



St Gregory's Catholic Primary School Reading Intent, Implementation & Impact



Reading Intent:

At St Gregory's Catholic Primary School, we are committed to fostering a lifelong love of reading among all our pupils, recognising its pivotal role in academic success and personal development. Our intent is to ensure that every child:

- **Develops a strong phonetic foundation:** We aim to provide systematic, synthetic phonics instruction through our well-structured Read Write Inc. programme, ensuring that all children – regardless of their starting point – can decode and read with confidence by the end of Key Stage 1.
- **Encounters a rich and diverse literary experience:** We curate a varied selection of high-quality texts across genres, cultures, and historical periods. Our goal is to ignite curiosity, broaden perspectives, and cultivate both empathy and critical thinking skills.
- **Enhances comprehension and analytical skills:** We intend for our students to not only read fluently but to also understand and respond to texts with depth. We prioritise teaching comprehension strategies, allowing pupils to analyse and engage critically with the material.
- **Receives targeted support and challenge:** In line with our inclusive ethos, we differentiate our reading instruction to meet the varied needs of our learners – offering challenge for pupils working at greater depth and targeted interventions for those who may be working towards expectations.
- **Develops a love for reading:** We promote the joy of reading at every stage of our pupils' learning journey through organised and cared for reading spaces (such as class reading corners and our school library) and by exposing them to a range of engaging age-appropriate books that captivate the imaginations of our learners.

Reading Implementation:

To achieve our intent, we have introduced the 'Reading Superheroes' to our pupils at St Gregory's. Each Reading Superhero is a visual representation that links to a specific Reading Domain (skills that relate to a child's understanding of the text).



Reading Domains Explained:



1a – Vocabulary (Dark Decoder)

Draw on knowledge of vocabulary to understand texts



1b – Retrieval (Rocket Retriever)

Identify and explain key aspects of fiction and non-fiction texts
e.g. characters, events, titles and information



1c – Sequencing (Summarise and Sequence Shadow)

Identify and explain the sequence of events in texts



1d – Inference (Crimson Clue Hunter)

Make inferences from the text



1e – Prediction (Phantom Predictor)

Predict what might happen on the basis of what has been read so far



2a – Word Meaning (Dark Decoder)

Give/explain the meaning of words in context



2b – Retrieval (Rocket Retriever)

Retrieve and record information/identify key details from fiction and non-fiction



2c – Summarising and Sequencing (Summarise and Sequence Shadow)

Summarise main ideas from more than one paragraph and identify/explain the sequence of events in texts



2d – Inference (Crimson Clue Hunter)

Make inferences from the text/explain and justify inferences with evidence from the text



2e – Prediction (Phantom Predictor)

Predict what might happen from details stated and implied



2f – Whole Meaning (The Puzzler)

Identify/explain how narrative content is related and contributes to the meaning as a whole



2g – Word Choice (Word Wolf)

Explain how meaning is enhanced through the choice of words or phrases



2h – Comparison (Captain Comparison)

Make comparisons within the text

Read Write Inc. Phonics:

We implement a high-quality Phonics programme that follows the principles of systematic, synthetic phonics. Regular assessments inform the grouping of students, ensuring tailored instruction is provided. Daily phonics sessions are supplemented with engaging activities to reinforce skills.

**Curriculum and book choices:**

Both our Reading and Writing Curriculum is designed to expose pupils to a wide range of literature, including contemporary children's fiction, classic literature, poetry and non-fiction. Where possible, texts are linked to the History/Geography/Science topic the year group is currently studying – making the texts engaging and relevant. Each year group has access to carefully chosen texts that reflect diverse cultures and experiences, promoting inclusion and representation.

Regular reading practices:

We allocate dedicated time for both independent reading and guided reading sessions, fostering a routine that prioritises reading for pleasure as well as for academic growth. Teachers model reading strategies and encourage discussions around texts to deepen understanding.

Professional development for staff:

Continuous professional development is offered for all staff, focusing on effective reading instruction techniques, fostering a reading culture, and understanding the importance of reading across the curriculum. Regular observational feedback helps to enhance teaching practices.

Engagement with families:

We involve parents and caregivers through various reading initiatives, encouraging them to support reading at home. Our pupils are allocated reading books from the Read Write Inc. books and Oxford Reading Tree books (based on their reading attainment). These books are then sent home with children along with a reading record for their family to record notes about their child's reading at home. Pupils are encouraged to read at home regularly, emphasising the role of families in nurturing young readers. It is important to note that pupils will make progress through the stages of the Oxford Reading Tree based on their comprehension of the texts as well as their accuracy and fluency.

Reading Quests:

Another initiative to encourage reading outside of school is our 'Reading Quests'. There is a Reading Quest for each year group to read 16 age-appropriate texts. These quests are handed out at the start of the academic year, with the aim of children

reading as many of the books as they can across the year. Once they have read one of the books, they complete a book review, hand it to their class teacher and get the book ticked off on their Reading Quest sheet. Prizes are handed out for milestones achieved during their quest:

- **Bronze Award:** 4 books
- **Silver Award:** 8 books
- **Gold Award:** all books

Bookmarks are awarded at the end of each term to pupils who have achieved Bronze, Silver or Gold Awards.



Reading Impact:

The impact of our Reading Curriculum is evident in the following outcomes for our pupils:

- **Progress and attainment:** Data will show the vast majority of pupils meeting or exceeding age-related expectations by the end of each key stage. Phonics screening check results will be in line with or above national averages, indicating strong foundational skills.
- **Pupil engagement:** Observations and pupil voice surveys reveal that pupils are enthusiastic about reading, frequently choosing to read both for pleasure and as part of their learning. They speak confidently about the books they are exposed to within school and how they link to their learning across the curriculum.
- **Diverse literary exposure:** We see increased engagement with a wider array of texts. Reading quests and interactive, cared for reading areas around school have resulted in pupils increasingly recommending books to their peers, demonstrating critical engagement and choice in their reading.
- **Inclusivity and support:** Interventions and targeted support yields increased confidence and fluency amongst our pupils who are working towards age-related expectations in their reading. Our inclusive practices ensure that all pupils, including those with special educational needs, achieve their potential in reading.
- **Positive cultural shift towards reading:** The school's emphasis on reading has cultivated a school-wide culture that values literature. Our community events, such as author visits and book fairs, further enhance the profile of reading, uniting pupils, families and staff in a shared commitment.