



Seabrook Primary School

Celebrating Reading



Celebrating Reading Contents

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Parents and Teachers

Partners in the Education of Children

Introduction

The aim of this booklet is to help you develop an understanding of the reading process and to help you support your child in positive ways at home. When parents and teachers work together to support learning, the partnership is productive and rewarding.

Importance of Parent Teacher Partnership

As children's first teachers parents have successfully supported and encouraged learning development. The knowledge and experience that parents bring to the learning process is valued. If parents and teachers work together to support learning in both home and school settings, learning is nurtured, shared and celebrated. Home – school partnerships create opportunities for the development of shared understandings of learning.

With this shared view, the student's home and school experiences can be brought together to be built upon for further success in learning.

This is especially significant in supporting children's early literacy development.

How We Learn

We learn when.....

- We recognise a reason to learn
- We are actively involved
- We are supported by models or demonstrations by others
- We have the tools and resources we need
- We have the opportunity for repetition and reinforcement
- We have time for practice
- Our efforts are recognised

Parents and Teachers

What is reading?

*“I define reading as a message getting; problem solving activity which increases in power and flexibility the more it is practised.” Marie Clay, 1991, *Becoming Literate*. p.6.*

We use reading every day. We read newspapers, television guides, recipes, e-mail and so on. We read for pleasure and for information. Whatever we read, we read for a purpose and we expect to make sense of it.

Children are the same. They expect their reading to make sense. They enter the world of stories from an early age and give their total attention to meaning. When children come to school, this emphasis on meaning must continue. **READING IS READING FOR MEANING.** If readers do not comprehend they are not reading. Certainly children learn about sounds and words but it is the story or the meaning of the text, which makes this possible. The words are simply a means to this end. If we remind children that meaning is paramount, they will develop strategies for predicting unfamiliar words so that they can continue “meaning making”. All good readers do this.

Successful readers use a range of information to make meaning:

- Knowledge about how language is spoken (structure)
- Previous experience and understanding of the topic (meaning)
- Knowledge of letters and associated sounds and how they are represented in print (visual information)

Successful readers:

- Expect what they read to make sense
- Predict what is to come based on their understanding of the content, knowledge of the language and the information contained in the print

A Guide to Development in Reading

As you know from your own experience, children do not all reach the same height or weight at a specific age. Just as we don't expect children to develop physically at the same rate, neither should we expect their literacy development to occur at the same rate. However, most children, at certain stages in their schooling do exhibit skills, strategies and understandings that tend to cluster into phases. These phases can be overlapping. However, phases are useful because they allow parents and teachers to focus their observations. They help teachers to recognize signposts of development and to intervene when children need further literacy challenges. The following pages describe these phases of reading development and give practical ways of supporting your child in reading at home

Role Play Reading

In this phase, readers display reading like behaviour as they create stories for themselves. They show a natural interest in books and the language of print. They love having books read to them.

What the Child does:	How can I Help at home?
Displays reading like behaviour <ul style="list-style-type: none"> - holds book right way - turns pages - looks at words and pictures 	Read to your child as often as you can Encourage your child to choose books you read together
Focuses on story and its meaning e.g. television book heard	Help the child tell the story from the pictures
Links own experiences to stories	Let the child hold the book and turn the pages
Shows an awareness that writing and drawing are different	Encourage the child to read along
Recognises own name, or part of it, in print	Have plenty of books-local library, school library, presents,
Is beginning to recognise some letters	Ensure that the books are different types-factual, poetry, fairy tales, familiar experiences
Reads some environment print-McDonalds	Make sure your child sees other people reading
Turns the pages of a book, telling the story from memory	Buy books as presents, let your child help choose them
Selects favourite books	Listen to stories on CD, tape
Talks about favourite stories and enjoys hearing them re read	Help your child recognise their name Teach your child nursery rhymes and songs
Is beginning to use some book language appropriately e.g. "Once upon a time"	Select books that use repetition to capture the rhythm of the language e.g. The Three Billy Goats Gruff
Displays a curiosity about print	Fill your child's room with posters, books, pictures, mobiles of book characters Place labels around the house Talk about everyday print-name on cereal box, name of shop Read recipes, timetables Before reading establish a relaxed atmosphere and build anticipation-

Beginning Reading

In this phase the reader uses memory of familiar text to match spoken words with written words. They realise that print contains a constant message. They begin to point to words. The reader is beginning to see self as a reader and talks about own reading.

