



St Mewan Book Progression



At Mewan we believe books can change the world and that learning is deeper and more memorable when it is part of a narrative or 'story' (Quigley 2020). Following the work of world-renowned educator and reading expert Doug Lemov, we try to ensure that in every year from Reception to Year 6 children experience the five types of texts Lemov has shown they require to successfully navigate reading with confidence. These are: archaic texts, non-linear time sequence texts, narratively complex texts, symbolic texts and resistant texts (see descriptions attached). Prior to this, in our nursery provision, recommended texts provide the necessary skills to develop sound phonological awareness and early reading skills in preparation for learning to read in Reception.

Our book progression is based on our cores beliefs and educational research:

- We believe in sharing texts which expose children to **different life experiences, locations, cultures, people and times** in order to enrich **cultural capital**.
- We believe texts should offer opportunities to understand **people like and unlike them** and to enable them to **explore their own identity, beliefs and place in the world**.
- We believe the sharing of texts with a class is a **collective experience**, which should be **enjoyable** and in which the teacher should be passionate about the story and invested in it.
- We believe texts should reflect the **past and the literacy heritage of Great Britain and beyond** but that it should also be responsive to **current events**.
- Most importantly, we believe every child who is educated at St Mewan should leave us with a **comparable experience and love of literate**.

Therefore, we have developed a book progression of recommended reads for each year group. These reads have been chosen in consultation with staff, with Pie Corbett's Reading Spine and Doug Lemov's 5 Plagues of Reading as well as an awareness of recent book releases and current affairs. However, we are aware that different teachers and different times make texts more or less relevant. Staff therefore have the flexibility to substitute texts on this recommended list providing the substitution is of the same text type (i.e. narrative or poem), the same 'plague of reading' type and of a comparative complexity (this should be checked with the Boo Trust, Books for Topics, Lovereading4kids or the Accelerated Reader Book Finder www.arbookfind.co.uk . All substitutions should be cleared with the English lead. We encourage staff to substitute texts which match their or their class's passion, current affairs, curriculum focus or recent high-quality releases. Staff may wish to use www.booksfortopics.com annually updated year group lists, Doug Lemov's Plagues of Reading or Pie Corbett's Reading Spine to find substitutions (see resources). Each cohort has a book tracking grid to enable us to identify gaps in their reading education. In addition to the below recommendations, staff should try to incorporate a Cornish tale or story from our local heritage annually and track this.

Plagues of Reading types:

Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.

Non-Linear Time Sequences

In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.

Narratively Complex

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's *As I Lay Dying*. Others have non-human narrators such as the horse that tells the story in *Black Beauty*. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

Symbolic Text

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience. In most scenarios these are also narratively complex texts.

Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Key:

Pie Corbett Reading Spine

5 Plagues of Reading

5 Plagues and Pie Corbett

WCR= Whole Class Reading

EU = English Unit

R4P = Reading for pleasure

All recommendations based on Pie Corbett's Reading Spine, The 5 Plagues of Reading and the work of Doug Lemov in 'Reading Reconsidered'

Books	Age recommendation	Year group	Plague of reading format	Pages	Text use
Where's Spot	2+	N			
Dear Zoo	3+	N			
You Choose books	3+	N			
We're going on a bear hunt	2+	N			
Brown Bear, Brown Bear, what do you see?	2+	N			
Jasper's Beanstalk	3+	N			
The Very Hungry Caterpillar	3+	N			
Hairy Maclary from Donaldson's Dairy	3+	N, PI			
Each Peach Pear Plum	3 +	N			
Hug	2+	N			
The Train Ride	3+	N			
Come on, Daisy	3+	N			
Sheep in a Jeep	3+	N			
My Cat Likes to Hide In Boxes	3+	N			
Fox in Socks	3+	N			
All Dr Zeus books	3+	N			
The Cat in the Hat	3+	N	Archaic	64	
The Three Little Kittens (poem)	3+	N	Archaic	NA	
Traditional Nursery Rhymes (see list)	0+	N	Archaic	NA	
Mrs Armitage on Wheels by Quentin Blake	3+	R			
Rosie's Walk	3+	R			
On the Way Home by Jill Murphy	5+	R			
Shhh! By Sally Grindley	3+	R			
Mr Grumpy's Outing by John Burningham	4+	R			
Whatever Next	3+	R			
Handa's Surprise	3+	R			
The Gruffalo	3+	R			
The Gruffalo's Child	3+	R			

