



Literacy Policy

Name of Author	<i>Elissavet Bampanatsa</i>
Title of Author	<i>Lead Practitioner for Curriculum, Literacy and Interventions</i>
Responsible Committee	<i>Curriculum and Pastoral Committee</i>
Date Approved	<i>July 2023</i>
Review Date	<i>July 2026</i>
Target Audience	<i>Staff/ Parents/ Students/ Governors</i>
Version Control	<i>1.0</i>

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1. Statement of Intent

Laurel Park School believes that literacy is essential for success in all areas of life, and we are committed to developing the literacy skills of all our pupils. We are committed to providing a high-quality education for all pupils, regardless of their background or ability.

What is Literacy?

Literacy is the ability to read, write, and speak effectively. It is a complex skill that encompasses a wide range of knowledge and abilities. Literacy is essential for success in school, work, and life.

What is the Intent of Literacy?

The intent of literacy is to enable students to:

- Communicate effectively with others
- Think critically and solve problems
- Access and understand information
- Participate in civic life
- Enjoy and appreciate literature

Our literacy policy is based on the following principles:

- All students can learn to read and write at high levels.
- Literacy instruction should be explicit, systematic, and rigorous.
- Literacy instruction should be integrated across the curriculum.
- Literacy instruction should be supported by a variety of resources and interventions.

Laurel Park School Literacy Goals

- **Learn:** We believe that literacy is a lifelong learning process. We will provide students with opportunities to learn and grow in their literacy skills throughout their time at Laurel Park School.
- **Persevere:** We know that learning to read and write can be challenging. We will provide students with the support they need to persevere and succeed.
- **Succeed:** We believe that all students can succeed in literacy. We will provide students with the tools they need to reach their full potential.

2. Implementation

The literacy policy is implemented through a variety of initiatives, including:

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- **Early intervention:** Students who are below the expected level of literacy are identified early and provided with targeted support. This support may include one-on-one tutoring, small group instruction, or participation in a structured literacy program.
- **Adaptive Teaching:** All students are taught literacy skills in a way that is appropriate for their individual needs and abilities. This adaptive teaching may be achieved through a variety of methods, such as using different texts, providing different levels of support, or offering different learning activities.
- **A focus on reading for pleasure:** Students are encouraged to read for pleasure outside of school. The school library is stocked with a wide variety of books, and students are encouraged to visit the library regularly.
- **TTRP*:** Students are starting each day by reading a book during their Tutor Time. All students have access to their individual books and bookmarks, as they are encouraged to follow along as their tutor is reading the book.
- **Whole-school approach:** The literacy policy is implemented across the entire school. All teachers are responsible for teaching literacy skills, and the school provides professional development opportunities to help teachers improve their literacy instruction.

Laurel Park School is dedicated to providing informed and evidence responsive instruction of literacy skills. Our Literacy Policy has been inspired by the EEF research and is structured around the following strategies:

1. Prioritise 'disciplinary literacy' across the curriculum

- Conduct subject literacy audits to identify the literacy requirements needed in each curriculum area. This will help to ensure that all students are given the opportunity to develop their literacy skills in a way that is relevant to their academic interests.
- Subject areas should create a literacy plan that outlines how they will meet the literacy requirements identified in the audit. This plan should include specific goals, strategies, and resources that will be used to support student learning.
- The school should also conduct an audit of staff and student attitudes towards literacy. This will help to identify any areas where further support is needed. The results of the audit should be used to inform the development of the literacy plan.
- Finally, the school should evaluate its current literacy provision on a regular basis. This will help to ensure that the literacy plan is meeting the needs of all students.

2. Provide targeted vocabulary instruction in every subject

- ❖ Create a one-page key vocabulary for each book in the TTRP

This is a great way to help students learn the vocabulary they need to understand the books they are reading. The key vocabulary list should include the following information for each word:

- The word itself

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- The definition of the word
- Examples of how the word is used in the book
- A picture or illustration of the word
- The key vocabulary list can be created by the teacher or by the students themselves. If the students create the list, they will be more likely to remember the words.

- ❖ *Train staff on etymology and morphology*

- Etymology is the study of the origin of words, and morphology is the study of the structure of words. Knowing about etymology and morphology can help teachers teach vocabulary more effectively. For example, if a teacher knows that the word "television" comes from the Greek words "tele" (far) and "viden" (to see), they can explain to students how the word came to mean "a device that allows people to see things that are far away."

