

Reading In The Writing Classroom

A Guide To Finding, Writing And Using Mentor Texts With Your Class



Felicity Ferguson & Ross Young

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The Writing For Pleasure Centre

The Writing For Pleasure Centre functions both as a think tank and as an action research community. The result is that we are continually engaged in sharing effective practices, case studies and research findings. The mission of The Writing For Pleasure Centre is to help all young people become passionate and successful writers. We look to accomplish this goal by investigating what world-class writing teaching might be. We do this through:



- Our school residencies and teacher training workshops.
- Curriculum development and creating resources.
- Conducting, disseminating and publishing research.
- Working with children, teachers, school leaders, teacher-educators and charities.

It's our hope that teachers regard The Writing For Pleasure Centre as a place where they can access a specialist network and continued professional development that is free.

If you're new to the idea of a *Writing For Pleasure* pedagogy, you can read all about it at: writing4pleasure.com

Ross Young & Felicity Ferguson are the founders of The Writing For Pleasure Centre and authors of *Writing For Pleasure: Theory, Research & Practice*, *The Science Of Teaching Primary Writing* and *Real-World Writers: A Handbook For Teaching Writing With 7-11 Year Olds* and *Writing*. They both hold MAs in applied linguistics in education. As passionate writer-teachers, they now work around the UK and abroad helping teachers and schools develop extraordinary young writers. They convene The United Kingdom Literacy Association's international Teaching Writing Special Interest Group and also help run their Teachers' Writing Group. Ross was the lead researcher on '*What is it Writing For Pleasure teachers do that makes the difference?*' Their work continues to focus on the learning and teaching of young writers and is informed by their ongoing work with classroom teachers and early years educators.

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Preface

Some years ago, we were teaching at our local primary school and we came to the conclusion that we were probably the worst teachers of writing in the whole entire world. We hated doing it, we hated teaching it, and our students got terrible results. Our students also hated writing and they hated us teaching it too!

Research has since confirmed why this was, and it appears that we were far from alone. Some of you might feel like this too. The fact is that many of us didn't receive the writerly education we should have had while we were at school. We know this because research shows that a great number of teachers feel deep shame about their own writing abilities, and consequently have grown up disliking writing. A friend of ours, Paul Gardner, carried out some investigations, and found that less than 2% of teachers wrote with or for pleasure, with half reporting that they had never felt any pleasure from writing in their lives (Gardner 2014). To make matters worse, the research surrounding ITE reveals that the majority of teachers around the world leave their teacher training feeling ill-prepared to teach writing (Young & Ferguson [2023a](#)).

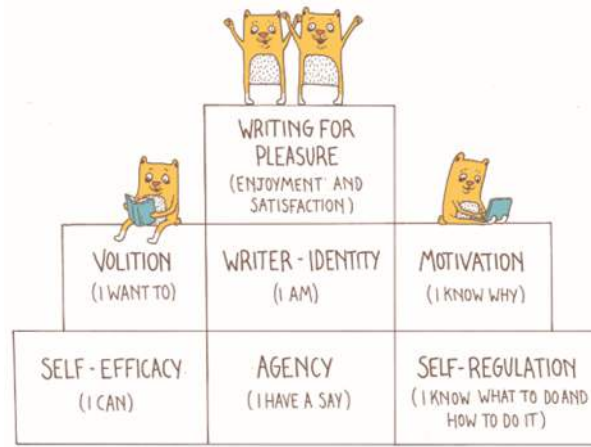
This is a serious problem, because how we were taught writing at school has a strong influence on how we feel about the subject, how we think it should be taught and what we know about it - our writerly knowledge. Unfortunately, it appears from the research that, as teachers, we regularly copy the same failed writing teaching that we once received (Young & Ferguson [2021a](#), [2023a](#)). We should point out that there is of course a significant minority of teachers to whom this doesn't apply - but it certainly applied to us.

We tried all the popular approaches in the UK at the time and none of them worked. We were frustrated. We wanted to do something about it. We decided that we would build a writing pedagogy from scratch and base it on what the science and research evidence said was the most effective and affecting practice (Young & Ferguson [2021a](#), [2022a](#), [2023a](#)). We were no longer going to leave things to chance.

We conducted a total of twenty-three literature reviews spanning more than fifty years of scientific research. First, we started with the meta-analyses. For those who might not be familiar with the term, a meta-analysis is where a researcher will group many scientific studies on a particular subject in order to identify recurring patterns of effectiveness. We then read what case studies tell us about what the best performing writing teachers do in their classrooms which makes the difference. We discovered that there are 14 enduring principles which represent the most effective teaching practice. These principles all have a track record of raising standards and accelerating progress in writing. The principles are:

1. Build a community of writers
2. Treat every child as a writer
3. Read, share, think and talk about writing
4. Pursue purposeful and authentic class writing projects
5. Teach the writing processes
6. Set writing goals
7. Be reassuringly consistent
8. Pursue personal writing projects
9. Balance composition & transcription
10. Teach daily mini-lessons
11. Be a writer-teacher
12. Pupil-conference: meet children where they are
13. Connect reading & writing
14. Interconnect the principles

Interestingly, we noted that there were also six affective needs (relating to the emotions) that teachers should attend to in order to help children write happily and successfully. These needs are:



Young & Ferguson's (2021a) hierarchy of emotional writing needs

Once these principles and affective needs were identified, we reviewed the research on each one to help us better understand what we could be doing in our classroom to make the difference. In the end, we decided to call our approach the *Writing For Pleasure* approach. And now, for us, Writing For Pleasure has become simply a synonym for world-class writing teaching.

We began using this new approach, and it was having a transformative impact on our students. We moved to another school to see if it would work in another context, and it did. We then started to write about the pedagogy online, and other teachers started reporting that they were getting the same great results that we were.

Fast forward to 2019, and we were lucky enough to be given a research grant in conjunction with the Goldsmiths' Company and University Of Sussex. We travelled around to see what it was these other 'Writing For Pleasure' teachers were doing. What was special about this study was that, to participate, the teachers had to show that they had a track record for accelerating children's progress, and that their children reported that they loved to write and felt their affective writerly needs were being met.

What we found out from all this work has since been published as a book called *Writing For Pleasure: Theory, Research & Practice* (Young & Ferguson 2021a) and the establishment of The Writing For Pleasure Centre.

The Writing For Pleasure Centre is now informed by over 600 pieces of literature, case study work, action research by teachers in our affiliate schools, and empirical research on the subject of teaching writing (Young & Ferguson 2023a).

The Writing For Pleasure approach involves children and teachers writing together every single day. They write for many different purposes, and for a variety of audiences. They are *moved* to write about what they are most knowledgeable and passionate about. They also write to deepen their responses and understandings of what they read. They write to transform their own (and others') thinking about what they learn in the wider curriculum subjects. They write to entertain, to paint with words, to persuade and share their opinions, to teach others, to make a record of things they don't want to forget, and to reflect on their own thoughts and personal experiences. They write about themselves and their cultures. They also write to reflect and sustain the cultures of people they might not have met. They share their writing and talk about themselves as writers with their peers, teachers and caregivers. They learn how to live the writer's life.

Pupils explore new genres of writing through whole class writing projects. Together, they discuss the purpose of the writing project, explore its basic features, and study mentor texts together. They consider who they would like to write their pieces for and what they would like to write about most. Students are taught how to use the same features and expert techniques they identified from the mentor texts in their own compositions. They learn how to attend to their spellings, handwriting, grammar, and sentence construction. This helps them write happily and fluently. Pupils acquire a great deal of craft knowledge – what we call *craft moves*. This includes writerly strategies and techniques for negotiating the writing processes. We want children to know how they can take a germ of an idea and see it through to publication independently and successfully. Students are supported by being provided with clear processes and ambitious writing goals. They are given ample time and instruction in how to plan and how to improve on what they have already written through specific revision and proof-reading sessions.