Farmer Duck	3+	R			
Six Dinner Sid	3+	R			
Goodnight Moon	2+	R	Archaic	32	
The Ugly Duckling (Hans Christian Anderson)		R	Archaic	44	
The Owl and the Pussycat by Edward Lear		R	Archaic	24	
The Tales of Peter Rabbit (23 book series)		R	Archaic	69	
Granpa by John Burmingham		R	Non-linear	32	
Chester be Melanie Watt		R	Complex narrator	32	
Owl Babies	3+	R	Complex plot	32	
The colour monster		R	Resistant texts	48	
Peace at Last	3+	1			
Can't You Sleep Little Bear?	3+	1			
The Elephant and the Bad Baby	5+	1			
Avocado Baby	5+	1			
Knuffle bunny	5+	1			
Beegu	3+	1			
Dogger	5+	1			
Cops and Robbers (and other Ahlberg tales)	3+	1			
Elmer	3+	1			
The More it Snows (poem)		1	Archaic	NA	
Traditional Stories (Sleeping Beauty, Rumpelstiltskin, Rapunzel, Puss in-boots, The princess and the Pea, Pinocchio, The Pied Piper, Jack and the Beanstalk).		1	Archaic	NA	
When the Rain Comes by Tom Pow		1	Non-linear	48	
The Very Smart Pea and the Princess to be		1	Complex narrator	32	
Where the Wild Things Are	3+	1	Complex plot	48	
The Tiger Who Came To Tea	3+	1	Complex plot	32	
Lost and Found	3+	1	Resistant texts	32	
Traction Man is here	5+	2			
Meerkat Mail	5+	2			

Amazing Grace	6+	2		
Pumpkin Soup	3+	2		
Who's afraid of the Big Bad Book	6+	2		
Dr Xargle's Book of Earthlets	4+	2		
Not Now Bernard	4+	2	Resistant text	32
Tuesday	5+	2		
The Flower (John Light & Lisa Evans)	5+	2		
Gorilla (Anthony Browne)	6+	2		
Emily Brown and the Thing	6+	2		
Frog and Toad Together	4+	2		
The Owl Who Was Afraid Of The Dark	3+	2		
The Giraffe, the Pelly and Me	5+	2		
Fantastic Mr Fox	6+	2		
The Hodgeheg	6+	2		
Flat Stanley	4+	2		
Willa and Old Miss Annie	5+	2		
Aesops Fables (The Hare and the Tortoise, The Boy who cried wolf, The Monkey as king)		2	Archaic	NA
Who Has Seen The Wind (poem)		2	Archaic	NA
The Stinky Cheese Man and Other fairly stupid tales		2	Non-linear	56
The True Story of the Three Little Pigs		2	Complex narrator	32
The Wolf Story: What Really Happened to Little Red Riding Hood		2	Complex narrator	32
The Three Little Wolves and the Big Bad Pig		2	Complex narrator	32
Grandad's island		2	Complex plot	32
Cat Tales: Ice Cat	7+	3		
The Sheep-Pig	6+	3		
The Lion, the Witch and the Wardrobe	9+	4	Archaic	
Hansel and Gretel (Anthony Browne – Walker Books)	7+	3		
The Day the Crayons Quit	5+	3		

