



**Respect
Collaboration
of Schools**

Reading Strategy

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

Rationale

Reading is widely regarded as the key to accessing education and the modern world. For our students at the Respect Collaboration of 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. We reflect on their past learning so we can then 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.

1. 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 age related expectations. They are proficient enough in their reading that they are able to both enjoy it and use their reading skills to learn new skills and knowledge that will enable their chosen future.

2. 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. We use a programme called Accelerated Reader which is designed to motivate students, track progress and guide our learners to demystify the selecting of books. It is a digital platform which helps with student engagement and reading on a tablet can conceal a book's literacy level which removes any visual barriers that a book can carry.

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 the schools.

3. 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.

Students will also read whole class novels and poems which will help to challenge with new words, text structures and gives them experience of a range of writers and genres. These are key concepts that will be the foundations for future learning.

4. 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).

All students are tested using this system at the beginning and the end of the year. Students who are on reading intervention programmes will be tested more regularly to determine the efficacy of their support.

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 student's 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.

Accelerated reader

This programme is used to build a positive ethos and culture around reading and to promote reading for pleasure. Once a student has secured their phonics, they will move to selecting books based on the ZPD level (Zone of Proximal Development) which is calculated from a Star Reader digital test. Students have personalised targets which determine the level and frequency of reading done and allows us to track and reward student's engagement. Regular quizzing of books and additional vocabulary quizzes all build points for students and we have half termly reviews of whether students are on track or need some extra support. Rewards are given for students who are engaging positively.

Further to this, to challenge our most avid readers, we have an online library programme called My-On which works alongside Accelerated Reader to give students access to thousands of digital books to really broaden and strengthen their opportunities for different and more challenging books.

5. Reading Intervention

The Phonics screening done in our initial assessment of students helps us to determine the level of intervention, and the type of intervention that is needed. We can determine the specific sounds that need working on so can intervene at a very precise level.

Once the phonics are secure, we will continue to work on fluency and use No Nonsense Spelling to help students close the gap towards age related expectations. This is a programme for students with a reading age between 7 and 11 so Accelerated Reader is also used to support with comprehension and vocabulary building.

6. Process

At a student's point of entry, they will do an NGRT test and this will set the student on the correct path for their reading programme. If the student score puts them into stanines 1-3, we will then screen the student for any phonics gaps. We have lots of members of staff trained up on the Little Wandle Rapid Plus phonics screening test, including staff in the Gateway. If the student does have phonics gaps, they will be categorised into our red group as they are Early Readers. If the student completes the phonics with minimal gaps, they will be categorised into our amber group. Students placed in stanines 4-6 will be in our green group and will receive reading support within their lessons using Accelerated Reader. Finally, students who are placed in stanines 7-9 are above age related expectations and will be in our blue group. See the diagram below.

	Data point	Programmes	Bridge Street School	Kingsmead School	Castle School
Blue	Stanine 7/8/9 Phonics complete	No Nonsense Spelling Accelerated Reader My -On	1 Reading lesson per week Reading mentor to support y7	1 Reading lesson 2 DEAR time sessions Reading mentor to support y7	1 Reading lesson 2 DEAR time sessions Reading mentor to support y7
Green	Stanine 4/5/6 Phonics complete	No Nonsense Spelling Accelerated Reader	1 Reading lesson per week	1 Reading lesson 2 DEAR time sessions	1 Reading lesson 2 DEAR time sessions
Amber	Stanine 1/2/3 Phonics complete	Fluency (Little Wandle) No Nonsense Spelling Accelerated Reader IEP target – move up one stanine towards ARE	1 session with an HLTA per week (3 members of staff) 1 English Reading lesson	1 session with a reading mentor 1 Reading lesson 2 DEAR time sessions	1 session with a Reading Mentor per week 1 Reading lesson 2 DEAR time sessions – 1:1 with TA support
Red	Stanine 1/2/3 Phonics not complete	Little Wandle Phonics programme Big Cat Books Accelerated Reader using Big Cat Books IEP target – move up one phase every 5 weeks	2 sessions with a HLTA per week (3 members of staff: Wendy/Debbie/Leonie) 1 English Reading lesson LAQ group to have phonics lessons within their timetable	1 session with a Reading Mentor per week 1 session of intervention per week (Wendy –Fri) 1 Reading lesson 2 DEAR time sessions – 1:1 with TA support	1 session with a Reading Mentor per week 1 Reading lesson 2 DEAR time sessions – 1:1 with TA support

7. Intervention schedule

The idea of the Janus model is that the phonics or discreet reading lessons which will fill the gaps of learning, will run alongside the English curriculum which will prepare students for their future learning. The two curricula complement each other and as the need for intervention reduces because of its effectiveness, the core English teaching grows in preparation for the next steps.

The intervention itself will be delivered by a combination of English teachers, Nurture teachers and teaching assistants all of whom have been trained on Little Wandle, and on how to effectively teach

reading. The success of our curriculum lies in having a shared and consistent methodology and that we are all passionate about the impact this will have on learners.

We assess all students on the intervention programmes every 4-6 weeks depending on the Little Wandle programme they are using. This ensures that intervention is scheduled appropriately so that students don't stagnate on programmes that are supposed to be getting them back on track. In addition to this, the NGRT helps us track the success of our intervention and the students' overall progress across the year. If a student is secure in their phonics, they will also do regular Star tests to determine if they are improving their reading skills and teachers are able to monitor this and reward where targets are met.

8. Tracking, Monitoring and Assessment

The tracking and monitoring of each programme will be done centrally and the progress and ascension up through each step will be tracked and made available to teachers and leaders alike so the students are consistently on the right paths at the right times. Students will be tested at least once each half term so that the intervention can be monitored and tracked without holding anyone back. It also helps to track where engagement is an issue and strategies can be put in place by leaders, teachers, key workers and parents. It is to be noted that this reading intervention is vital to overall academic success and so is a priority for the network of staff surrounding each student.

9. Training and Development

Fully trained staff are the key to these interventions working so this is a high priority. Phase 1 of the training will be for all English and Nurture teachers along with key teaching assistants and reading mentors which will be completed before the end of summer 2023. The second wave of staff training will be completed by Leaders of Reading as a synthesised scheme is modified to make it suitable for our KS3 and KS4 students on our different sites.

10. Reading across the wider curriculum

Reading is a key priority across all subjects and age groups. We are passionate about raising the reading skills of our students, so they can open up the learning in all aspects of their lives. We promote Disciplinary Reading throughout our school helping students see the connections between each subject and see how reading is useful for many career paths and professions. Alongside this, we see that developing the vocabulary of our students is a high priority, as we can't rely on them building their vocabulary outside their school setting. Across all subjects, tier 2 vocabulary is taught explicitly and Standard English utilised to model and encourage more formal registers and when they are appropriate.

We like to celebrate reading at every opportunity with rewards, presentation evenings, World Book day events and National Poetry Day activities. Building a culture of reading is one of the greatest gifts we can give all of our students and we are all dedicated to making this happen.