a positive reading culture within the school community.

#### **Pupil Voice:**

That the activity:

- Helped bring stories to life through creative expression
- Allowed them to share their favourite books with others
- Encouraged discussion and different perspectives on texts





## Training

Dr. Jeannie Bulman visited school on Wednesday 26<sup>th</sup> November 2025 and alongside the reading lead, visited all classes to observe reading lessons and identify the next steps for development. The visit with Jeannie was extremely positive and highlighted the progress in the teaching and implementation of the reading scheme. Jeannie then led a twilight training session on implementing a range of reading comprehension strategies to continue to strengthen the reading curriculum.

**Impact:** From this twilight session, staff have developed their confidence in implementing other reading strategies alongside the VIPERs scheme. This is noticeable in planning and reading books.

Next steps from this meeting were:

To develop the use of non-fiction texts.

**Jeannie led a twilight training session on Wednesday 25<sup>th</sup> February 2026. Jeannie discussed the implementation of the non-fiction texts that would support our reading spine. Dates to support the development of reading has been secured for the next academic year.**

**Money raised at the book fair in February 2026 has been used to purchase a range of non-fiction texts to strengthen our reading spine.**

## Reading Volunteers

In February 2026, we started to work with a reading volunteer, Jane Riddell, from the Literacy Volunteers charity. Jane is an ex-primary school teacher who has been trained by the Literacy Volunteers charity to support children who require additional intervention with their reading. Our current focus are children in Y3 who are the in the F20% academically for their reading or did not pass their phonic screening check.

**Impact:** The children have had two sessions with Jane so far. It is clear from their interactions and the work that Jane is doing, the children are developing their confidence. Jane intends to work with these children until July 2026. The impact of this support will then be demonstrated in phonics screening checks and reading assessment scores.

## Reading Workshops for Parents

In October 2025, grown-ups were invited into school to gain a greater understanding of how they can best support their child with reading at home. During the session, parents were given information about our reading scheme and practical strategies to help support their child's reading development and comprehension.

### **Impact:**

**Parents gained greater confidence in supporting reading at home.**

**Families developed a clearer understanding of the school's reading approach and expectations.**

**The session helped to strengthen the partnership between home and school in supporting children's reading.**

**Children benefit from more consistent support with reading and comprehension outside of school.**

## Reading Culture in School

Pupil voice collected across the school indicates that the reading curriculum is having a positive and growing impact on both reading engagement and reading for pleasure. Pupils across all year groups recognise that reading takes place frequently within the school day, that there is greater access to a wider range of texts, and that events and enrichment opportunities are helping to make reading enjoyable and memorable.

Children report feeling increasingly confident selecting books, discussing texts with others, and recognising how reading supports their learning. Initiatives such as Onsie Upon a Time, Book in a Box, author visits, and bookshop trips have been particularly influential in strengthening pupils' enthusiasm for reading.

Pupil voice indicates that reading is increasingly becoming a shared and social experience.

Many pupils reported that they:

- Talk about books with friends
- Recommend books to one another
- Feel comfortable sharing what they enjoy reading

Overall, pupil voice demonstrates that the reading curriculum is successfully fostering both reading attainment and reading for pleasure. Pupils benefit from:

- Daily reading opportunities
- Increased access to high-quality texts
- Greater independence in choosing books
- Engaging enrichment activities and events
- Opportunities to discuss and share reading with others

These elements are helping to build a positive reading culture across the school, where pupils increasingly view reading as both an important skill and an enjoyable activity.