John Brown, Rose and the Midnight cat (picture book)	5+	3		
Five children and it		3	Archaic	272
The Butterfly Lion		3	Non-linear	128
The World According to Humphrey		3	Complex Narrator	160
The Tunnel (Anthony Browne)		3	Complex plot	32
Something told the wild geese (poem)		3	Resistant texts	NA
Bill's New Frock	7+	4		
Charlotte's Webb	87	4	Archaic	272
Voices in the Park (picture book)	5+	4	Non-linear	32
The Railway Children		4	Archaic	230
Farm boy		4	Non-linear	112
The Witches		4	Complex narrator	224
Revolting Rhymes (poems)		4	Complex plot	80
Topsy Turvy World (poem)		4	Resistant Texts	NA
Tom's Midnight Garden	9+	5	Archaic text	240
The Highway Man (poem)		5	Archaic text	32
1000 Year Old Boy		5	Non-linear	400
Wonder		5	Complex narrator	400
Who let the God's out		5	Complex plot	365
The Jabberwocky		5	Resistant texts	NA
Street Child	9+	5		
FArTHER	7+	6		
The Arrival (picture book)	8+	6		
The Secret Garden		6	Archaic text	224
If (poem)		6	Archaic text	NA
A Long Walk to Water		6	Non-linear	121
A Series of Unfortunate Events		6	Complex narrator	192
A Monster Calls		6	Complex plot & resistant text	240
Why the Whales came		6		

BAME TEXTS: In addition to those already in use above and in Guided Reading extracts

*THESE CAN BE USED TO SUBSTITUE OTHER TEXTS

<u>Nursery</u>	Baby Ruby Bawled My Hair
<u>Reception</u>	Sulwe Daddy do my Hair King of the classroom
<u>Year 1</u>	Amazing Grace Look up Grandad Mandela
<u>Year 2</u>	Little Leaders – Bold Women in Black History Little Leaders – Exceptional Men in Black History Little People Big Lives – Maya Angelou, Martin Luther King, Rosa
<u>Year 3</u>	Planet Omar
<u>Year 4</u>	The long walk to freedom
<u>Year 5</u>	Boy at the Back of the Class
<u>Year 6</u>	Welcome to nowhere I am Malala (extract then free choice) Running on the roof of the world (extract then free choice)

Additional recommended reads by year:

Traditional tales – The Little Red Hen, Goldilocks, The Gingerbread Man, Little Red Riding Hood	N, R, KS1	N, R, KS1	
My village – rhymes from around the world	2+	N	
A big cuddle (poems for very young children)	2+	N, R, KS1	
The very busy spider	3+		
5 Minutes Peace	3+		
Dr Zeus – Oh the Places you'll go	3+	N, PI	
Dr Zeus – Fox in Socks	3+	N, PI	
Dr Zeus – One fish, two fish	3+	N, PI	
Dr Zeus – Green eggs and Ham	3+	N, PI	
Funny Bones	3+	N, PI	
Burglar Bill	3+		
Giraffes can't dance	3+		
How to catch a star	3+		
Landy and Fender	3+		
Mog	3+		
Monkey puzzle	3+		
My cat likes to hide in boxes	3+	N, PI	
Silly Suzy Goose	3+		
Stickman	3+		
The Highway rat	3+		
The Jolly Christmas postman	3+		
The Jolly Postman	3+		
The Lighthouse keeper's lunch	3+		
The Queen's handbag	3+		
The Rhyming Rabbit	3+	N, PI	
The Scarecrows	3+		
The bad-tempered ladybird	3+		

Room on the broom	3+	N, PI	
Ten little finger, ten little toes	3+		
Stone Age Boy	4 +	Y3	
Little People, Big Dreams	4+	Y2	
The Paperbag princess	4+	Y1	
Winnie the Pooh	5+		
Soggy	5+		
The Enchanted Wood	5+		
The Twits	5+		
Mister Magnolia	5+		
Poems to perform (Julia Donaldson collection)	5+	KS1	
Ocean Sky	5+		
The Magic finger	6+		
Esio Trot	6+		
George's Marvellous Medicine	6+		
Paddington	6+		
Watt's – The Great Events Book Collection by Gillian Clements	6+	Y2	
The day I fell down the toilet (poems)	7+		
Charlie and the Chocolate Factory	7+		
Danny Champion of the world	7+		
Just so stories	7+		
Mrs Pepperpot	7+		
Stig of the dump	7+		
The BFG	7+		
The Borrowers	7+		
The boy at the back of the class	7+	Y5	
The Faraway tree	7+		
The Invisible Boy	7+		
Treasure Island	7+		

