



**Respect
Collaboration
Trust**

2025-26

Castle Reading Curriculum Map and Strategy

The Respect Collaboration Trust Reading and Early Reading Strategy 25/26

1. Rationale

Reading is widely regarded as the key to accessing education and the modern world. For our students at The Respect Collaboration Trust, we are using a Janus model approach to this as we are acutely aware that many of our students come to us with gaps in their learning. Our first aim is to identify these areas and set students on the appropriate path that will support them. We reflect on their past learning so we can look to their future where we work to build students' skills and confidence in preparation for their next milestones.

Every student at The Respect Collaboration Trust will be taught to improve their reading so that they can use these skills to better access all areas of the curriculum. We work on improving the fluency so that comprehension is easier, strategies for decoding new words and their meaning are introduced and the spellings of trickier and unfamiliar words or phrases is practiced. Support is in place for students at all stages along this path with a passionate, highly motivated and well trained team of staff.

We want students to leave The Respect Collaboration Trust as readers who can enjoy the beauty of Literature and experience the wider world with its different cultures and experiences, building cultural capital where this might be quite limited.

More pragmatically, we also want to equip students to be able to face some of the challenges of adulthood. To be able to read critically and decipher hidden bias and agendas in order that they are not vulnerable to manipulation. We don't want our students to miss out on opportunities in their lives because they are unable to recognise when they are being given them. Fundamentally, students need to be able to read confidently to protect themselves and to get the best out of life.

2. Aim

Our aim is that every student, who has engaged in our reading curriculum, has a secure basis of phonics knowledge and can leave with reading skills attuned to their age-related expectations. They are proficient enough in their reading that they can both enjoy it and use their reading skills to learn new skills and knowledge that will enable their chosen future.

3. Reading Curriculum

Our reading curriculum has been developed to re-engage students and build an ethos of healthy reading practices. All pupils will read books that are appropriately levelled to both interest and challenge them.

All students will have reading sessions each week and the number of these will vary according to need. These lessons will include a variety of tasks that will support students learning to read and they will encourage reading for pleasure. A range of 1:1 tasks, group guided reading and whole class strategies will be used by teachers and assistants who are fully trained in the reading programmes we are using across schools.

4. Early Reading

The systematic Synthetic Reading programme we use is called Little Wandle Letters and Sounds and is used across all sites at all key stages giving students the continuity that will best support them. If students receive a score lower than their age-related expectations, they are screened for Phonics and placed on the appropriate level of the programme. Students will read books that are aligned with the phase at which the student is at. Spellings work and handwriting development will also be linked so the sound development is reinforced throughout the teaching day.

5. Reading Assessments

As part of induction all pupils have an initial assessment. This helps to understand the pupil's ability to access the curriculum and provides teachers with information about any gaps in learning reading/literacy knowledge.

Literacy leaders use a graduated approach to ensure pupils with gaps in phonics and reading are provided with the right support to help them progress and access the curriculum.

NGRT

This is our first test and it measures reading skills against the national average to help identify wider gaps in reading and literacy that could be a barrier to engagement in the curriculum. NGRT provides information about sentence completion and comprehension skills helping us to identify where difficulties lie and inform our teaching. The tests allow us to perform regular monitoring of reading progress and measures the impact of intervention, and a pupil's reading ability can be benchmarked using the Standardised Age Score (SAS).

Little Wandle Letters and Sounds

The Little Wandle Letters and Sounds screening test allows us to get to the very core of where previous gaps in learning have occurred. There are different strands to the programme that are appropriately applied to the varying needs of our students.

- Little Wandle Foundation for Phonics has been developed for students who aren't yet ready for phonics teaching. They will do sensory work and access texts through physical and creative play before building their skills and awareness of letters and sounds.
- Little Wandle Rapid Catch-up is for students who are learning phonics but can do this at a greater pace than students in reception year.
- Little Wandle SEND is the version of the programme that is more gradual than the Rapid Catch-up version. It also uses more visual stimuli and dual coding of the phonemes.
- Little Wandle fluency can be used once students' phonics skills are secure. This can be used by students who are below the age-related

expectations and helps students to build their rate of fluency so they can move to understanding what they are reading.

Reading