

### Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

## Reading Policy

<b>Approval Body:</b>	Governing Body
<b>Approval Date:</b>	Summer 2024
<b>Implementation Date:</b>	May 2022
<b>Designated Person (as appropriate):</b>	Headteacher
<b>Committee with Remit (as appropriate):</b>	
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### Version History

Version	Approval Date	Summary of Changes
1		

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## Introduction

### 1.1 Scope

Reading is an imperative literacy skill for cross-curricular success in secondary schools. The curriculum continues to be dominated by text, both in print and on screen, and our learners need to be able to read effectively in order to understand the wide range of texts presented to them. We have high expectations of all students and work diligently to create a plethora of reading opportunities and experiences across all subject areas. Our whole school community is responsible for promoting our reading culture and implementing this policy. A shared vision and philosophy drive our determination to achieve.

### 1.2 References informing policy and practice

EEF (2018). Improving Literacy in Secondary Schools – Guidance Report.

[https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF\\_KS3\\_KS4\\_LITERACY\\_GUIDANCE.pdf?v=1706425698](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1706425698)

DfE (2023). The Reading Framework.

[https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The\\_reading\\_framework.pdf](https://assets.publishing.service.gov.uk/media/65830c10ed3c3400d3bfcad/The_reading_framework.pdf)

Citation. Get Citation. Quigley, A. (2020). Closing the Reading Gap. Routledge.

The Key (2022) - Reading: how to deliver high-quality teaching

The Key (2022) – 8 ways schools promote reading for pleasure

The Key (2022) - Alternative to guided reading: whole-class reading

### 1.3 Equality consideration

LPGS is committed to fostering an inclusive reading environment that upholds the principles of equality, diversity, and accessibility for all students. In developing and implementing our reading policy, we have carefully considered the diverse needs and characteristics of our school community.

We recognize and value the diverse range of abilities, learning styles, and backgrounds within our student body. Our reading policy is designed to provide accessible and inclusive opportunities for all students, irrespective of their individual needs or circumstances.

The reading policy endeavours to include a diverse range of authors, genres, and perspectives that reflect the cultural richness within our school community. Our reading policy encourages a balanced representation of male and female authors, characters, and themes to promote gender inclusivity and challenge stereotypes. The reading materials selected adhere to age-appropriate content guidelines, ensuring that students are exposed to challenging and engaging literature that aligns with their developmental stage while respecting diverse maturity levels.

The policy focuses on minimising financial barriers to accessing reading materials. ensuring that appropriate resources, support, and adaptations are available to all students to facilitate meaningful engagement and progress for every student.

By addressing these equality considerations, LPGS is dedicated to creating a reading environment that is welcoming, supportive, and enriching for every student in our diverse school community.

#### 1.4 Statutory Requirements and Recommendations

The implementation of this policy is supported by the following frameworks and documents:

- Professional Standards for Teachers
- Ofsted Education Inspection Framework
- LPGS Performance Management Guidelines
- DfE Reading Framework 2023
- EEF (2018). Improving Literacy in Secondary Schools – Guidance Report.

#### **Aims and objectives**

To increase students' skill, fluency and engagement with reading by making our students more strategic in their approach to reading, which leads to more successful outcomes and readiness for future learning.

To ensure that reading is prioritised to allow all students to access the full curriculum, regardless of starting point and to ensure every student makes sufficient progress towards age-related expectations.

To improve the provision available to students to engage with, and enjoy, a wide range of texts outside of the taught curriculum.

To create a provision where text choices are ambitious for students, developing students' confidence and fluency. We aim to introduce students to 'the best' that has been thought and said - to ensure they are well equipped for future experiences and are educated citizens of the world.

#### **Strategy**

We have a school-wide approach to ensuring that our students become confident and fluent readers, which continues to build sequentially over time. Our approach is embedded in our wider Personal Development curriculum, as part of the Form Time Reading programme. A strategic approach is also taken to explicitly teach reading skills in lessons and across subjects, through the ongoing development of our Reading Toolkit, which ensures a systemic approach to supporting all students to independently read confidently and fluently. Thirdly, as part of the Key Stage three English curriculum, all students participate in fortnightly Library Lessons and engage in a programme of activities designed to develop reading for both confident and reluctant readers. Our final approach is intervention programmes, which is delivered to support our weakest readers, and is targeted to specific students, to ensure that any gaps are addressed quickly and effectively.