Harry Potter	7+		
The Queen's nose	7+		
The Story of the London Underground	7+		
Unseen world's	7+		
War Game	7+		
You tell me (poetry)	7+		
Please Mrs Butler	7+		
Heard it on the playground	7+		
Dancing Bear	7+		
You are awesome	7+		
Women in Science	7+		
The Wind in the Willows	7+		
Swallows and Amazons	7+		
Little Women	7+		
Heidi	7+		
A song for Will (Heligan)	7+		
Planetarium (Welcome to the museum)	7+	Y5	
The Story of Life (Welcome to the museum)	7+	Y6	
Matilda	7+		
Swallows and Amazons	7+		
Other words from home	8+		
Black beauty	8+		
The Turbulent term of Tyke Tyler	9+		
Alice in Wonderland	9+		
Carrie's war	9+		
Famous 5	9+		
Going solo	9+		
Goodnight Mr Tom	9+	Y6	
Jungle Book	9+	Y6	

Letters to the Lighthouse	9+	Y6	
Malory Towers	9+		
Private Peaceful	9+		
Welcome to nowhere	9+		
Orphans of the tide	9+		
Bright Sea	9+		
Tilly and the Book wanderers (Y5)	9+		
Percy Jackson and the lightning thief	9+	Y5	
The Little Prince	9+		
Hidden Planet by Ben Rothery	9+		
Earth Heroes	9+		
Invisible in a bright light	9+		
The Somerset Tsunami	9+		
War Horse	9+		
Northern Lights	9+		
Anne of Green Gables	9+		
I am Malala	10+	Y6	
Boy	11 +	Y6	
Maze Runner	11 +	Y6	
First News	KS2		
Cornish Tales – Lutey & the Mermaid, the Mousehole Cat, the Mud Maid, St Piran, Bolster the Giant, the Mermaid of Zennor.	Whole school		

Books for Phonological Awareness: Nursery and Reception:

Phonemic awareness encompasses the following concepts. These concepts should be the focus of your instruction.

1. Rhyming

This is one of the first concepts of phonemic awareness that students easily learn. Rhyming is the ability to hear two words that end the same way. Listening to and saying nursery rhymes or repetitive rhyming refrains helps students hear rhyme. At later stages, they are able to produce the rhyming word.

- Hairy Maclary
- Sheep in a jeep
- My Cat likes to hide in boxes
- Each, Peach, Pear, Plum
- Cat in the Hat
- We're going on a bear hunt
- Fox in Socks

2. Matching Sounds

Students are able to listen for words that start with the same beginning sound. This is called alliteration. Bee and buzz start the same way but monkey and bat do not.

- Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters by Lilian Obligado
- Miss Spider's ABC by David Kirk
- Alligators All Around: An Alphabet by Maurice Sendak
- Dr. Seuss's ABC by Dr. Seuss
- Sheep on a Ship by Nancy Shaw

3. Segmenting Sounds in Words

This occurs when students are to separate the sounds they hear by phonemes (mom into /m/o/m/), syllables (robin into rob-in), or onsets and rimes (like into /l/ike/). Children who are able to segment sounds can begin to learn to write the letters for the sounds they hear.

- Sounds of a Powwow by Bill Martin, Jr.
- The Listening Walk by Paul Showers

4. Blending Sounds to Make Words

Blending requires that students put speech sounds together to make a word. An example of this is blending the phonemes /d/a/d to make dad or blending the onset and rime /h/op/ to make hop.

- Annabel by Joy Cowley
- Jolly Olly by I. Plater
- The Baby Uggs Are Hatching by Jack Prelutsky
- Fox in Socks by Dr. Seuss
- Silly Sally by Audrey Wood

5. Substituting Phonemes

Students are able to change one phoneme to another to make a new word. For example, the p in pig can be changed to a w to make the new word wig.

- The Happy Hippopotami by Bill Martin, Jr.
- Listen to the Rain by Bill Martin, Jr. and John Archambault
- Cock-a-Doodle-Moo by Bernard Most
- There's a Wocket in My Pocket by Dr. Seuss
- The Hungry Thing by Ann G. Seidler and Jan Slepian