

**Notes Regarding Reading and Writing Progression Documents**

***Rationale***

The Reading and Writing Progression documents for the Jubilee with Pebblebed Federation were produced in 2020 following the introduction of the new topic cycles linked to Cornerstones/ Curriculum Maestro and then updated in 2023 following the revision of the Curriculum Maestro curriculum, in order to give teachers guidance and instruction regarding the texts they should be using in the classroom.

**The Process**

* We began by considering the texts that we want children to encounter during their time at Primary school. Many of these are linked to our wider Curriculum Intent and Vision Statement, so encourage the children to develop awareness of the wider world as well as the local community and their role within it. The intent is to develop the children’s curiosity about the world as well as their enjoyment of reading and to encourage children to see reading as an important route to developing their knowledge about the world around them. *This list of texts was updated in 2023 to be more diverse and inclusive and reflect a wider range of authors and texts including older, more traditional books and more recent releases, as well as greater representation of black and minority ethnic authors. This will need to be regularly revisited.*
* We consulted a range of other people’s reading spines when developing ideas for our own, including that of Pie Corbett. We also considered the 5 text types recommended by Doug Lemov in ‘Reading Rediscovered’, namely: *archaic language, non-linear timelines, narrative complexity, figurative/ symbolic texts* and *resistant texts.*
* We then turned our attention to the genres recommended in the Cornerstones curriculum and the resources available there and the plans available on the No Nonsense Literacy site, as well as texts that have been previously used successfully in our multi-age classrooms. In keeping with our Literacy intent, it was important to ensure that each of our writing sequences give some opportunity for links to be made with teaching topics. We are confident that in any given term, a class should be able to cover a minimum of 3 teaching sequences. Therefore, we have written a plan that prescribes 3 sequences, ensuring coverage of the range of non-fiction genres (see Genres Overview). Whilst the plan ensures that teachers are provided with ideas and suggestions for additional sequences, these are left to the teacher’s discretion to enable them to incorporate texts they particularly wish to teach, ones that are particularly pertinent to current circumstances (eg. beginning with ‘The Book of Hopes’ in Autumn 2020) and ones that enable them to address any areas of particular need or interests within the class.
* Recommended teaching texts needed to span several year groups. Therefore, we have, in some sequences, made recommendations to support challenging and extending more able children or supporting less able children with alternative texts.
* We used the texts themselves and the Bookwrites teaching sequences produced by the Devon Education Services’ English team to identify key objectives from the National Curriculum that would be supported in each teaching sequence and then referred back to the National Curriculum to ensure that key knowledge and skills could be introduced, practised and consolidated across the course of an academic year. Throughout each academic year, there needed to be opportunities for progression in these objectives as well as across the whole key stage. In each term there is at least one Fiction and one Non-fiction text and in each academic year, there is at least one poetry focus. Wider opportunities were considered also – for example, while there are no specifically designated text for teaching play scripts, the children regularly perform plays each summer term and participate in a play in the Autumn term, which provides lots of additional opportunities for them to become familiar with the features of this genre.
* We then selected suitable texts for reading to the class in each topic, linked to a termly author focus, with recommendations provided for additional books that would support the topic, whether for class, group or individual reading. These were checked to ensure diversity of authors, genres, text types and styles, including some older more traditional texts as well as newer ones. Some links were made to key poems or anthologies that we feel children ought to encounter and in each term key authors were highlighted. It is intended that these authors be recommended to children for independent reading as well as, where appropriate, promoted through class-based discussions, extracts and use in lessons.
* Lists of additional texts to support topics have been compiled to support teachers in locating high quality texts that might further inspire and develop children’s understanding of topics and the expansion of their knowledge and vocabulary.
* Initially, texts from Literacy Shed + supported by VIPERS questions, were chosen for each Key Stage 2 topic and year group. To support teachers in ensuring that they are able to assess the breadth of objectives on the Bug Club reading progression sheets, a key objective/ assessment criteria was identified for each lesson, in an attempt to match these assessment criteria to a suitable text for exploring each of these. While these reading texts are set out in a logical order, it is up to teacher’s discretion to reorder the texts across the term or spend a longer time on a particular text if their assessment for learning indicates that this is required. In each year, it is intended that children will complete at least 2 book study units as well as reading one-off texts, to encourage children to read and discuss whole books. These were carefully selected either from the reading spine, to support understanding of the topic or to develop breadth, complexity and stamina with teacher support.
* Following discussion with Key Stage 1 teachers, more latterly texts have also been identified from Literacy Shed Plus for Year 2 children. This is intended to provide a transition between children’s reading from fully decodable texts in Year 1, while following the Phonics programme and beginning to use VIPERS to support comprehension. However, the point at which groups of children move from the fully decodable texts of Bug Club to use the Literacy Shed Plus texts for Guided Reading, will depend on their ability to apply their phonic knowledge to read with a reasonable degree of fluency and will be at the teacher’s discretion.
* Finally, we completed the Reading progression document to ensure coverage of the various texts on the Reading Spine. Texts that are not specifically included elsewhere – either as a base for a writing sequence, as a text for reading aloud to the class or as a Guided Reading focus – were listed in the recommended texts for children to read individually or have read to them. It is intended that lists of these texts be produced and distributed to parents, along with the reading leaflets that explain our approach to reading in the Jubilee Hub.
* Going forward, it will be important to complete an audit of the schools to ensure that teachers have access to core texts, either in school or through the Devon Library Service and to recommend the purchase of key texts.
* When redrafting and updating the documents in 2023, a big focus was on attempting to include a wider range of books by black and minority ethnic authors, as well as books that promote equality and diversity. This will need to continue to be a focus going forward.
* Below are lists that support understanding of some of the reasons for selecting particular core texts:

**Core/ additional texts for Writing Sequences**

**Books to be read to the class**

**Texts for Guided Reading**

**Recommended texts for independent or shared reading**

Promoting Growth Mindset/ Aspiration/ Mental Health

**The Tear Thief** by Carol Ann Duffy

**Nothing** by Mick Inkpen

**Have you filled a bucket today?** by Carol McLeod

**The Firework Maker’s Daughter** by Phillip Pullman

**There’s a Boy in the Girls’ Bathroom**  by Louis Sachar

**The Dot**  by Peter H. Reynolds

**Rosie Revere, Engineer/ Aaron Slater, Illustrator/ Sophia Valdez, Future Prez**  by Andrea Beatty

**The Most Magnificent Thing** by Ashley Spires

**The Big Bag of Worries**  by Virginia Ironside

**Have you Filled a Bucket Today**  by Carol McLeod

Christian Ethos/ morality / spirituality

**Fair’s Fair** by Leon Garfield

**Aesop’s Fables**  by Beverley Naidoo and Pet Groller

**One Well** by Rochelle Strauss and Rosemary Wells

**Are Humans Damaging the Atmosphere?** by Catherine Chambers

**The Lion and the Unicorn b**y Shirley Hughes

**Mimi and the Mountain Dragon** by Michael Morpurgo

**The smallest girl in the class** by Justin Roberts

**Thorfinn the Nicest Viking and the Awful Invasion** by David McPhail

**Rose Blanche**  by Ian McEwan and Roberto Innocenti

**You are Special** by Max Lucado

**The Smartest Giant in Town** byJulia Donaldson

**The Velveteen Rabbit** by Marjery Williams

**The Lion, the Witch and the Wardrobe** by C. S. Lewis

**Rainbow Fish** by Marcus Pfeffer

Books that promote diversity and equality

**Amelia Earhart** by Izabel Sanchez Vegara**/ Rosa Parks** by Lisbeth Kaiser (Little People, Big Dreams series, Frances Lincoln)