What the child does :	How Can I Help at Home?
Is beginning to match some spoken words with written words	read to your child regularly; expect and encourage verbal responses
Is beginning to use book language e.g. Once upon a time	help your child to retell stories from pictures in the book
Identifies the main idea of a story through the use of titles and illustrations	talk about the characters, plots, settings of stories
Recognizes some words within the book e.g. I'll huff and I'll puff	discuss information from factual books
Shows increasing knowledge of letter names	enrol in the local library, choose books together
Uses knowledge of some letter sound relationships	talk about reading the newspaper, magazines and books
While sharing a book, attempts to identify some words by looking at the initial letter	encourage your child to write his/ her own name
Is beginning to use correct terminology such as book, word, letter	use book and tapes, talking books
Knows that print goes from left to rights	compare events and people in books with own experiences
Distinguishes between print and illustrations	draw attention to print on packages talk about everyday print, advertisements
Assigns meaning to own writing attempts	encourage your child to join in when reading familiar books
	point out interesting words in books
	accept, encourage and praise your child's efforts have child watch while you name her/ his belongings
	read birthday cards with your child
	write shopping lists in front of your child, talk about this, write messages together set up a home message board have plenty of scrap paper, pencils, crayons, old diaries, notebooks

Early Reading

In this phase readers may read slowly and deliberately as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies.

What the child does :	How Can I Help at Home?
may read familiar texts more fluently	Read to your child regularly; expect and encourage verbal response
may read unfamiliar texts word by word; fluency and expression become stilted as the child endeavours to work out unknown words	When reading to your child stop sometimes and ask, “What do you think might happen next?” Set aside a regular time for reading; let your child take as much control as possible (provide support as necessary) Encourage children to select their own books, including factual books
may indicate word by word reading by finger pointing	After sharing a book, your child may like to read it alone while you read your own book
relies on beginning letters and sounding out for word identification	Discuss stories, newspapers, magazines Browse together in book shops, libraries
re-reads sentence in order to clarify meaning that may have been lost due to word by word reading	Talk about books you are reading, compare characters to real life people
sometimes reads ahead to help work out an unknown word or to check meaning	Leave notes around the house or under your child’s pillow
is beginning to self correct when meaning is lost	Encourage your child to write notes, letters, postcards, lists, messages
is beginning to recognize common letter patterns (e.g. bl, eet, air, str)	Encourage your child to make birthday, Christmas, Easter cards, party invitations, greetings and verses
recognizes more and more words at sight	Buy your child games that provide simple instructions to read and follow. Play word games Read TV guide together
retells events in a story with increasing accuracy	Encourage your child to make up plays for the family, acting out stories
can discuss range of text types e.g. letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries	Share letters, e-mails and postcards Encourage your child to keep a diary or journal Encourage children to retell stories
	Point out the author’s name and encourage your child to read other books by this author Since mistakes are a natural part of reading, pause and allow time for your child to self correct before you jump in If a mistake maintains meaning (makes sense) don’t stop your child reading; if a mistake interferes with meaning, stop your child and ask, “Does that make sense?”

Fluent Reading

In this phase, readers integrate a variety of strategies as they read for meaning. They are more confident about tackling unknown words and ready to accept challenges. They understand more about different text types (narratives, information, poetic) and their purposes.

What the child does:	How Can I Help at Home?
<p>Integrates strategies in a more coordinated way</p> <ul style="list-style-type: none"> -makes predictions and checks them -self corrects when reading -re reads to clarify or check meaning -reads on to check predictions -slows down or pauses if text is difficult -relates text to own knowledge and experience -sounds out common letter knowledge -draws upon knowledge of grammar, sentence structure and text structure <p>May read a word incorrectly but the substitution makes sense</p> <p>Demonstrates increasing fluency and expression in oral reading</p> <p>Provides details about character, setting and plot when retelling</p> <p>Makes some inferences while reading</p> <p>Uses information texts to find information for research</p> <p>Reads independently for more sustained periods of time</p>	<p>Continue to read books your child enjoys, include humorous books, encourage your child to make up jokes, riddles, humorous stories</p> <p>Be aware of the strategies listed opposite and help your child use these strategies; talk about what readers do when they read</p> <p>Read to your children books which will challenge and develop their thinking</p> <p>Help children appreciate the value of longer novels by reading a chapter each night</p> <p>Share newspaper items that interest you and your child</p> <p>Encourage your child to read to younger brothers and sisters, encourage your child to draw and write about books and to write stories and factual information for others to read</p> <p>Read books that have been made into films or videos and discuss the differences</p> <p>Read a cookery book and plan cooking sessions</p> <p>Discuss favourite authors Encourage your child to read and write letters, postcards, lists and messages</p> <p>Provide games that require reading (Junior Scrabble, Junior Trivial Pursuit)</p> <p>Involve your child in planning family events such as holidays or entertainment; ask them to read maps, brochures, theatre guides, etc</p> <p>Ensure that all reading experiences are positive- stop before upsets occur</p>

Independent Reading

In this phase reading is purposeful and automatic. Readers are only aware of reading strategies being used when the text is difficult or when they are reading for a specific purpose. They explain possible reasons for different interpretations of text; they justify their own interpretation.