- ❖ *Provide dictionaries in the classroom*

- Dictionaries are a valuable resource for students who are learning new vocabulary. They can be used to look up the meaning of words, to find examples of how words are used, and to learn about the etymology and morphology of words.

- ❖ *Explicit teaching of Tier 2 vocabulary, with vocabulary posters in classrooms*

- Tier 2 vocabulary is a set of words that are not commonly used in everyday speech, but that are important for academic success. These words are often used in textbooks and other academic materials.

- ❖ *Explicit teaching of Tier 2 vocabulary can help students learn these words and use them in their own writing and speaking. This type of teaching can include the following activities:*

- Introducing the word and its meaning
- Providing examples of how the word is used
- Having students use the word in their own writing and speaking
- Posting vocabulary posters in the classroom

3. Develop students' ability to read complex academic texts

- **Provide** staff with professional development opportunities on reading instruction.
- **Create** a literacy resource centre for staff to access materials and resources on reading instruction.
- **Encourage** staff to collaborate with each other and share ideas on reading instruction.
- **Provide** opportunities for staff to observe each other teaching reading.
- **Provide** feedback to staff on their reading instruction.

4. Break down complex writing tasks

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- **Subjects to create writing frames for extended writing tasks:** Writing frames are a scaffold that can help students to organise their thoughts and write more effectively. Each subject should create writing frames that are specific to the genre and content of that subject.
- **Sentence starters:** Sentence starters can help students to get started on their writing. They can also help students to use more sophisticated language.
- **Reminder of Tier 2 vocabulary:** Tier 2 vocabulary is a set of words that are not commonly used in everyday speech, but that are important for academic success. Teachers should remind students of Tier 2 vocabulary and provide opportunities for students to use this vocabulary in their writing.
- **Teacher modelling:** Teachers should model the writing process for students. This can be done by writing in front of the class, or by sharing student work with the class.

5. Combine writing instruction with reading in every subject

- **Actively teach spelling:** Spelling should be taught in a way that is meaningful and engaging for students. This can be done by using a variety of strategies, such as:
- **Direct instruction:** Teachers can provide direct instruction on spelling rules and patterns.
- **Word study:** Students can explore the meaning and structure of words through word study activities.
- **Spelling practice:** Students should have opportunities to practise spelling words in a variety of ways, such as through writing, games, and quizzes.
- **Pre-teach challenging spellings of key terms:** Teachers should pre-teach challenging spellings of key terms that students will encounter in their studies. This can be done by providing students with a list of the words and their definitions, or by using a variety of other strategies.
- **Subject areas to plan complementary reading and writing tasks:** Subject areas should plan complementary reading and writing tasks that provide students with opportunities to practise spelling in a meaningful context. For example, a science teacher might have students write a report about a plant, and then have them spell the names of the plant parts.

6. Provide opportunities for structured talk

- **Subject areas to actively plan for talking activities:** Subject areas should actively plan for talking activities in their lessons. These activities should be designed to help students develop their speaking and listening skills.
- **Staff provided with various models on structuring talk:** Staff should be provided with various models on structuring talk. These models can be used to help students develop their speaking and listening skills.
- **Subject areas choose which is best for their area:** Subject areas should choose the models that are best suited for their area of study.

Here are some examples of talking activities that can be used in the classroom:

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- **Class discussions:** Class discussions are a great way to get students talking and listening to each other. Discussions can be held on a variety of topics, such as current events, literature, or history.
- **Group work:** Group work is another great way to get students talking and listening to each other. Students can work together to complete a task, such as a project or a presentation.
- **Debates:** Debates are a great way to get students to think critically about a topic and to articulate their arguments. Students can debate a variety of topics, such as social issues, political issues, or scientific issues.
- **Presentations:** Presentations are a great way for students to share their knowledge and ideas with an audience. Students can present on a variety of topics, such as their research projects, their creative writing, or their personal experiences.

7. Provide high quality literacy interventions for struggling students

- Reading log intervention for weakest 30 in each year group based on CATS: The weakest 30 students in each year group will be identified based on their CATS scores. These students will be required to keep a reading log and to read for a specified amount of time each day.
- EAL Tutor Reading group: Students who are learning English as an additional language will be placed in a tutor reading group. This group will meet once a week to work on their reading skills.
- Monitor impact: The impact of these interventions will be monitored on a regular basis. This will be done by tracking student progress on reading assessments.
- New Pupil Premium focus: The Pupil Premium is a government funding stream that is allocated to schools to support students from low-income families. This funding will be used to support the reading interventions outlined in this policy.
- Year 6 Feeder school intervention: Students in Year 6 who are going to attend a Laurel Park school will receive an intervention booklet to help them prepare for the transition. This intervention will focus on reading, writing, and numeracy.