Pupils receive daily in-the-moment verbal feedback and responsive assessment-based individualised instruction through teacher-pupil conferencing. These conversations are designed to push the writer and move their writing forward. Pupils are given many opportunities to discuss their compositions with their teachers and peers. At least one hour a day is devoted to the explicit teaching of writing and, within this time, children are engaged in writing meaningfully for a sustained period. We believe this is the only way they can learn about the discipline of writing and of being a writer. Across a school day, children also have opportunities to write about their reading and in response to their learning in other subjects. Importantly, pupils have access to personal writing journals which travel freely between home and school. We want children to live the writer's life and to be in a constant state of composition.

Genuine writing communities are created in classrooms. Children write in positive and enthusiastic writing environments which are headed up by passionate writer-teachers. Classrooms feel like a mixture of creative writing workshops and professional publishing houses. The approach is rigorous, highly-organised and reassuringly consistent. Pupils are encouraged to take risks and to be innovative, but also to write with focus and serious intent. Teaching is responsive - depending on what individual children need instruction in most. Whether they are in Nursery or Year Six and regardless of where they are in their language development or writerly experience, all children are treated as writers and are helped not only to write pieces which are successful in terms of the objectives of the curriculum but also meaningful to them as young authors.

Felicity Ferguson & Ross Young

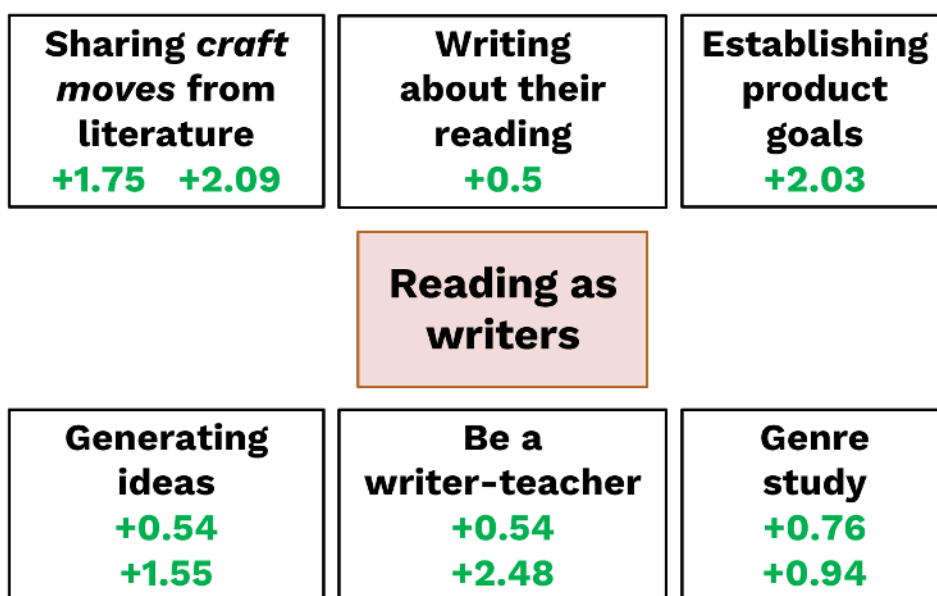
Introduction

Really, I do one thing. I read books. I write books. I think about books. It's one job.

- Toni Morrison

Writing is the most cognitively demanding activity we ask our pupils to undertake while they are at school. It requires them to draw on at least thirteen different cognitive resources simultaneously. Cognitive psychology has revealed the amazing complexity of what children need, and need to know, in order to learn how to write competently (Young & Ferguson [2022a](#)). It is therefore necessary for teachers to have a pedagogy for writing which takes account of all the many different elements involved in helping children not just to write, but to write well.

Research has shown that there is a profound connection between effective writing instruction and reading. For example: reading, studying and discussing mentor texts, texts which match the kind of writing children are being invited to make for themselves, can yield a positive effect of +0.76 (Young & Ferguson [2021](#), [2023a](#)). For children with SEND, it can be +0.94 (Young & Ferguson [2023b](#)). To put those numbers in context, anything above a +0.4 is generally considered to have a significant positive impact on children's writing development.



The table above shares what we currently know about the connection between reading and effective writing teaching.

In addition:

- Having children write about their reading in reading lessons can yield an effect size of +0.5 (Young & Ferguson [2020](#), [2021](#)).
- Establishing product goals for a class writing project in response to studying a variety of mentor texts can yield an effect size of +2.03 (Young & Hayden [2022](#); see page 45).
- Sharing and modelling how to use certain *craft moves* taken from literature before inviting children to use these *craft moves* for themselves in that day's writing time can yield an effect size of +1.75. For children with SEND, this can be anything up to +2.09 (Young et al. [2021](#); see page 44).
- A major part of reading in the writing classroom is children having an opportunity to read, discuss and hear about how you crafted your own writing. Modelling how you use your reading to support your writing, providing pupils with mentor texts you've written, and writing alongside your pupils can yield an effect size of 0.54. For children with SEND, this can be anything up to +2.48 (Young & Ferguson [2023b](#)).
- Inviting children to generate and plan their own ideas for their writing (including how they can take ideas from their favourite reading) can yield an effect size of 0.54. For children with SEND, this can be +1.55 (Young & Ferguson [2022b](#); see page 54).

In this current eBook, we shine the spotlight on these particular aspects of research-based instructional practice and show how it can help young writers to write effectively, successfully and engagingly. We will explain how teachers and students should come together to share, discuss and study mentor texts as part of a class writing project (The Writing For Pleasure Centre [2023](#)). *Writing For Pleasure* teachers refuse to allow writing to remain a mystery to their pupils. Instead, through a combination of mentor texts and high-quality literature, they make writing techniques utterly explicit for their young writers. We emphasise that *all* children need mentor texts, from the EYFS to Year 6 and beyond.

In this eBook, we cover:

- How to read deeply yourself, as a writer-teacher reads.
- How to teach children to read deeply as a writer reads.
- What mentor texts do for writers.
- How mentor texts make writing techniques visible and available for teachers and children to use.
- How to choose and use mentor texts within a *Writing For Pleasure* pedagogy.
- How to find *craft moves* from your reading to use in your own writing.
- The untold benefits of writing your own mentor texts as a writer-teacher.
- Practical advice on how to write mentor texts across different age-groups and genres.
- Advice and activities which help children get the most out of studying mentor texts.
- How to leverage high-quality literature in your instruction to help you model and teach powerful *craft moves*.
- A book list of great texts which teach great writing: mentor texts for 3-103 year olds.

Conclusion

Writing is slippery stuff. How does anyone learn to do it well?

- Ralph Fletcher

Properly used, a mentor text does what it says on the tin - it teaches. It offers children possibilities for their own compositions, and the chance to see the writer's craft in action and move their own writing forward in a long-term way. It's not a model to be unthinkingly copied or imitated. As we've seen, mentor texts help children develop the crucial connection between reading and writing; they can be read, re-read, discussed and returned to at any stage of the writing process, particularly during idea generation, conferencing, revising, and proof-reading. They also form the basis of what we call product goals - goals which help children know what they have to do to write successfully and meaningfully - and mini-lessons, which show them how to do it. And following on from our determined advice that you should find your own mentors to help you write your own texts, we suggest that you use those you have written in a professional development capacity by bringing them to teacher study groups, where you can study the writers' craft together and think about how to bring that learning back to your young apprentice writers.