What the child does:	How Can I Help at Home?
Reads for significant periods of time	Ensure that there is a quiet area for reading and study
Can recognize and discuss the elements and purposes of different texts	Negotiate routines for study, television, personal reading etc.
Makes inferences based on implicit information in text and can justify these inferences	Include your child in situations that require reading for different purposes :
Makes purposeful connections between sections of text	reading instructions (recipes, how to make a kite) reading explanations (computer manuals, how to play a game) reading reports (in magazines, newspapers) reading reference materials (telephone directories, street maps, travel guides)
Makes critical comparisons between texts	respect their choice of reading material but look for opportunities to make suggestions
Recognizes and accepts different points of view	keep up your own reading and continue to discuss ideas, statements, underlying beliefs which are evident in newspapers, books and television programs
Reads and comprehends text that is more abstract and removed from personal experience	recognize and be proud of your child's successes in reading
Reads text to locate main idea and specific information	ensure your child is exposed to a wide range of reading materials, i.e. newspapers, letters, recipes, TV guides, magazines, puzzle books
Avidly reads a favourite author, favourite genre	let your child see that you sometimes need to discuss and clarify issues to help your understanding
Can identify likes and dislikes about different authors and justify opinions	support your child's research by taking your child to the local library
Relates personal experience to what is read and learns about oneself	encouraging your child to jot down key issues about a topic
Reads critically (e.g. discusses treatment of information in magazines, newspapers, internet)	help your child classify information encourage brainstorming about the topic using a who, what, where, why, when , how, if question framework
Finds information on an unfamiliar topic from various references; selects key information and ignores irrelevant material	develop note taking including short notes (key words, phrases with book open) and long notes (own sentences in own words) broaden reading experiences by exchanging books



Reading

Reading to....., Reading with....., Reading by.....

Share books in a variety of ways: reading **to** the child, reading **with** the child and reading done **by** the child. Depending on the kind of book being read and its degree of difficulty, you will need to decide whether it will be read **to** the child, **with** the child or **by** the child.

READING TO YOUR CHILD

We read **to** children:

- ❖ to demonstrate the pleasures and rewards of reading
- ❖ to demonstrate the nature of reading
- ❖ to increase their interest in books and their desire to be readers

We read **to** children so that they may learn:

- ❖ how stories work (story structure or story grammar)
- ❖ how texts work (information books, recipes, how to books)
- ❖ how different texts use different language (e.g. narrative language uses personal pronouns, reports or information texts generally do not)
- ❖ that narrative has special language (e.g. Once upon a time; they lived happily ever after; in the deep dark woods)
- ❖ that there are different forms and styles (e.g. nursery rhymes, folk tales, poems, legends etc)
- ❖ how to read with fluency and expression
- ❖ new vocabulary and language patterns
- ❖ about varied sources of information

By being read **to** children

- ❖ become familiar with ideas, events and feelings
- ❖ want to create and write their own texts
- ❖ make predictions about what is to come and then confirm or reject these predictions (i.e. they practise important reading strategies)
- ❖ learn about things that they could not possibly experience themselves
- ❖ have their horizons extended by enjoying material beyond their independent reading level
- ❖ are exposed to a range of authors and literary styles

It is when an adult and child alike are lost in the magic of literature that attitudes and understandings are most positively shaped.

Given all these possibilities for learning, how could you NOT read to your child?



Reading cont....

Hints on Reading to your child:

1. Build reading into a regular routine. Perhaps it can become part of the bedtime ritual that your child looks forward to and that can later develop into personal, quiet reading every evening before lights out.
2. Involve your child in selecting the book. Although there will be times when you just want to share one of your favourites and this should be done.
3. Relax. Sit your child on your knee or by your side or makes sure that he or she is lying comfortably in bed.
4. Sometimes, talk about the cover, the illustrations and title before you begin. Do this briefly.
5. Try to ensure that your child can see any pictures or diagrams. These help build meaning
6. With a beginning reader, sometimes run your finger under the print to show that your voice flows with the line of text.
7. After you have finished the book or a chapter or section of text talk about it for a minute or two. Without destroying the magic or the impact of the book itself, you



Reading cont....

might ask questions.

