



English Reading Intent Statement

At St. Joseph's Catholic Primary School, reading is central to sharing God's love through understanding, communication, and personal growth. Our reading curriculum is designed to nurture each pupil's independence, motivation, curiosity, cooperation, and resilience, reflecting our core learning behaviours and Catholic values. We believe that developing strong reading skills empowers pupils to engage thoughtfully with the world, make informed choices, and respect others. Through a carefully sequenced and inclusive curriculum, we aim to inspire a lifelong love of reading, supporting pupils to flourish in their education and wider community.

Key Aims

Our reading curriculum aims to ensure that all pupils, including those with SEND and EAL, master essential reading knowledge and skills, focusing on decoding, fluency, comprehension, and vocabulary development. We prioritise systematic synthetic phonics in early years and Key Stage 1 to build a firm foundation for word reading. Across Key Stages 1 and 2, pupils will develop increasingly sophisticated comprehension skills, enabling them to understand, analyse, and critically engage with a wide range of texts. We strive for pupils to become confident, fluent readers who can articulate their understanding clearly and thoughtfully. Our curriculum is carefully adapted to meet diverse needs and close identified gaps, ensuring no pupil is left behind.

Content and Skills

Pupils will gain secure knowledge of phonics, high-utility vocabulary, and language structures, progressing from early decoding to fluent, expressive reading. Comprehension is explicitly taught through strategies such as prediction, questioning, clarifying, and summarising, enabling pupils to construct meaning and build complex mental models of texts. Reading aloud and shared reading sessions model fluent reading and deepen understanding. We embed Catholic Social Teaching and our school values within reading materials, encouraging pupils to explore moral and ethical themes, empathy, and community responsibility through texts.

Progression

Our reading curriculum is carefully sequenced to build on prior learning, revisiting key concepts and progressively developing pupils' mental models of language and meaning. Early phonics teaching transitions into broader comprehension and critical thinking about texts in Key Stage 2, with increasing complexity and abstraction. Pupils are supported to transfer reading skills across subjects and contexts, reinforced through retrieval and spaced practice to secure fluent knowledge. Teachers collaborate to identify and address misconceptions and barriers to reading, ensuring all pupils, especially those with SEND and from disadvantaged backgrounds, make sustained progress.

Wider Impact

Reading at St. Joseph's is more than a skill; it is a gateway to personal growth, spiritual reflection, and community engagement. Through reading, pupils explore diverse perspectives and cultures, deepening respect for others and self-awareness. Our curriculum supports pupils to become resilient, curious learners who cooperate effectively and persevere with challenges. By fostering fluent, confident reading and comprehension, we prepare pupils to thrive in their next stage of education and to be thoughtful contributors to society, living out our vision to share God's love in all they do.