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Appendix

Class Writing Projects & Mentor Texts	
Class writing project:	Mentor texts:

A list of great texts which teach great writing: Mentor texts for 3-103 year olds

EYFS

Early List Books

ABC Books [\[LINK\]](#)

- *The Very Hungry Caterpillar's ABC Board Book*
- *A Little Alphabet Board Book- Oliver Jeffers*
- *Roald Dahl's ABC*
- *ABC Zoo - Rod Campbell*
- *The Calypso Alphabet - John Agard*
- *Dinosaurs from A To Z - Cryss Bills*
- *B Is for Baby - Atinuke & Angela Brooksbank*
- *Animal ABC - Nikolas Ilic*
- *Animal ABC - Jannie Ho*

Counting Books [\[LINK\]](#)

- *I Can Count to 100 - Christie Hainsby*
- *The Counting Book - Judy Hindley*
- *Best Counting Book Ever- Richard Scarry*
- *5 Little Ducks - Ian Beck*
- *Ten Nine Eight - Molly Bang*
- *Handa's Hen - Eileen Browne*
- *Count With Little Fish - Lucy Cousins*

I Love... Books [\[LINK\]](#)

- *Goodnight Moon - Margaret Wise Brown*
- *My Brown Bear Barney - Dorothy Butler*
- *The Baby's Catalogue - Allan & Janet Ahlberg*
- *I Like Bees, I Don't Like Honey - Simon Bishop & Fiona Lumbers*

I Wish... Books [\[LINK\]](#)

- *Astro Girl - Ken Wilson-Max*
- *I Wish I Could Fly - Ron Maris*

My Book Of Food [\[LINK\]](#)

- *The Very Hungry Caterpillar - Eric Clarke*
- *Handa's Surprise - Eileen Browne*
- *Eat Your Peas- Kes Gray and Nick Sharratt*
- *Food - Jan Pienkowski*
- *Baby Touch: Food - Ladybird*

My Book Of Animals [\[LINK\]](#)

- *Dear Zoo - Rod Campbell*
- *Brown Bear, Brown Bear, What Do You See? - Bill Martin Jnr*
- *First 100 Animals - Roger Priddy*

My Book Of First Words [[LINK](#)]

- *First 100 Words - Heather Amery*
- *First 100 Animals - Friggens, Munday & Oliver*
- *100 First Dinosaur Words - Dawn Sirett*

My Book Of People [[LINK](#)]

- *What If We Were All The Same? - C.M.Harris*
- *Busiest People Ever - Richard Scarry*

Pattern Book [[LINK](#)]

- *Brown Bear, Brown Bear, What Do You See?- Bill Martin Jnr*
- *Where's Spot? - Eric Hill*
- *Would You Rather?- John Burningham*
- *My Brown Bear Barney - Dorothy Butler*

Things I Like [[LINK](#)]

- *Things I Like - Anthony Browne*
- *I Like Books - Anthony Browne*

EYFS

Narrative Books

A Story About Me [[LINK](#)]

- *The Snowy Day - Ezra Jack Keats*
- *Peter's Chair - Ezra Jack Keats*
- *Alfie Gets In First - Shirley Hughes*
- *The Dancing Class - Helen Oxenbury*
- *The Blanket - John Burningham*
- *So Much - Trish Cooke*

A Story About... [[LINK](#)]

- *My Grandma Is Wonderful- Nick Butterworth*
- *The Sister Book- Todd Parr*
- *Smart Aunties - Nick Sharratt*
- *Full, Full, Full Of Love - Trish Cooke*
- *My Brother Sean - Petronella Breinberg*

Animal Stories [[LINK](#)]

- *Farmer Duck - Martin Waddell*
- *Mog The Forgetful Cat - Judith Kerr*
- *Ginger Finds A Home - Charlotte Voake*
- *Mr Scruff - Simon James*
- *Cheeky Monkey - Zehra Hicks*

Character-focused Stories [[LINK](#)]

- *Not Now, Bernard - David Mc Kee*
- *The Snowy Day- Ezra Jack Keats*
- *Peter's Chair - Ezra Jack Keats*
- *Jamela's Dress - Niki Daly*
- *The Tiger Who Came For Tea - Judith Kerr*

- *The Gruffalo* – Julia Donaldson
- *The Elephant & The Bad Baby* – Elfrida Vipont & Raymond Briggs
- *Beegu* – Alexis Deacon
- *Rosie's Walk* – Pat Hutchins
- *Avocado Baby* – John Burningham
- *The Snowman* – Raymond Briggs

Journey Stories [[LINK](#)]

- *Going On A Bear Hunt* - Michael Rosen
- *The Spooky Old Tree* -Stan and Jan Berenstain
- *Whatever Next!* - Jill Murphy

My Friend... Stories [[LINK](#)]

- *Big Dog, Little Dog* - P.D. Eastman
- *Leon And Bob* - Simon James
- *Pumpkin Soup*- Helen Cooper

Once Upon A Time... Stories [[LINK](#)]

- *Once Upon A Time* - John Prater
- *One Day, The End* - Rebecca Kai Dotlich

Someone At Home Stories [[LINK](#)]

- *My Brother* - Anthony Browne
- *My Mum* - Anthony Browne
- *My Dad Is Brilliant* - Nick Butterworth

True Stories [[LINK](#)]

- *An Evening At Alfie's* - Shirley Hughes
- *Stanley And Rhoda* - Rosemary Wells
- *Alfie Gets In First*-Shirley Hughes
- *If All The World Were* - Joseph Coelho & Allison Colpoys
- *Polonius The Pit Pony* – Richard O'Neil & Feronia Parker-Thomas

EYFS

Nonfiction Books

All About... [[LINK](#)]

- *Baby 101 series* - Jonathan Litton and Thomas Elliott
- *My First Encyclopaedia* – Usbourne
- *My First Encyclopaedia Of Why?* – Sophie Lamoureux
- *My First Encyclopaedia Of How?* – Sophie Lamoureux
- *Lift The Flap General Knowledge* – Alex Frith
- *My First Book Of Planets* – Bruce Betts
- *First Facts Bugs* – DK
- *My First Yoga* - DK
- *Poo* – Nicola Davies
- *How Do Apples Grow?* – Jill McDonald
- *Hey, Water* – Antoinette Portis
- *How It Works: Tractor* – Amelia Hepworth
- *Tool Book* – Gail Gibbons
- *All About Families* – Usbourne

A Book About A Place [\[LINK\]](#)

- *A Dark, Dark Tale* - Ruth Brown
- *Each Peach, Pear, Plum* - Allan Ahlberg and Janet Ahlberg
- *What The Jackdaw Saw* - Julia Donaldson

A Family & Friends Book [\[LINK\]](#)

- *So Much* - Trish Cooke
- *The Family Book* - Todd Parr
- *Peekaboo Morning* - Rachel Isadora
- *Titch* - Pat Hutchins
- *Friends* - Rob Lewis
- *I Want A Friend* - Tony Ross

All About Me Books [\[LINK\]](#)

- *The Feelings Book* - Todd Parr
- *I Like Me* - Nancy Carlson
- *How Do You Feel?* - Anthony Browne

KS1

Narrative Books

Story Books [\[LINK\]](#)

- *When Willy Went To The Wedding* - Judith Kerr
- *The Little Mole Who Knew None Of It Was His Business*- Werner Holzwarth & Wolf Erlbruch
- *Five Minutes' Peace* - Jill Murphy
- *Superhero Max* - Bob Graham
- *Traction Man* - Mini Grey
- *Winnie The Witch* - Korky Paul
- *The Bears Who Stayed Indoors* - Susanna Gretz
- *Gorilla* - Anthony Browne
- *The Doorbell Rang* - Pat Hutchins ('to be continued' ending)
- *Jim And The Beanstalk* - Raymond Briggs ('to be continued' ending)
- *Where The Wild Things Are* - Maurice Sendak
- *Would You Rather...* - John Burningham (Questions inviting answers)
- *Six Dinner Sid* - Inga Moore
- *Don't Let The Pigeon Drive The Bus* - Mo Willems
- *The Pigeon HAS To Go To School* - Mo Willems (Speech bubbles, large text)
- *Burglar Bill* - Janet & Allan Ahlberg
- *Peepo!* - Janet & Allan Ahlberg
- *Funnybones* -Janet & Allan Ahlberg
- *School For Dads* - Adam & Charlotte Guillain
- *I Want My Hat Back* - Jon Klassen
- *Into The Forest* - Anthony Browne
- *The Dark* - Lemony Snicket
- *I Can Only Draw Worms*- Will Mabbitt
- *The Growing Story* - Ruth Krauss
- *This Book Just Ate My Dog* - Richard Byrne

Memoir Books [\[LINK\]](#)

- *When I Was Five* - Arthur Howard
- *Memoirs Of A Goldfish* - Devin Scillian
- *The Park In The Dark* - Martin Waddell
- *Wilfred Gordon McDonald Partridge* - Mem Fox
- *Grandpa Green* - Lane Smith

I Loved Your Book, Here's Mine [\[LINK\]](#)