8. Create Department Literacy Reps/Champions

- Each subject area has a designated member of staff responsible for literacy: Each subject area will have a designated member of staff who will be responsible for literacy. This person will be responsible for supporting their department in delivering key literacy initiatives, creating subject specific literacy resources, and identifying the literacy needs in that subject.
- *To support their department in delivering key literacy initiatives: The subject area literacy lead will work with their department to identify key literacy initiatives that will be implemented in their subject area. These initiatives could include:*
 - Providing professional development on literacy instruction
 - Creating literacy resources
 - Observing literacy instruction
 - Providing feedback on literacy instruction

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- *To create subject specific literacy resources: The subject area literacy lead will create subject specific literacy resources that will be used by their department. These resources could include:*
 - Reading lists
 - Writing prompts
 - Grammar and punctuation guides
 - Vocabulary lists
- *To identify the literacy needs in that subject: The subject area literacy lead will identify the literacy needs in their subject area. This will be done by:*
 - Collecting data on student literacy skills
 - Consulting with teachers
 - Observing student learning

9. Structure Library lessons to maximise impact

- Introduce new lesson plans for the library after seeing best practice in other schools: The library will regularly review best practices in other schools and implement new lesson plans based on what they learn. These lesson plans will be designed to help students develop their literacy skills in a variety of ways.
- Make English staff more accountable in following Library lesson expectations: The library will work with English staff to ensure that they are following the library's lesson expectations. This will be done by providing professional development, monitoring lesson plans, and providing feedback.
- Track meaningful conversations with target students and log on tracker to show student progress: The library will track meaningful conversations with target students and log them on a tracker to show student progress. This will be done by recording the date, time, topic, and student involved in each conversation.
- Increase parental engagement with students' reading: The library will work with parents to increase their engagement with their children's reading. This will be done by providing resources, hosting events, and sending home information about the library's programs.

10. Increase profile of Literacy as a whole school driver/priority

- Introduce Word of the Week: Each week, a new word will be chosen as the Word of the Week. This word will be linked to a character trait.
- **Whole school community encouraged to take part:** All members of the school community will be encouraged to participate in the Word of the Week. This includes students, staff, and parents.
- **Word of the Week linked to Character:** The Word of the Week will be linked to a character trait. This will help students to understand the importance of using the word positively.
- **Word of the Week displayed:** The Word of the Week will be displayed in prominent locations throughout the school. This will help to remind students of the word and its meaning.

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- **Word of the Week used in lessons:** The Word of the Week will be used in lessons across the curriculum. This will help students to see how the word can be used in different contexts.
- **Word of the Week activities:** There will be a variety of activities available for students to use to learn about the Word of the Week. These activities would include:
 - Word searches
 - Crossword puzzles
 - Writing activities
 - Speaking activities
- **Word of the Week prizes:** There will be prizes available for students who use the Word of the Week correctly. This will help to motivate students to learn the word.

3. Impact

- **All departments to prioritise and focus on Literacy:** This will ensure that literacy is a priority across the school and that all staff are working together to improve students' literacy skills.
- **Subject Literacy Plans made throughout the curriculum, to be monitored for implementation and impact:** This will ensure that there is a clear focus on literacy in all subjects and that the impact of these plans is being monitored.
- **For students to become more confident in using key vocabulary:** This will help students to improve their understanding of the texts they are reading and to communicate their ideas more effectively.
- **Staff and students have better understanding of key terms:** This will help students to better understand the texts they are reading and to communicate their ideas more effectively.
- **Increased focus on using key vocabulary:** This will help students to improve their understanding of the texts they are reading and to communicate their ideas more effectively.
- **Create subject experts in literacy:** This will ensure that there are staff in each department who are experts in literacy and who can support other staff in developing their literacy skills.
- **Students engage more from reading activities:** This will help students to develop a love of reading and to improve their reading comprehension skills.
- **Create a Literacy Pupil Team:** This will give students a voice in the development of the literacy policy and will help them to feel more engaged in their learning.
- **Students perform better in extended writing tasks:** This will help students to develop their writing skills and to communicate their ideas more effectively.
- **Writing and reading skills improve:** This will help students to succeed in all subjects and to achieve their full potential.
- **Students make significant progress:** This will show that the literacy policy is working and that students are making progress in their literacy skills.