**The Colours of History – how colours shaped the world**

**Out of Wonder: poems celebrating poets** by Kwame Alexander, Chris Colderley and Marjory Wentworth

**The Firework Maker’s Daughter** by Phillip Pullman

**The smallest girl in the class** by Justin Roberts

**A Galaxy of Her Own: Amazing Stories of Women in Space**

Libby Jackson

**Rosie Revere, Engineer/ Aaron Slator, Illus trator/ Sophia Valdez, future prez**by Andrea Beatty

**Counting on Katherine** by Helaine Becker

**Hidden Figures: The True Story of Four Black Women and the Space Race**

Simon Bartram

Wider world

**Fatou, Fetch the Water** by Neil Griffiths

**Outdoor Wonderland** by Alice Lickens

**Everest** by Sangma Francis/ Lisk Fen

**Ask Dr K Fisher** by Claire Llewellyn and Kate Sheppard

**Cinderella of the Nile** by Beverley Naidoo

**Mimi and the Mountain Dragon** by Michael Morpurgo

**River of Stories: poems and tales from across the Commonwealth**

**When Fishes Flew** by Michael Morpurgo

**Wonderful Earth** by Mick Inkpen & Nick Butterworth

**The Abominables**  by Eva Ibbotsen

**King of the Cloud Forests** by Michael Morpurgo

**Into the Volcano** by Jess Butterworth

**The Phoenix Code** by Helen Moss

**Windrush Child** by Benjamin Zaphaniah

**Varjak Paw** – S. F. Said

**Nim’s Island**  by Wendy Orr

**Journey to the River Sea** by Eva Ibbotsen

Locality, community and environment

**My Secret War Diary** by Flossie Albright

**Where My Wellies take Me** by Michael and Clare Morpurgo

**Window** by Jeannie Baker

**One Well** by Rochelle Strauss and Rosemary Wells

**A River** by Marc Martin

**Are Humans Damaging the Atmosphere?** by Catherine Chambers

**The Pig in the Pond** by Martin Waddell

**Farmer Duck** by Martin Waddell

**The Three Little Pigs**

**The Mousehole Cat**  by Antonia Barber & Nicola Bayley

**The Sheep-pig** by Dick King-Smith

Archaic language

**Hansel and Gretel** by Neil Gaiman

**Snow White and Story Box** by from Classic Fairy Tales by Berlie Doherty and Jane Ray

**Aesop’s Fables** by Beverley Naidoo and Pet Groller

**Beowulf** by Kevin Crossley-Holland

**Winnie the Pooh** by A A Milne

**The Velveteen Rabbit**  by Marjery Williams

**Raven** by Edgar Allen Poe

**Daffodils**  by William Wordsworth

**The Listeners**  by Walter de la Mare

**From a Railway Carriage** by R. L. Stevenson

**The Owl and the Pussycat** by Edward Lear

**Charlotte’s Web**  by E B White

**The Railway Children** by E. Nesbitt

**The Lion, the Witch and the Wardrobe** by C. S. Lewis

Non-linear timelines

**Cloudbusting** by Malorie Blackman

**Holes** by Louis Sachar

**Cosmic** by Frank Cottrell-Boyce

**The Stinky Cheese-man and other Fairly Stupid Tales** by Jon Sciezka

**My Friend Walter** by Michael Morpurgo

**The Firework Maker’s Daughter**  by Phillip Pullman

**Clockwork**  by Phillip Pullman

**Cool** by Michael Morpurgo

**Farm Boy** by Michael Morpurgo

**I, Coriander** by Sally Gardner

Narrative complexity

**Voices in the Park** by Anthony Browne

**Holes** by Louis Sachar

**Short!** by Kevin Crossley Holland

**Owl Babies**  by Martin Waddell

**The True Story of the 3 Little Pigs** by John Scieszka

**Fantastic Mr Fox** by Roald Dahl

The **Stinky Cheese-man and other fairly stupid tales** by  Jon Scieszka

**The Scarecrow and His Servant** by Phillip Pullman

**Nim’s Island** by Wendy Orr

**Clockwork**  by Phillip Pullman

**I, Coriander** by Sally Gardner

**Cogheart** by Peter Bunzl

**Varjak Paw** by S.F.Said

Figurative/ symbolic texts

**Wanted: the Perfect Pet by** Fiona Robertson

**Where the Wild Things Are** by Maurice Sendak

**I am Cat** by Jackie Morris

**Paint me a poem** by Grace Nicholls

**The Tiger Who Came to Tea** by Judith Kerr

**Clockwork**  by Phillip Pullman

**Revolting Rhymes** by Roald Dahl

**The Tunnel** by Anthony Browne

**The Red Tree** by Shaun Tan

Resistant texts

**Cloudbusting** by Malorie Blackman

**The Mysteries of Harris Burdick** by Chris van Allsburg

**Lost and Found**  by Oliver Jeffers

**Mirror**  by Jeanne Baker

**On the Ning Nang Nong**  by Spike Milligan

**Jabberwocky** by Lewis Carroll