



Intent, Implementation and Impact Statement for Reading – ‘Reading Gives You Wings’

At St Joseph's Catholic Primary School, we provide an **inclusive Reading curriculum from EYFS through to Year 6**, inspiring all pupils to **REACH through Faith, Hope and Love**. Our motto, **‘Reading Gives You Wings’**, underpins our approach, ensuring lessons are engaging, aspirational and well-resourced so that all children—including those with FSM, EAL, PP and SEND—can access learning successfully through our **universal offer**.

From the earliest stages, we prioritise **strong foundations in language, communication and early reading**, which are built upon progressively to develop fluency and independence. Teaching is evidence-informed, using Teaching WalkThrus to model, practise and apply learning in clear steps, alongside adaptive teaching to scaffold and support all learners.

We foster a culture of **high expectations** where children strive for excellence, working independently and collaboratively with growing **resilience**. Through exposure to high-quality texts, we develop **empathy**, curiosity and a love of reading, ensuring all pupils become **confident**, competent readers by the end of their time with us. We also prepare children to recognise the importance of reading in the wider world, supporting their transition to secondary school and beyond.

| Intent | Implementation | Impact |
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| <p>At St Joseph's Catholic Primary School, the National Curriculum (2014) underpins our Reading curriculum, ensuring clear progression from EYFS through to Year 6 within an ambitious, age-related framework. From the earliest stages, we prioritise the development of foundational communication, language and early reading skills, recognising that these are essential for lifelong learning. In EYFS, this begins through rich language experiences, storytelling and early phonics (using ULS), which are then systematically built upon across the key stages to develop fluent, confident readers.</p> <p>Our Reading curriculum has been carefully designed to reflect the importance of English in all aspects of daily life and to foster a love of reading, writing and discussion. We aim to nurture a culture where children develop empathy through literature, pride in their learning, and the ability to adapt their language and understanding for a range of contexts.</p> <p>Teaching is supported through evidence-informed approaches, including Teaching WalkThrus, which break effective practice into clear, manageable steps. Teachers use these approaches to model fluent reading, comprehension strategies and vocabulary development explicitly, before guiding pupils through structured practice and independent application. This</p> | <p>At St Joseph's Catholic Primary School, we ensure that reading is prioritised daily through a structured, engaging and inclusive approach, rooted in our vision that “Reading Gives You Wings.” We provide pupils with frequent, purposeful opportunities to read, using a wide variety of high-quality texts, experiences and resources to motivate and inspire all learners. From EYFS onwards, children are immersed in a language-rich environment, where early reading skills are developed through systematic phonics (using ULS), storytelling and carefully structured interactions. This strong foundation is built upon progressively across KS1 and KS2, enabling pupils to become fluent, confident and independent readers.</p> <p>Teaching and Learning Approach Our reading provision is underpinned by Teaching WalkThrus, ensuring that all learning follows a clear, consistent and evidence-informed structure:</p> <ul style="list-style-type: none"> • Explicit modelling of reading skills, including fluency, decoding and comprehension • Breaking learning into small, manageable steps • Guided practice through structured group work and discussion • Opportunities for independent application • Ongoing checking for understanding and responsive adaptation | <p>The impact of our Reading curriculum is that all children develop the knowledge, skills and confidence to read fluently and with understanding, enabling them to REACH their full potential from their individual starting points in EYFS and beyond. Reading is embedded as a lifelong skill, supporting both academic success and personal development, in line with our values of Faith, Hope and Love.</p> <p>Through our carefully sequenced and inclusive approach, pupils not only achieve age-related expectations, but also develop the independence, resilience and enthusiasm required to apply their reading skills across the wider curriculum and in their everyday lives.</p> <p>Long-Term Impact Pupils at St Joseph's will:</p> <ul style="list-style-type: none"> • Be confident, articulate communicators who use speaking and listening effectively to deepen understanding and further their learning • Read fluently and with expression, both for pleasure and to support learning across the curriculum • Develop a genuine love of reading, enjoying a wide range of genres, authors and text types |

consistent approach supports pupils in developing both **confidence** and independence as readers.

We adopt a highly adaptive approach to teaching, where ongoing assessment ensures that instruction is responsive to the needs of all learners. Strategies such as scaffolding, explicit modelling, pre-teaching vocabulary and structured discussion are used to ensure all pupils can access the curriculum successfully. This forms part of our inclusive universal offer, where high expectations are maintained for all pupils, including those with SEND, EAL and those working at greater depth.