Reading with your child

Shared Reading

Reading with your child is often referred to as “Shared Reading”. It provides opportunities to convince children that they can be readers and it enables them to read in a supportive and success oriented climate.

Reading for Success

In shared reading, you provide the amount of support that is necessary for the text to be read successfully. The amount of support will vary from book to book and even within a single book.

Contributions from your child may range from a simple mouthing of the words as you read to an enthusiastic read along.

How Much Support?

If the book is familiar or if it is a new book with text that is relatively easy for your child, you may only need to assist your child when it is absolutely necessary.

If the text is challenging then you may do most of the reading but you will encourage your child to join in at appropriate times. It will be appropriate to encourage participation:

- When the text is repeated in different places throughout the text (e.g. trip trap, trip trap)
- When the text rhymes and you believe that your child will be able to predict the rhyming word
- When the text is cumulative (as in “I Know an Old Lady Who Swallowed a Fly”)

Choosing Books for Shared Reading

- Choose favourites that have immediate interest for your child
- Choose narratives that have a strong story line
- Choose new books that have rhyme, rhythm and repetition
- Choose factual books that provide information about your child’s interests
- Choose books that have a familiar or easy structure

Guidelines for Shared Reading

- Accept all approximations as your child opts in and out of reading
- As the text draws your child in and as your child notices you accepting her efforts, she will increase her involvement and take a more active part in the reading
- Encourage your child to act as a reader and to enjoy the story
- When your child seems eager to join in, use a nod, or a smile or a pause to indicate that she should offer her predictions or comments
- Re read and read and each time make your invitations to participate more obvious

Shared reading is about inviting children to act as readers and having them enjoy the book as a whole. It is NOT about getting a certain number of words named accurately.

READING BY YOUR CHILD - INDEPENDENT READING

Children learn to read by reading and by seeing others read. The ultimate aim of any reading program must be to produce independent readers. Independent reading is essential at every stage. For preschool children independent reading may mean spending a few minutes looking through and enjoying a picture book. By allocating time for children's independent reading we are able to reinforce the idea that reading is a valued and worthwhile pastime and to encourage children to engage in real reading.

Purpose

Independent reading means that children are able to:

- Practise, reinforce and gain confidence in what they currently know about reading
- Experiment with and evaluate their methods of reading
- Focus on things that they still need to practice

Outcomes

Time for Independent Reading ensures that children:

- Have time to enjoy reading for pleasure
- Realize that adults value reading
- Have the opportunity to return to familiar text
- Can peruse favourite authors or types of books
- Learn to select texts that match their interests and ability
- Find books that arouse their curiosity, excite their sense of humour and kindle their imagination

Your Expectations

By giving your child time to read independently and expecting that she will do so, she will learn:

- That you believe she can read
- That she should make time to read
- That reading can be satisfying, entertaining, and informative
- How to use the reading strategies that have been developed through reading to and reading with
- How to choose books wisely

HELPING YOUR CHILD

THE 3 Ps- Pause, Prompt, Praise

Pause

Before responding it is important to first wait, giving the child time to try to work out the word for themselves.

Prompt

Encourage the child to look at the pictures

Ask: *What word might make sense?*
What would sound right?
What does it start with?

If the word makes sense

- Allow the child to continue reading

If the word doesn't make sense

- Encourage the child to have another try
- Encourage your child to re read or read on
- Tell the child the word

Praise

At all times it is important that children are praised and encouraged for their efforts. The support and encouragement provided through praise will greatly assist children's reading development.

Try comments like:

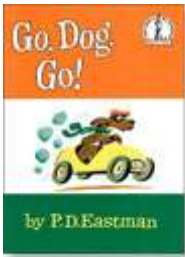
I like the way youThat's what good readers do
Well done.....
That's really great....
You must have been practicing....
You did a lot of work today... ..

Text for Role Play Readers



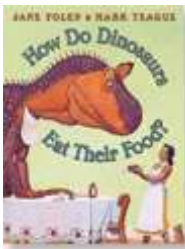
Chameleon, Chameleon By: Joy Cowley

Crisp color photographs of the panther chameleon that is native to Madagascar are combined with informative but engaging text in this book. It is an unforgettable journey across the chameleon's habitat, where readers come to appreciate the creatures and their environment.



Go, Dog, Go! By: P.D. Eastman

Big dogs, little dogs, and all kinds of dogs are on the go throughout the pages of this surprising and funny classic easy reader. Illustrations use strong lines with muted colors to show playful mutts of all sizes in outrageous activities that keep beginning readers reading.