- *The Paper-bag Princess* - Robert Munsch
- *When Willy Went To The Wedding* - Judith Kerr
- *The Little Mole Who Knew None Of It Was His Business*- Werner Holzwarth & Wolf Erlbruch
- *Five Minutes' Peace* - Jill Murphy
- *Superhero Max* - Bob Graham
- *Traction Man* - Mini Grey
- *Winnie The Witch* - Korky Paul
- *The Bears Who Stayed Indoors* - Susanna Gretz
- *The Doorbell Rang* - Pat Hutchins ('to be continued' ending)
- *Jim And The Beanstalk* - Raymond Briggs ('to be continued' ending)
- *Where The Wild Things Are* - Maurice Sendak
- *Would You Rather...* - John Burningham (Questions inviting answers)
- *Six Dinner Sid* - Inga Moore
- *Don't Let The Pigeon Drive The Bus* - Mo Willems
- *The Pigeon HAS To Go To School* - Mo Willems(Speech bubbles, large text)
- *Burglar Bill* - Janet & Allan Ahlberg
- *Peepo!* - Janet & Allan Ahlberg
- *Funnybones* -Janet & Allan Ahlberg
- *School For Dads* - Adam & Charlotte Guillain
- *I Want My Hat Back* - Jon Klassen
- *Gorilla* - Anthony Browne
- *Into The Forest* - Anthony Browne
- *The Tunnel* - Anthony Browne
- *Piggybook* - Anthony Browne
- *The Dark* - Lemony Snicket
- *I Can Only Draw Worms*- Will Mabbitt
- *The Growing Story* - Ruth Krauss
- *This Book Just Ate My Dog* - Richard Byrne
- *I Really Want The Cake* -Simon Philip
- *I Really Want To Win* - Simon Philip
- *I Really Want To Shout* -Simon Philip
- *Tortoise's Dream*- Joanna Troughton

Let's Make A Picturebook Series [\[LINK\]](#)

- *The Scaredy Squirrel series* - Melanie Watt
- *The Knuffle Bunny series* - Mo Willems
- *The Pigeon series* - Mo Willems
- *The Meg And Mog series* - Helen Nicoll and Jan Pienkowski
- *The Nutshell Library series* – Maurice Sendak
- *The Bear & Mouse series* - Bonny Becker
- *The Olivia series* - Ian Falcone
- *The Charlie & Lola series* - Lauren Child
- *The Peter Rabbit series* – Beatrix Potter

Let's Make A Chapter Book Series [\[LINK\]](#)

- *Frog & Toad series* - Arnold Lobel
- *Oliver & Amanda Pig series* - Jean Van Leeuwen
- *Little Bear series* - Else Holmelund Minarik

- *Captain Underpants series* - Dav Pilkey
- *A Bargain For Frances* - Russell Hoban and Lillian Hoban

Fables [\[LINK\]](#)

- *Very Short Fables to Read Together* by Mary Ann Hoberman
- *Fables* by Arnold Lobel
- *The Selfish Giant* by Oscar Wilde
- *Fifty Fables for Children* by Johann Wilhelm
- *Cautionary Tales for Children* by Hilaire Belloc
- *Aesop's Fables* by Michael Rosen
- *Aesop's Fables* by Michael Morpurgo
- *Aesop's Funky Fables* by Vivian French
- *The Best Aesop's Fables For Little Kids* by Lily Wilson
- *Aesop's Fables For Little Children* by Usborne

Fairytales [\[LINK\]](#)

Collections

- *Usborne Illustrated Fairy Tales* by Rosie Dickins
- *A First Book of Fairy Tales* by Mary Hoffman and Julie Downing
- *Illustrated Hans Christian Andersen's Fairy Tales* by Usborne Publishing
- *A Year Full of Stories* by Angela McAllister & Christopher Corr
- *English Fairy Tales Collected* by Joseph Jacobs
- *The Illustrated Anansi* by Philip M. Sherlock

Individual tales (Picturebooks)

- *Hansel and Gretel* by Anthony Browne
- *The Princess and the Pea* by Lauren Child
- *Cendrillon: A Caribbean Cinderella* by Robert D. San Souci
- *The Twelve Dancing Princesses* by Errol le Cain
- *Thorn Rose* by Errol le Cain
- *Molly Whuppie* by Walter de la Mare
- *Anansi and Mr Dry-Bone* by Fiona French
- *The Old Woman and the Red Pumpkin* by Betsy Bang
- *Bimwili and the Zimwi* by Verna Aardema
- *Mufaro's Beautiful Daughters* by John Steptoe
- *What Made Tiddalik Laugh* by Joanna Troughton
- *Tortoise's Dream* by Joanna Troughton

Subversive fairy and folk tales

- *Fairy Tales: The Villain's Version* by Kaye Umansky
- *Mixed Up Fairy Tales* by Hilary Robinson
- *The Cat, the Dog, Little Red, the Exploding Eggs, the Wolf and Grandma's Wardrobe* by Christyan Fox
- *Snow White in New York* by Fiona French
- *Revolting Rhymes* by Roald Dahl
- *Once Upon a Wood* by Chris Riddell
- *After the Fall* by Dan Santat
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Inside the Villains* by Clotilde Perrin
- *The Gingerbread Man 2: What Happened Later?* by Stephen Dixon
- *Beware of the Bears* by Alan MacDonald
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
- *The Wolf's Story: What Really Happened to Little Red Riding Hood* by Toby Forward
- *Little Red Reading Hood* by Lucy Rowland
- *Goldilocks and the Three Dinosaurs* by Mo Willems
- *The Stinky Cheese Man and Other Fairly Stupid Tales* by Jon Scieszka

- *Prince Cinders* by Babette Cole
- *The Paper Bag Princess* by Robert Munsch
- *Jim and the Beanstalk* by Raymond Briggs
- *Seriously Silly Stories* by Lawrence Anholt
- *Not All Princesses Dress in Pink* by Jane Yolen
- *The Knight Who Wouldn't Fight* by Helen Docherty

KS1

Nonfiction Books

Information Books [\[LINK\]](#)

- *Disgusting Critters: The Bat* - Elise Gravel
- *Yucky Worms* - Vivian French
- *Why Do Cats Meow?* - Nick Crumpton & Lily Snowden-Fine
- *Why Don't Fish Drown?* - Anna Claybourne & Claire Goble
- *The Emperor's Egg* - Martin Jenkins
- *How Dogs Really Work* - Alan Snow
- *Why Do Dogs Sniff Bottoms?* - Nick Crumpton & Lily Snowden-Fine
- *Animals Brag About Their Bottoms* - Maki Sato & Brian Bergstrom
- *When Cloud Became A Cloud* - Rob Hodgson
- *Never Smile at a Monkey: And 17 Other Important Things to Remember* by Steve Jenkins
- *Pink Is for Blobfish: Discovering the World's Perfectly Pink Animals* by Jess Keating
- *Sun: One in a Billion* by Stacey McAnulty
- *The Cat in the Hat's Learning Library* by Dr. Seuss

Curiosity Letters [\[LINK\]](#)

- *Dear World, How Are You?* - Toby Little
- *Dragon Post* – Emma Yarlett
- *Yours Sincerely Giraffe* – Megumi Iwasa and Jun Takabatake
- *Paddington's Post* – Michael Bond
- *Meerkat Mail* – Emily Gravett
- *Dear Teacher* – Amy Husband
- *Peppa Pig: Peppa's Post* – Peppa Pig
- *Mr Busy's Post: A Letter Book* – Egmont Publishing

Instruction Books [\[LINK\]](#)

- *How To Wash A Woolly Mammoth* by Michelle Robinson
- *How To Babysit A Grandma* by Jean Reagan
- *How To Babysit A Grandad* by Jean Reagan
- *How To Feed Your Cheeky Monkey* by Jane Clarke
- *How To Bath Your Little Dinosaur* by Jane Clarke
- *How To Brush Your Teeth With Snappy Croc* by Jane Clarke
- *How To Tuck In Your Sleepy Lion* by Jane Clarke
- *How To* by Julie Morstad
- *This Is How We Do It* by Matt Lamothe
- *Everything You Need to Build a Treehouse* by Carter Higgins
- *How to Look After Your Cat* by Colin Hawkins