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- **Subject Learning Walks to show improved focus on Literacy:** This will show that the literacy policy is being implemented and that there is a clear focus on literacy across the school.
- **Students make significant progress - lessons more structured and progress is made:** This shows that the literacy policy is working and that students are making progress in their literacy skills.
- **Quality Teaching:** This shows that the literacy policy is working and that students are making progress in their literacy skills.
- **All staff follow expectations and meaningful conversations allow those students to make significant progress:** This shows that the literacy policy is working and that students are making progress in their literacy skills.
- **Survey to demonstrate increased parental engagement linked to increased reading age:** This shows that the literacy policy is working and that parents are more engaged in their children's literacy learning.
- **Staff referring to WOW and students using it in their work:** This shows that the literacy policy is working and that students are using the Word of the Week in their work.
- **All staff more heavily focussed on Literacy, shown through marking in student work and increased vocabulary:** This shows that the literacy policy is working and that staff are more focused on literacy in their marking and in their teaching.

4. Reading Strategy

Intent

The intent of Laurel Park School's reading strategy is to ensure that all students can read at a level that will enable them to access the curriculum and to read for pleasure independently. Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.

Implementation

To achieve this intent, Laurel Park School will implement the following strategies:

- **Tutor Time Reading Programme:** Every day, during tutor time, teachers will read aloud to their students. This will help to develop students' listening comprehension skills and their love of reading.
- **Support for teachers:** Teachers will be supported in their implementation of the Tutor Time Reading Programme through professional development, coaching, and access to resources.
- **Impact:** The Tutor Time Reading Programme is expected to have a positive impact on students' behaviour and outcomes. Students who are read to regularly are more likely to be engaged in school, to have better attitudes towards reading, and to achieve higher levels of reading comprehension.

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Strand 1: Tailored interventions for pupils who are reading below age related expectations

For pupils who are reading below age related expectations, Laurel Park School will provide tailored interventions. These interventions will be based on the individual needs of each student and may include:

- One-on-one tutoring
- Small group instruction
- Use of technology
- Parental involvement

Strand 2: Form time reading programme to develop inference and fluency for pupils reading at/above age related expectations

For pupils reading at/above age related expectations, Laurel Park School will implement a tutor time reading programme. This programme will focus on developing students' inference and fluency skills. Inference skills are the ability to understand what is implied in a text, while fluency skills are the ability to read smoothly and accurately.

Strand 3: Developing reading for pleasure and the reading of subject specific words and the academic word list

Laurel Park School will also focus on developing students' reading for pleasure. This will be done through a variety of activities, such as:

- Book clubs
- TTRP
- Word of the Week (WOW)

In addition, Laurel Park School will focus on helping students to read subject specific words and the academic word list. This will be done through a variety of activities, such as:

- Vocabulary instruction
- Word of the Week
- Retrieval Practice Activities

Impact

Students who are read to regularly are more likely to be engaged in school, to have better attitudes towards reading, and to achieve higher levels of reading comprehension.

Specifically, the following are some of the expected impacts of the reading strategy:

- **Increased engagement in school:** Students who are read to regularly are more likely to be engaged in school. This is because they are exposed to a wider range of vocabulary

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and concepts, which can help them to better understand the material that they are learning in their classes.

- **Improved attitudes towards reading:** Students who are read to regularly are more likely to have positive attitudes towards reading. This is because they associate reading with positive experiences, such as being cuddled up with a parent or listening to a story in class.
- **Increased reading comprehension:** Students who are read to regularly are more likely to achieve higher levels of reading comprehension. This is because they are exposed to a wider range of vocabulary and concepts, which can help them to better understand the material that they are reading.
- **In addition to these specific impacts, the reading strategy is also expected to have a positive impact on students' overall well-being.** Reading can help students to develop their imaginations, to learn about different cultures, and to understand the world around them. It can also help students to relax and to de-stress.