<b><i>Form Time Reading Program</i></b>	<b><i>Reading Toolkit</i></b>
<p>Years 7-10</p> <ul style="list-style-type: none"> <li>• Once a week, aiming to complete 2 books in a year.</li> <li>• 15-20 mins</li> <li>• Tutor reads for fluency &amp; recognition</li> <li>• Reading for pleasure outside of the curriculum</li> <li>• Books are pitched at the appropriate age</li> <li>• Reading aloud to develop fluency</li> <li>• Active vocabulary instruction</li> <li>• Comprehension based questions</li> <li>• Supports with cultural capital as texts are chosen carefully to reflect the 'best' that's been written</li> <li>• Choices of texts also underpin and support our Personal Development curriculum</li> </ul> <p>Year 12</p> <ul style="list-style-type: none"> <li>• Once a week, register, read, respond approach</li> <li>• 15-20 mins</li> <li>• Tutor reads for fluency &amp; recognition</li> <li>• Articles/extracts are pitched at the appropriate age and current affairs</li> <li>• Reading aloud to develop fluency</li> <li>• Active vocabulary instruction</li> <li>• Comprehension and debate/discussion based questions</li> <li>• Supports with cultural capital as texts are chosen carefully to reflect the world around us</li> <li>• Choices of texts also underpin and support our Personal Development curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide approach to reading in lessons</li> <li>• Four strategic approaches to the way teachers support students to engage with reading</li> <li>• Consistency in approach across lessons, yet still allows for nuances of individual subjects</li> </ul> <ol style="list-style-type: none"> <li>1. Teacher reads aloud for fluency for some of the lesson and sounds tricky words out, as necessary</li> <li>2. Teacher uses a metacognitive approach to reading – explicitly teaching <i>before I read /whilst I read / after I have read...</i></li> <li>3. Teacher models how to use a decoding strategy and etymology so that students can build up skills to unlock the meaning of words in what they read</li> <li>4. Scaffolds are used to engineer a text to support understanding, analysis and develop vocabulary.</li> </ol>
<b><i>Library Lessons</i></b>	<b><i>Intervention programmes</i></b>
<ul style="list-style-type: none"> <li>• The English department's facilitation of students reading for pleasure, outside of the assessed curriculum across KS3</li> <li>• Fortnightly lessons, within English lesson time, where students read for pleasure</li> <li>• At the start of the year, every class in KS3 visits the library for a lesson where the Librarian supports, guides and encourages all students to choose and borrow a book</li> <li>• During library lessons, in addition to reading the text, students also engage with a range of tasks and activities to support fluency, comprehension and using the library for independent study/research</li> <li>• Students' engagement with this programme supports with wider reading &amp; cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>• All students with a stanine score of 4 or below and/or whose reading age is significantly below their chronological age will receive an intervention in Year 7. This is based on NGRT data.</li> <li>• Our Phonics programme is a structured one-to- one or small group intervention for our weakest readers at least twice a week</li> <li>• Our reading buddy programme is for a weak but not weakest students. They read for 15-20mins with 6<sup>th</sup> form reading buddies once a week during P5 on a Wednesday.</li> <li>• Our PowerUp Lexia intervention is made available to students who have been disapplied from subjects due to low literacy ability. This is a self-paced online software package which is monitored by SLT.</li> <li>• Interventions usually take place in the library</li> <li>• Progress is monitored using the NGRT tests at the 3 testing points – Sept, Jan, June.</li> </ul>

### **Testing and Assessment**

LPGS uses the New Group Reading Tests (NGRT), to assess and monitor student reading ages. This is a standardised test administered using computers, and reliably measures against national averages.

We test every Year 7 student in Half Term 1 and Half Term 6.

The Half Term 1 data is used to ascertain the students who will need additional support, and they then begin their allocated intervention programme.

Students who meet or exceed the expected standard for their reading age, will then be tested in HT5 of Year 7 and then again in HT3 of Year 9.

Students who fall below the expected standard for their stanine score and reading age, are tested in Half Term 1, 3 and Half Term 6 of Year 7 and will continue to be twice a year across KS3, unless they begin to systemically achieve their expected reading age, and then they will be tested in line with their peers.

NGRT reading scores and/or KS2 reading scaled scores are made available for teachers on Class Information Sheets and are displayed on class seating plans to support and inform planning

### **Text Choice**

The choice of texts for the Form Time Reading Programme are carefully selected to ensure they addressed the following key priorities:

- **Ambition and challenge.** In line with robust research, books are pitched the year above a groups' ability to ensure students are exposed to sophisticated and rich vocabulary they wouldn't necessarily be able to access without teacher guidance. This supports students with word recognition; fluency and reading for meaning.
- **Diverse and inclusive.** Significant time is spent researching texts that were written by and/or about a wide range of authors/characters, from different backgrounds; cultures; religions; ethnicities; gender and sexual orientation. It is important to us to ensure that all our students see themselves represented in texts and are also exposed to a world beyond the local or national community; encouraging students to become empathetic, knowledge-rich and moral citizens of the world in which they live.
- **Encourage personal development and growth.** As well as being representative, texts were also chosen to enhance our 'Personal Development' curriculum, where themes such as discrimination; prejudice; grief; ambition; resilience; sexuality; class; respect; crime and gender are all covered, allowing for important and powerful discussions surrounding these key issues to be explored in a safe and nurturing environment.
- **Student voice.** Students have contributed to the selection of the books through suggestions and surveys. By doing this we are empowering students to voice their preferences in order to further enhance engagement and enjoyment.

Current book choices are listed below:

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Y10</b>
Wolf Hollow by Lauren Wolk	We are all made of molecules by Susin Neilson	Toffee by Susan Crossan	Clap when you land by Elizabeth Akvedo
The Disconnect by Keren David	Tightrope by Gillian Cross	Medusa by Jess Burton	The Great Godden by Meg Rosoff