Let's Make A Magazine [\[LINK\]](#)

- *Dot Magazine*
- *Chrip Magazine*
- *Okido Magazine*
- *The Week Magazine*
- *First News*

KS1

Poetry

My First Poetry Anthology [\[LINK\]](#)

- *Little Poems For Tiny Ears* - Lin Oliver & Tomie dePaola
- *A Great Big Cuddle: Poems For The Very Young* - Michael Rosen & Chris Riddell
- *The Puffin Book Of Fantastic First Poems* - June Crebbin
- *Here's A Little Poem: A Very First Book Of Poetry* - Jane Yolen
- *Poems Out Loud! First Poems To Read & Perform* - Ladybird Books
- *I Am A Potato* - John Hegley
- *Jelly Boots Smelly Boots* - Michael Rosen
- *First Rhymes* - Rod Campbell

My First Haiku Book [\[LINK\]](#)

- *Haiku Baby* - Betsy E. Snyder
- *Haiku Night* - Betsy E. Snyder
- *Little Poems For Tiny Ears* - Lin Oliver & Tomie dePaola
- *A Great Big Cuddle: Poems For The Very Young* - Michael Rosen & Chris Riddell
- *The Puffin Book Of Fantastic First Poems* - June Crebbin
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KS2

Narrative Books

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- *Fables* by Arnold Lobel
- *The Selfish Giant* by Oscar Wilde
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- *Cautionary Tales for Children* by Hilaire Belloc
- *Aesop's Fables* by Michael Rosen
- *Aesop's Fables* by Michael Morpurgo
- *Aesop's Funky Fables* by Vivian French
- *The Best Aesop's Fables For Little Kids* by Lily Wilson
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- *Thorn Rose* by Errol le Cain
- *Molly Whuppie* by Walter de la Mare
- *Anansi and Mr Dry-Bone* by Fiona French
- *The Old Woman and the Red Pumpkin* by Betsy Bang
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- *Mufaro's Beautiful Daughters* by John Steptoe
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- *Tortoise's Dream* by Joanna Trouhton

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- *Once Upon a Wood* by Chris Riddell
- *After the Fall* by Dan Santat
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *Inside the Villains* by Clotilde Perrin
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- *Beware of the Bears* by Alan MacDonald
- *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
- *The Wolf's Story: What Really Happened to Little Red Riding Hood* by Toby Forward
- *Little Red Reading Hood* by Lucy Rowland
- *Goldilocks and the Three Dinosaurs* by Mo Willems
- *The Stinky Cheese Man and Other Fairly Stupid Tales* by Jon Scieszka
- *Prince Cinders* by Babette Cole
- *The Paper Bag Princess* by Robert Munsch
- *Jim and the Beanstalk* by Raymond Briggs
- *Seriously Silly Stories* by Lawrence Anholt
- *Not All Princesses Dress in Pink* by Jane Yolen
- *The Knight Who Wouldn't Fight* by Helen Docherty

Character-driven And Setting-focused Short Stories [\[LINK\]](#)

- *A Sackful of Stories for Eight-Year-Olds* by Pat Thomson
- *Story Shop: Stories for Literacy* by Nikki Gamble
- *Stories for Eight-Year-Olds* by Wendy Cooling
- *Summertime Stories* by Enid Blyton
- *Scary Stories* by Val Bierman
- *Topsy Turvy Tales* by Leila Berg
- *Granny's Wonderful Chair* by Frances Brown (collection)
- *Shakespeare Stories and Greek Myths* by Orchard Publishing
- *Tales from the Caribbean* by Trish Cooke
- *Short Christmas Stories* by Maggie Pearson

Developed Short Stories [\[LINK\]](#)

- *A Sackful of Stories for Eight-Year-Olds* by Pat Thomson
- *Story Shop: Stories for Literacy* by Nikki Gamble
- *Stories for Eight-Year-Olds* by Wendy Cooling
- *Summertime Stories* by Enid Blyton
- *Scary Stories* by Val Bierman

- *Topsy Turvy Tales* by Leila Berg
- *Granny's Wonderful Chair* by Frances Brown (collection)
- *Shakespeare Stories and Greek Myths* by Orchard Publishing
- *Tales from the Caribbean* by Trish Cooke
- *Short Christmas Stories* by Maggie Pearson
- *Mind-Swapping Madness* by Tom E. Moffatt
- *Body-Hopping Hysterics* by Tom E. Moffatt
- *Mixed-Up Mayhem* by Tom E. Moffatt

Graphic Novels [\[LINK\]](#)

- *The British Library Website for examples of graphic novels in process* [<https://www.bl.uk/collection-items?formats=comic%20book>]
- *The Arrival* by Shaun Tan
- *Northern Lights: The Graphic Novel* by Philip Pullman
- *The Golden Compass* by Philip Pullman
- *The Adventures of John Blake* by Philip Pullman
- *Bravo Mr William Shakespeare* by Marcia Williams
- *The Iliad and the Odyssey* by Marcia Williams
- *Chaucer's Canterbury Tales* by Marcia Williams
- *Oliver Twist* by Marcia Williams
- *Some Swell Pup or Are You Sure You Want a Dog* by Maurice Sendak
- *Mr Wolf's Class (series)* by Aron Nels Steinke
- *Glitch* by Sarah Graley
- *Narwhal: Unicorn of the Sea!; Super Narwhal and Jelly Jolt; Peanut Butter and Jelly* by Ben Clanton
- *The Cardboard Kingdom* by Chad Sell
- *Hilda (series)* by Luke Pearson
- *Kai and the Monkey King; Arthur and the Golden Rope; Marcy and the Riddle of the Sphinx* by Joe Todd Stanton
- *Amulet (series)* by Kazu Kibuishi
- *New Kid* by Jerry Craft
- *El Deafo* by Cece Bell
- *Akissi* by Mathieu Sapin
- *Mega Robo Bros* by Neill Cameron
- *Bunny vs. Monkey* by Jamie Smart

Flash-fiction [\[LINK\]](#)

- *Rules of Summer* by Shaun Tan
- *Tales From The Inner City* by Shaun Tan
- *Short! A Book of Very Short Stories* by Kevin Crossley-Holland
- *Short Too!* by Kevin Crossley-Holland
- *A Pocketful of Stories* by Stuart Purcell
- *Bonkers Short Stories* by Tom E. Moffatt

For adults

- *Microfiction* edited by Jerome Stern
- *Best Microfiction* edited by various
- *New Micro: Exceptionally Short Fiction* by James Thomas & Robert Scotellaro
- *The Rose Metal Press Field Guide To Writing Flash-Fiction* edited by Tara Masih
- *Flash Fiction International: Very Short Stories from Around the World* edited by James Thomas
- *Sudden Fiction: American Short-Short Stories* edited by Robert Shapard
- *New Sudden Fiction: Short-Short Stories from America and Beyond* edited by Robert Shapard and James Thomas
- *Flash Fiction Forward 80 Very Short Stories* by Robert Shapard
- *Writing Flash Fiction* by Carly Berg

Memoir (Personal Narrative) [\[LINK\]](#)

- *The BBC's 'childhood' archive website*
- *The British Library's 'children's playground games' archive website*
- *Michael Rosen's Sad Book by Michael Rosen*
- *Quick, Let's Get Out of Here by Michael Rosen*
- *Hey World! Here I Am by Jean Little*
- *Nothing Ever Happens on 90th Street by Roni Schotter*
- *When I Was Young in the Mountains by Cynthia Rylant*
- *My Rotten Redheaded Older Brother by Patricia Polacco*
- *Gregory Cool by Caroline Binch*
- *Down by the River: Afro-Caribbean Rhymes, Games and Songs for Children by Grace Hallworth*
- *When I Was Nine by James Stevenson*
- *Keeping Clear of Paradise Street by Brian Moses*
- *The Secret Diary of Adrian Mole Aged 13¾ by Sue Townsend*
- *Home by Carson Ellis*
- *Homecoming by Michael Morpurgo*
- *Boy by Roald Dahl*
- *Going Solo by Roald Dahl*
- *War Boy: A Wartime Childhood by Michael Foreman*
- *The Diary of a Young Girl by Anne Frank*
- *What I'll Remember When I'm a Grown Up by Gina Willner-Pard*
- *The Fib, the Swap, the Trick and other stories by George Layton*