Overall, the reading strategy is a valuable tool that can help students to develop their literacy skills and to improve their overall well-being

List of books for each year

Year 7

Book Title	Author	Genre	Booktalk
The Middler	Kirsty Applebaum	Dystopia / War / Action / Adventure	Thrilling story set in a world in which every eldest child is sent off to fight in something known as The Quiet War. On the boundary lie the Wanderers, those that Maggie's townsfolk are told never to speak to. One day, Maggie breaks the rules and her world is never the same. Loved this MG dystopia story!
The Serpent's Secret	Syantani DasGupta	Fantasy / Fiction / Folklore / India / demons / magic / bame	On her 12th birthday, Kiranmala finds herself thrust into an inter-dimensional battle for good and evil in order to save her foster parents. This novel contains a lot of humour and witty dialogue. Tons of action and a lot of great chracters. For fans of Percy Jackson!
Boy, Everywhere	AM Dassu	Real Life / Syria / Refugees	Harrowing account of Sami and his family as they flee war torn Syria, perfect read for empath for ages 11+

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Focused	Alyson Gerber	Real Life / ADHD / High School	Amazing story about a girl named Clea who loves chess but can't seem to keep herself on track with school or friends because she has ADHD. Great novel for anyone who has recently been diagnosed or knows someone who has ADHD. Highly recommended for ages 11 and up!
A Wrinkle in Time	Madeleine L'engle	Fantasy / Adventure / Classic	Meg's father had been experimenting with the fifth dimension of time travel when he mysteriously disappeared. Now the time has come for Meg, her friend Calvin, and Charles Wallace to rescue him. But can they outwit the forces of evil they will encounter on their heart-stopping journey through space?

Year 8

Book Title	Author	Genre	Booktalk
Ade's Amazing Ade-Ventures: Battle of the Cyborg Cat	Ade Adepitan	Real Life / Disability / Polio / Football / Bullying / BAME	When Ade comes to the UK in the 1980s, he experiences racism and hatred that he didn't expect. Not only that, Ade wears a caliper on his leg to help him walk. After meeting some friends on his street, Ade's life begins to improve, but can he prove to himself and others that he's able to withstand bullying and a new school? Great read about overcoming fears for all ages.
Children of Blood and Bone	Tomi Adeyemi	Fantasy / Magic / LGBTQ / Abuse / BAME	A teen named Zélie witnesses her mother's murder at hand of a brutal king. Labelled a "maggot" for having magical abilities, Zélie and others like her are treated subhuman by the king and his guards. With some unlikely allies, Zélie starts an uprising to face the king and his evil underlings once and for all. Great read for ages 12+
The Good Hawk	Joseph Elliott	Fantasy / Scotland / Vikings / mythology / disability / asd	Epic story about a girl named Agatha who lives in a Scottish clan and has a disability that others in her group look down on. When tragedy strikes her land, she and friends must embark on a quest where the odds are stacked to the sky. I loved this story and strongly recommend it to ages 12+

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Ivy Aberdeen's Letter to the World	Ashley Herring-Blake	Real Life / Tornadoes / LGBTQ /	When Ivy's house is destroyed in a tornado, she not only loses her home, she loses her most prized possession: her art notebook containing her deepest secrets. When pages from her notebook began to mysteriously turn up, Ivy must work out who has it and what they are going to do with the secrets hidden in it!
Ghost (Track #1)	Jason Reynolds	Real Life / Sport	Ghost has always been picked on for growing up on the wrong side of the tracks. When he inadvertently catches the eye of a track and field coach, his life begins to change, but will his old habits prevent him from succeeding?

Year 9

Book Title	Author	Genre	Booktalk
The Crossover (The Crossover #1)	Kwame Alexander	Real Life / Sports / Basketball / Poetry / BAME	Josh and Jordan are 12 year old twins who are amazing on the basketball court. They learn some tough lessons about sports and life in this novel, great read for anyone who loves basketball and stories about friendship!
The Leaving	Tara Altebrando	Mystery / Real Life / Thriller	Six children go missing without a trace. Eleven years later, five of them return. What happened to the sixth is a mystery that will keep you guessing until the end! Recommended for Years 9 and up.
Out of the Blue	Sophie Cameron	Magical Realism / Angels / LGBTQ	Angels start falling from the sky, dying upon impact. Jaya, grieving over the recent death of her mother, travels to Edinburgh with her father on a quest to discover more about the angels. When one falls at her feet, and lives, Jaya must recruit some unlikely friends to hide the angel and keep it safe. Recommended for Year 9 and up.