Reading is also central to our commitment to developing speaking and listening skills. Through discussion, questioning and reflection on texts, pupils learn to articulate ideas clearly, justify their thinking and engage thoughtfully with others. This reflects our core values of **Faith, Hope and Love**, as pupils grow in empathy, understanding and respect through shared reading experiences.

Drawing on EEF guidance and current educational research, we continually review and refine our Reading provision to ensure it reflects best practice and supports all learners to succeed.

Our Intent is that all children will:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for pleasure and information
- Appreciate a rich and varied literary heritage, developing empathy for others
- Acquire a wide and ambitious vocabulary
- Understand and apply key reading skills, including inference, prediction and summarising
- Use discussion to explain, justify and deepen their understanding
- Become confident, articulate communicators who can engage in meaningful dialogue

Teachers scaffold learning carefully and adapt teaching, ensuring that all pupils are supported and challenged appropriately.

Daily Reading Provision

Reading is taught through:

- **Daily Group Reading sessions** using a structured carousel approach
- Exposure to **fiction, non-fiction and poetry** across each learning journey
- A progressive **book band system**, ensuring appropriate challenge and progression

Typical carousel activities include:

- Teacher-led guided reading
- TA-supported reading session
- Follow-up comprehension or response task
- Fluency and spelling practice (e.g. Look, Cover, Write, Check)
- Independent comprehension or retrieval task

Where appropriate, a focused 3-day sequence is used:

1. Fluency development
2. Decoding and word recognition
3. Deeper comprehension

Adaptive Teaching & Inclusivity

We maintain a strong **universal offer**, ensuring all pupils access the same ambitious curriculum through:

- Pre-teaching vocabulary and key concepts
- Use of visual supports, vocabulary mats and scaffolds
- Structured talk through sentence stems and guided discussion
- Access to dictionaries and thesauruses to support independence
- Scaffolds are gradually removed to promote independence and **resilience**

Speaking, Listening and Vocabulary

Reading is closely linked to oracy and language development. Pupils are routinely given opportunities to:

- Discuss texts and share interpretations

- Demonstrate independence and **resilience**, applying strategies to read unfamiliar words and tackle challenging texts
- Acquire a wide and ambitious vocabulary, supporting both comprehension and communication
- Experience success in reading regardless of starting point, through appropriate scaffolding and adaptive teaching, including pupils with SEND, EAL, PP and FSM
- Make good or better progress from their starting points, achieving their full potential through consistently **high expectations**

Assessment and Monitoring

The impact of Reading is measured through a robust and ongoing monitoring cycle, ensuring high standards and continuous improvement:

- Lesson observations, book scrutiny and learning walks to monitor quality of teaching and learning
- Clear evidence of progression of skills across year groups in pupils' work
- Pupil voice to assess confidence, understanding and ability to discuss texts
- Half-termly tracking of reading progress to identify gaps and inform planning
- Pupil progress meetings to monitor individuals and groups (including SEND, EAL and PP), with targeted interventions implemented where needed
- Engagement with parents through reading newsletters, providing guidance on supporting reading at home

Monitoring is used effectively to:

Identify and address curriculum gaps

Inform adaptations to teaching and provision

Ensure the curriculum remains inclusive, ambitious and responsive to all learners

Role of the Reading Lead

The Reading Lead plays a key role in ensuring high standards across the school by:

- Justify opinions with evidence
- Present ideas clearly and confidently

Vocabulary is explicitly promoted through:

- Displays across all curriculum areas
- Dedicated vocabulary teaching within lessons
- Consistent exposure to ambitious language

Reading Culture

We actively foster a **positive reading culture** where reading is valued and enjoyed by all:

- Teachers read **aspirational texts aloud daily**
- **Reading Ambassadors (Year 2–6)** promote reading across the school
- Cross-curricular links ensure reading is meaningful and relevant
- Whole-school events (e.g. **World Book Day**) celebrate reading

Environment and Resources

1. Classrooms feature inviting reading areas linked to **“Reading Gives You Wings”**
2. A developing library corridor and outdoor reading shed promotes reading across the school
3. Pupils have access to a wide range of high-quality, diverse texts
4. Children regularly take books home to reinforce reading habits
5. Amazon Wishlists are available to support the ongoing development of high-quality reading resources, enabling wider community contributions to enhance our provision for all pupils.

- Monitoring outcomes to ensure pupils achieve expected and higher standards, including those in the lowest 20%
- Supporting staff through ongoing guidance, CPD and coaching
- Collating evidence over time to demonstrate progression and impact
- Celebrating success and promoting a whole-school reading culture
- Managing and developing resources to support high-quality teaching and learning