KS2

Nonfiction Books

Information Texts [\[LINK\]](#)

- *The Earth Book by Jonathan Litton*
- *Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carrel*
- *True or False by Andrea Mills*
- *Until I Met Dudley by Roger McGough*
- *Wallace & Gromit: The Complete Cracking Contraptions Manual by Derek Smith and Graham Bleathman*
- *Flanimals by Ricky Gervais*
- *Sharks For Kids by David McGuire*
- *Spi-ku: A Clutter of Short Verse on Eight Legs by Leslie Bulion*
- *This Is How We Do It by Matt Lamothe*
- *The Emperor's Egg by Martin Jenkins*
- *The Way Things Work by David Macaulay and Neil Ardley*
- *Corpse Talk (series) by Adam Murphy and Lisa Murphy*
- *A Viking Adventure; A Roman Adventure; An Egyptian Adventure by The Histronauts*
- *Chop, Sizzle, Wow by The Silver Spoon*
- *What's The Difference? by Strack Plantevin and Guillaume Plantevin*
- *Creaturepedia; Plantopedia by Adrienne Barman*
- *The World of the Unknown (series): Ghosts, Monsters, Mysteries of the Unknown, UFOs by Usborne*
- *Ick! Delightfully Disgusting Animal Dinners, Dwellings, and Defences by Melissa Stewart*
- *Itch! Everything You Didn't Want to Know About What Makes You Scratch by Anita Sanchez*
- *Giant Squid by Candace Fleming*

Instructions [\[LINK\]](#)

- *How To by Julie Morstad*
- *This Is How We Do It by Matt Lamothe*
- *Everything You Need to Build a Treehouse by Carter Higgins*
- *How to Look After Your Cat by Colin Hawkins*

Explanation Texts [\[LINK\]](#)

- *How to Handle Grownups* by Jim Eldridge
- *Why? Encyclopaedia: Brilliant Answers to Baffling Questions* by DK
- *How Dogs Really Work* by Alan Snow
- *How Things Work* by Tamara J. Resler
- *How Things Work Encyclopedia* by DK
- *The Way Things Work* by David Macaulay and Neil Ardley
- *How to Wash a Woolly Mammoth* by Michelle Robinson
- *What on Earth Happened?: The Complete Story of the Planet, Life and People from the Big Bang to the Present Day* by Christopher Lloyd
- *Before And After* by Matthias Arégui and Anne-Margot Ramstein

Discussion Texts [\[LINK\]](#)

- *The Philosophy Book* by Dorling Kindersley
- *This New Season: Our Class, Our Schools, Our World* by Chris Searle
- *Stepney Words* by Chris Searle
- *England: Poems From A School*
- *Poetry For A Change* by Otter-Barry
- *If I Were In Charge Of The World* by Judith Viorst
- *Real-Life Mysteries* by Susan Martineau
- *Thinkers' Games* by Jason Buckley
- *Politics for Beginners* by Louie Stowell
- *The If Machine: Philosophical Enquiry in the Classroom* by Peter Worley
- *The Philosophy Shop* by Peter Worley
- *History's Mysteries* by Kitson Jazynka and National Geographic Kids
- *What Is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions* by Michael Rosen and Annemarie Young
- *First News*
- *Newsround*

Science Reports [\[LINK\]](#)

- *How to Be a Scientist* by Steve Mould
- *101 Great Science Experiments* by DK
- *101 Brilliant Things for Kids to Do in Science* by Dawn Isaac

Persuasive Letter (For Personal Gain) [\[LINK\]](#)

- *How To Change The World* by Rashmi Sirdeshpander
- *Dear World, How Are You?* By Toby Little

Advocacy Journalism (Newspaper Report) [\[LINK\]](#)

- *Local paper*
- *Community magazines*
- *Amnesty International's website (www.amnesty.org.uk)*
- *First News*
- *The Week*
- *The Happy News*
- *Charity magazines*

Community Activism (Magazine Articles And Persuasive Letters) [\[LINK\]](#)

- *Local papers and First News*
- *This Book Is Not Rubbish* by Isabel Thomas
- *Politics for Beginners* by Usborne
- *All About Politics: How Governments Make the World Go Round* by DK Publishing
- *Rise Up: Ordinary Kids with Extraordinary Stories* by Amanda Li

People's History [\[LINK\]](#)

- Visit your library or local history centre where you will find many examples of people's history, often self-published, by local historians.
- Reader's Digest Local History Detective by Reader's Digest
- QueenSpark Books is an interesting website which showcases local history publishing (adult only)

Biography [\[LINK\]](#)

- Goodnight Stories for Rebel Girls by Elena Favilli and Francesca Cavallo
- Stories for Boys Who Dare to Be Different by Ben Brooks
- Women in Science: 50 Fearless Pioneers Who Changed the World by Rachel Ignotofsky
- Little People, Big Dreams (series) by Frances Lincoln Children's Books

Autobiography [\[LINK\]](#)

- How to Write Your Life Story by Ralph Fletcher
- Looking Back: A Book of Memories by Lois Lowry
- The BBC's 'childhood' archive website
- The British Library's 'children's playground games' archive website
- Michael Rosen's Sad Book by Michael Rosen
- Quick, Let's Get Out of Here by Michael Rosen
- Hey World! Here I Am by Jean Little
- Nothing Ever Happens on 90th Street by Roni Schotter
- When I Was Young in the Mountains by Cynthia Rylant
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- Gregory Cool by Caroline Binch
- Down by the River: Afro-Caribbean Rhymes, Games and Songs for Children by Grace Hallworth
- When I Was Nine by James Stevenson
- Keeping Clear of Paradise Street by Brian Moses
- The Secret Diary of Adrian Mole Aged 13¾ by Sue Townsend
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- War Boy: A Wartime Childhood by Michael Foreman
- The Diary of a Young Girl by Anne Frank
- What I'll Remember When I'm a Grown Up by Gina Willner-Pard
- The Fib, the Swap, the Trick and other stories by George Layton

Historical Account [\[LINK\]](#)

- History's Mysteries by Kitson Jazynka and National Geographic Kids
- Our Island Story by H.E. Marshall
- What on Earth Happened? by Christopher Lloyd
- What Happened When in the World by DK Publishing
- 100 Things to Know About History by various authors

KS2

Poetry

Animals And Pets Poetry [\[LINK\]](#)

- Cats (and Other Crazy Cuddlies) by Richard and Helen Exley
- The Nation's Best Animal Poems by various authors
- The Penguin in Lost Property by Jan Dean and Roger Stevens
- Animal Poems – Jennifer Curry
- Pet Poems – Jennifer Curry

- *Where Zebras Go* – Sue Hardy-Dawson
- *Perfectly Peculiar Pets* – Elli Woollard
- *Tiger, Tiger, Burning Bright* – Fiona Waters
- *Spi-ku: A Clutter of Short Verse on Eight Legs* by Leslie Bulion

The Natural World [\[LINK\]](#)

- *Poetry Please: The Seasons* by Various authors
- *Vacation Time Poems For Children* by Nikki Giovanni
- *I Am The Seed That Grew The Tree* by Fiona Waters
- *All the Wild Wonders: Poems of our Earth* by Wendy Cooling
- *A Year Of Nature Poems* by Joseph Coelho
- *Overheard In A Tower Block* by Joseph Coelho
- *Orionmagazine.org: an American based nature poetry journal and website*

Sensory Poetry [\[LINK\]](#)