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Moonrise	Sarah Crossan	Real Life / Poetry / Death in the family / death penalty	A heartbreaking story told in short poems about a teen who travels to help his brother who is awaiting the death penalty. One of my favourite reads of 2017, very sad tale about forgiveness and redemption. Recommended for Years 9 and up.
Ghost Boys	Jewell Parker Rhodes	Real Life / History / Emmett Till / Police Brutality / Black Lives Matter	When 12 year old Jerome is shot and killed by police for having a toy gun, his ghost watches helplessly as his family struggles to piece their lives back together. At the same time, he's visited by the ghost of Emmett Till, who helps him navigate the world he now inhabits. Jerome also can be seen by one living person: The daughter of the policeman who shot him. Not to be missed!

Year 10

Book Title	Author	Genre	Booktalk
Internment	Samira Ahmed	Dystopia / Islamophobia / BAME / YA /	Terrifying near future dystopia that focuses on Layla, a Muslim American who is thrown into an internment camp for Muslims. Once inside, she begins hatching a rebellion with other teens. Perfect read for ages 14 and up.
Worry Angels	Sita Brahmachari	Divorce, Anxiety / Refugees / Art / Real Life / BAME	Amy-May has anxiety after her parent's divorce and can't face going to school. Her mother enrolls her in an art therapy class that prepares students for entering school. It's there that she meets Rima, a refugee who has a heartbreaking life story. Together they try to put the pieces of their lives back together.
Wranglestone	Darren Charlton	Zombies / Horror / LGBTQ	Sharp zombie horror about a small group of people living on a U.S. nature reserve to escape the zombie apocalypse. When the lake they're on freezes, the dead can walk across. When Peter and his crush Cooper discover a dark secret, it changes their lives forever, great read for ages 12+.

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Darius the Great is Not Okay	Adib Khorram	Real Life / LGBTQ / Iran / Depression / Anxiety / BAME	Beautiful story about a teen named Darius who suffers from depression. As he travels to Iran with his family to meet his grandparents for the first time, he meets a boy that makes him think that maybe he's not alone after all. Great story, honest, funny and touching. Recommended for ages 14+.
A Good Kind of Trouble	Lisa Moore Ramee	Real Life / Bullying / protest / BAME / Black Lives Matter	Powerful story about 12 year old Shay who normally avoids trouble but gets caught up in a protest after her activist sister introduces her to the world outside the walls of her home. It's wonderfully told and full of great lessons. Strong characters, not one to miss.

Year 11

Book Title	Author	Genre	Booktalk
The Poet X	Elizabeth Acevedo	Poetry / High School / Relationships / Strict Parents / BAME	Teenager Xiomara must content with her strictly religious mother while trying to discover who she really is. When she falls in love with a boy and slam poetry, her relationship with her traditional family is stressed to the limits. Perfect for ages 15 and up!
What If It's Us?	Becky Albertalli & Adam Silvera	New York / LGBTQ+ / Romance / Relationships / Breakups	A funny, sweet story about a chance meeting and a sad breakup. Lots of laugh out loud moments & pages of dissecting complicated relationships but in a very thoughtful and engaging way. Great read for ages 15+
Ink (Skin Books #1)	Alice Broadway	Fantasy	Imagine if every action you made was tattooed on your skin forever. This is the world of Ink. When Leora's father dies, she wants to remove his tattoos and make a Skin Book to remember him by. What she discovers about her father will send her on a dangerous journey. Recommended for Years 9 and up.
The Miseducation of Cameron Post	Emily M. Danforth	Real Life / LGBTQ / Death in the Family	Powerful novel about a girl sent to a Christian camp to have her homosexuality "fixed." Amazing story that will stay with you long after you read it. Should be required reading for anyone who endured small town life. Get it into the hands of your teens ages 15 and up asap.

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City of Saints & Thieves	Natalie C. Anderson	Real Life / Mystery / Action / Thriller	Tina's mother is a maid working in the city of Sangui. When she's murdered, Tina has to team up with a misfit group of hackers, con artists and thieves in order to uncover the truth. Recommended for Years 9 and up
The Boxer	Nikesh Shukla	Boxing / Racism / UKYA / Real Life / LGBTQ / BAME	Fast paced story about a teen named Sunny who joins a boxing gym after a racist attack. Tensions in the city mount, culminating in a boxing match between Sunny and his former friend Keir. Loads of discussion can be found around this amazing story, highly recommended for ages 14+.
On the Come Up	Angie Thomas	Real life / hip hop / gangs	A powerful story about a teen named Bri determined to become a hip hop star, but at what cost? Gangs, danger, drugs, everything comes to a head in this fast paced story about family and what really matters. Ages 15+