- *Sensational* by Roger Mc Gough
- *Unexplained Things about My Dad* (Ian McMillan, p 25)
- *The Puddle* (Jean Sprackland, p 29)
- *Who Has Seen the Wind?* (Christina Rossetti, p 49)
- *Paint Box* (Phoebe Hesketh, p 58)
- *What is . . . the Sun?* (Wes Magee, p 65)
- *Quieter than Snow* (Berlie Doherty, p 81)
- *November Night* (Adelaide Crapsey, p 92)
- *Joy at the Sound* (Roger McGough, p 97)
- *Pleasant Sounds* (John Clare, p 102)
- *Life Is a Bucket* (Roger McGough, p 110)
- *Peach* (Rose Rauter, p 115)
- *The Apple's Song* (Edwin Morgan, p 116)
- *Gregory Gruber* (Marian Swinger, p 190)
- *Vegan* (Benjamin Zephaniah, p 200)
- *Hot Food* (Michael Rosen, p 204)
- *How to Eat a Poem* (Eve Merriam in 'You'll Love This Stuff' edited by Morag Styles, p 96)
- *The Beach* (William Hart-Smith, in 'You'll Love This Stuff' edited by Morag Styles, p 85)
- *Stopping by Woods* (Robert Frost, in 'A Shame to Miss' edited by Anne Fine, vol. 1, p 113)
- *Blackberry eating* by Galway Kinnell [\[LINK\]](#)

Inspired By... Poetry [\[LINK\]](#)

- *Love That Dog* by Sharon Creech
- *Poetry for a Change* by various
- *Rhythm and Poetry* by Karl Nova
- *Happy Poems* by Roger McGough
- *Where the Sidewalk Ends* by Shel Silverstein
- *Poetry Jump-Up!* by Grace Nichols
- *You'll Love This Stuff* by Morag Styles
- *Things You Find in a Poet's Beard* by A.F. Harold

Poetry That Hides In Things [\[LINK\]](#)

- *All My Own Stuff* by Adrian Mitchell
- *Love That Dog* by Sharon Creech
- *Happy Poems* by Roger McGough
- *Sky In The Pie* by Roger McGough
- *Moon Juice* by Kate Wakeling
- *Cloud Soup* by Kate Wakeling

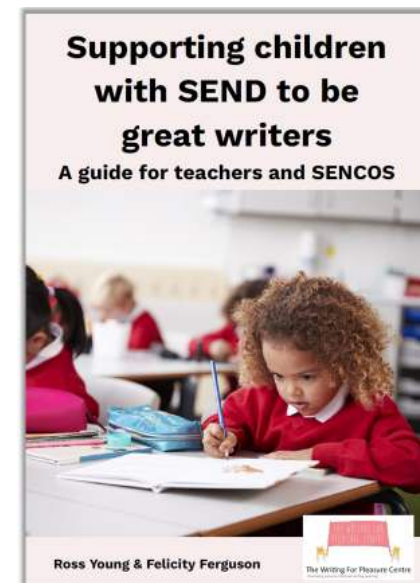
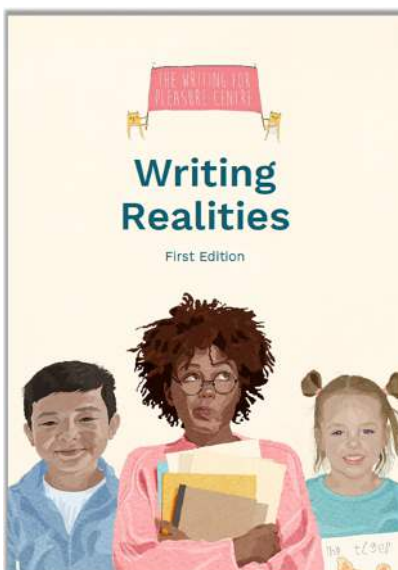
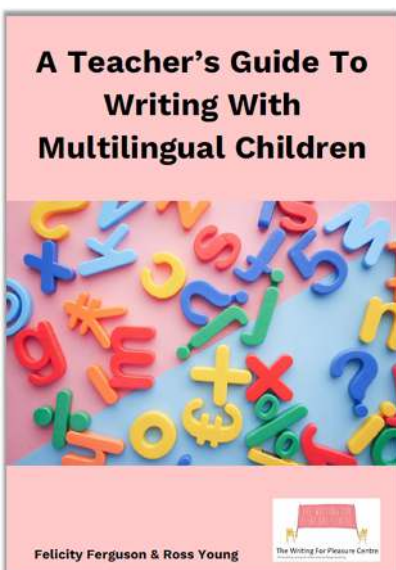
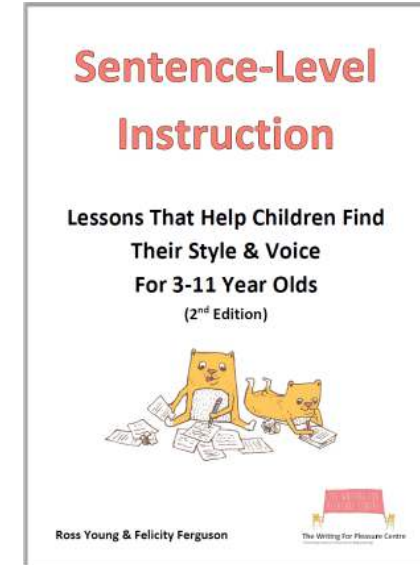
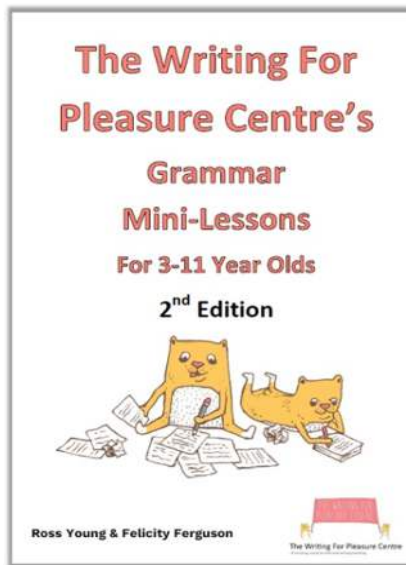
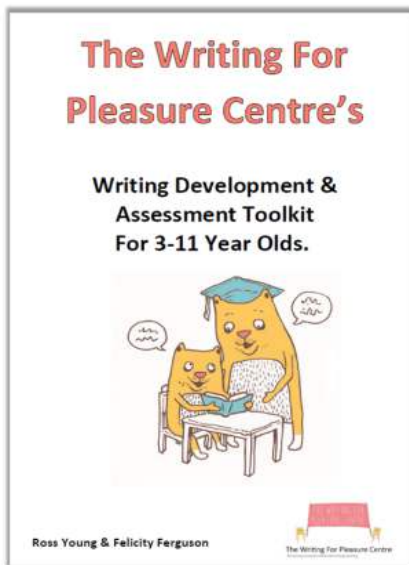
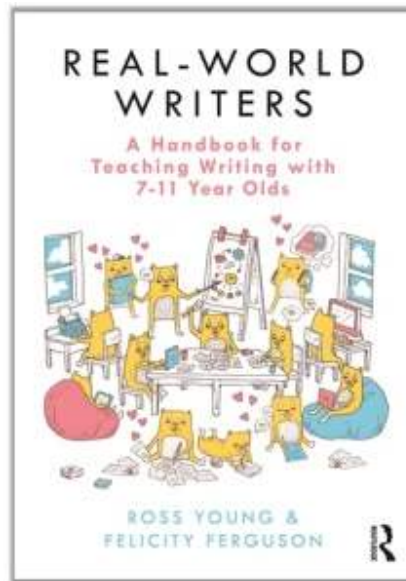
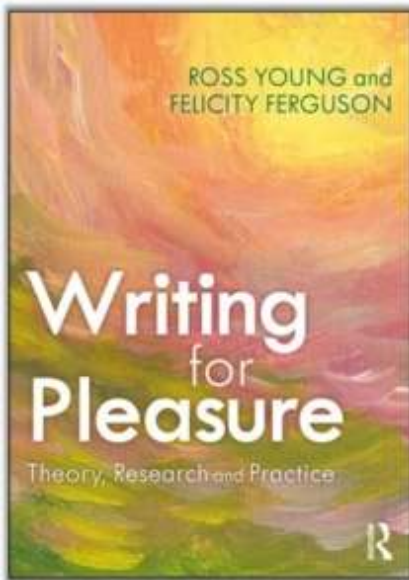
Anthology Of Life [\[LINK\]](#)

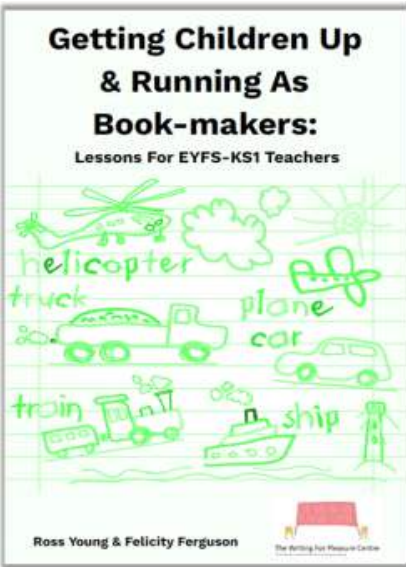
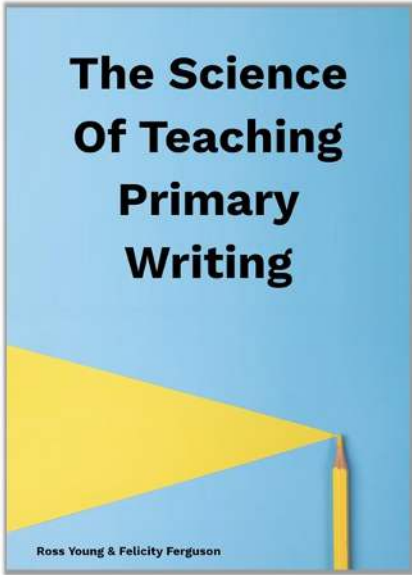
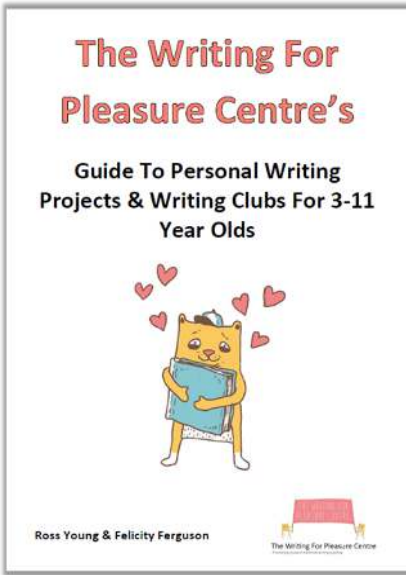
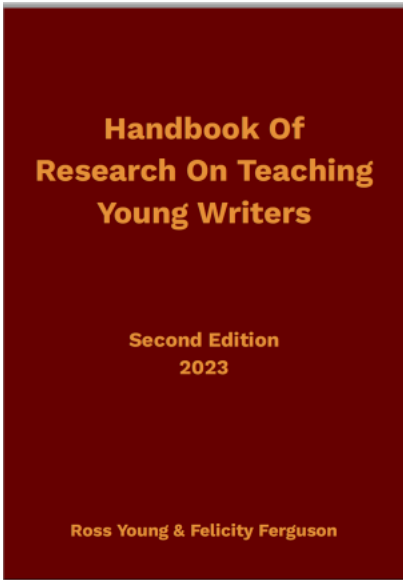
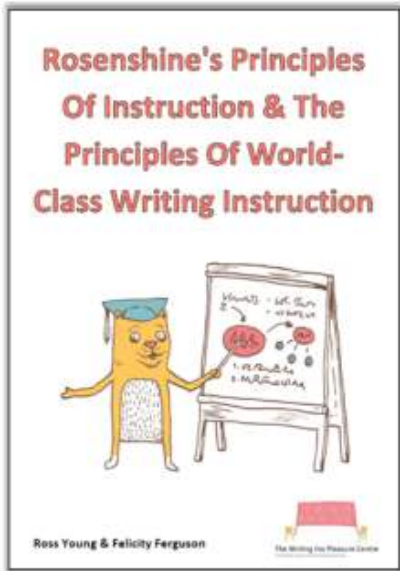
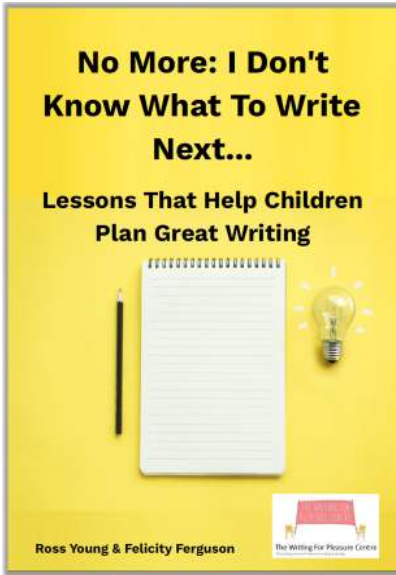
- *What I'll Remember When I Am a Grownup* by Gina Willner-Pardo
- *101 Poems about Childhood* edited by Michael Donaghy
- *Grow Your Own Poems* by Peter Dixon
- *Been to Yesterday: Poems of a Life* by Lee Hopkins (adult only)
- *Baseball, Snakes, and Summer Squash: Poems about Growing Up* by Donald Graves
- *The Best of Children's Poetry* edited by Jennifer Curry
- *Heard It in the Playground* by Allan Ahlberg
- *Please Mrs Butler* by Allan Ahlberg
- *A Kid in My Class* by Rachel Rooney
- *Overheard in a Tower Block* by Joseph Coelho
- *Quick, Let's Get Out of Here* by Michael Rosen
- *Neighbourhood Odes* by Gary Soto
- *A Fire in My Hands* by Gary Soto
- *A Caribbean Dozen: Poems from 13 Caribbean Poets* by Grace Nichols
- *Swings and Shadows: A Childhood in Poetry* by Anne Harvey
- *The Nation's Favourite Poems of Childhood* by Esther Rantzen (adult only)

Social And Political Poetry [\[LINK\]](#)

- *If I Were in Charge of the World and Other Worries* by Judith Viorst
- *Dreams of Freedom: In Words and Pictures* by Amnesty International
- *Reaching for the Stars: Poems about Extraordinary Women and Girls* by Liz Brownlee, Jan Dean and Michela Morgan
- *England: Poems From a School* by Kate Clanchy
- *Poetry For A Change* by The Arts Foundation
- *Funky Chickens* by Benjamin Zephaniah
- *Ranters, Ravers and Rhymers: Poems by Black and Asian Poets* by Farrukh Dhondy
- *Rise Like Lions: Poetry for the Many* by Ben Okri
- *Stepney Words* by Chris Searle
- *World in a Classroom* by Chris Searle
- *Classroom of resistance* by Chris Searle
- *Be The Change: Poems To Help You Save The World* by Liz Brownlee, Matt Goodfellow and Roger Stevens
- *Belonging Street* by Mandy Coe
- *The Same Inside* by Roger Stevens, Matt Goodfellow and Liz Brownlee

Recommended further reading and resources





***Reading In The Writing Classroom* will tell you everything you need to know about mentor texts. It shows you how to draw on children's literature, including fiction, poetry and nonfiction, in the quest to find just the right texts to use as models, and then how to get the very most out of them during a class writing project. More than that, you'll learn how easy it is to find your own literary mentors, write your own great texts tailored to your class, and, as a reader-writer-teacher, be confident that you are helping children create their own best texts too.**

In this eBook, we cover:

- **How to read deeply as a writer reads.**
- **How to teach children to read deeply as a writer reads.**
- **What mentor texts do for writers.**
- **How using mentor texts makes writing techniques visible and utterly attainable for teachers and children.**
- **How to find *craft moves* from your reading to use in your own writing.**
- **How children can find *craft moves* from their reading to use in their own writing.**
- **The untold benefits of writing your own mentor texts as a writer-teacher.**
- **Advice and activities which help children get the most out of studying mentor texts.**
- **A booklist of great texts which teach great writing: mentor texts for 3-103 year olds.**

Using mentor texts brings reading and writing together in profound ways and is therefore an essential part of developing yourself as a world-class teacher of both reading and writing. By studying mentor texts with your class, you will be able to show them in an explicit way what writers do. Put simply, through reading and discussing powerful models, children see what 'good writing' is before producing it for themselves in their very own pieces.