How Do Dinosaurs Eat Their Food? By: Jane Yolen

They're back! This time, the creators of *How Do Dinosaurs Say Good Night?* take on obnoxious and downright gross behaviors at mealtime. While kids will find delight when the Amargasaurus flips his spaghetti into the air or the Lambeosaurus blows bubbles in milk, adults will appreciate the presentation of calm and more appropriate behavior.



Wiggle By: Doreen Cronin

Readers will wiggle and giggle through the rhyming text and collages that combine paintings and photographs in this playful romp. A dog is the focus as he wiggles through a wobbly world until all settle down under a cozy moon for a good night's sleep.



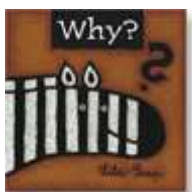
A Was Once An Apple Pie By: Edward Lear Illustrated by: Suse MacDonald
Before there was Dr. Seuss, there was nonsense poetry by Edward Lear. This Lear poem has been adapted and newly illustrated with handsome, colorful illustrations on uncluttered pages. The rhyming sounds for the letters from A and Z and all of the energetic, appealing letters in between are a delight when read aloud.



Oscar's Half Birthday By: Bob Graham
Oscar and his inter-racial family celebrate his half birthday with a joyful picnic in the park. Families are likely to recognize Oscar's slightly cluttered home, the pleasure sister Milly takes in wearing her fairy wings (made from coat hangers), and the happiness in sharing a day together in the lighthearted illustrations and subtle text.



The Little Engine That Could By: Watty Piper Illustrated by: Loren Long
Rich, full-color illustrations in a large format breathe new life into this now classic story. The Little Blue Engine overcomes tough odds to succeed, all because she believes in herself: "I think I can. I think I can. I think I can." And she does.



Why? By: Lila Prap
Animals can seem unusual to the uninitiated. Why do lions have manes? (No, it's not to show off or because they eat barbers.) Why do walruses have moustaches? These "whys" and more are addressed by silly answers as well as brief facts in this attractive book of large, comic illustrations and varied typefaces.

Jez Alborough Yes

Bobo the little chimp loves his bath time splash and doesn't want to stop and go to bed. A tantrum follows and Mum walks away. Along come his two chums and they too jump in to play. Will Bobo ever get out?

David Bedford & Leonie Worthington Who's laughing?

Lift the flap to find out which animals are hiding and giggling in this story. Can you see why they are laughing so much? Just who could be responsible for the rumpus?

John Butler Whose nose and whose toes?

Only noses and 'toeses' appear on the page! Turn over to see who owns them. The pastel illustrations just asked to be touched. A delicious book for sharing time and time again.

Rod Campbell Farm chase

Look carefully at each tail to guess who is chasing who around the farm. Plus, someone is snoozing in the hen coop.

Lucy Cousins Hooray for fish

Little fish swims in the sea and meets all his brightly coloured fishy friends.

Rhythm and rhyme maintain the tempo and there is such a lovely ending. The slightly larger format makes this an especially stunning book.

Julia Donaldson and Nick Sharratt Hippo has a hat

The animals go shopping for clothes and try on a fabulous collection of brightly coloured outfits - some more flattering than others. And at the end of the day what better way to show them off than to have a party!

David Martin and Randy Cecil We've all got bellybuttons!

You are invited to pull your ears with the elephants, stretch your neck with the giraffes, clap your hands with the monkeys and more. Can you find your bellybutton? What happens if someone tickles you there?

Nick Sharratt and Sue Heap Faster, faster! Nice and slow!

A quick romp through some opposites with young chums, Nick and Sue. The authors have taken it in turns to do the illustrations for the characters and there is plenty to talk about on every page. Rhyming text and lively drawings make for a quality early concept book.

Jane Simmons Come on Daisy!

Mama Duck tells Daisy duckling to stay close while they swim down the river. Daisy does her best to keep up but it's hard when you are young and there's so much to explore. Soon Mum is no longer in sight.

Ian Whybrow and Ed Eaves Say hello to the baby animals!

Baby lion sets out to meet his friends and greet them with a cheery 'hello!' All the baby animals have touchy feely bodies and are making noises that must be imitated with gusto.

Caroline Castle Gorgeous!

When Little Zeb arrives in the world, he has a lot to learn from his mother and the rest of the herd. He has to find out which animals are friends and which animals spell danger. Beautiful, bright, illustrations add to the warmth of this tip top gorgeous story.

Lauren Child But excuse me that is my book

Charlie takes Lola to the library and there is only one book she wants to borrow 'Beetles bugs and butterflies'. It is her favourite book. No other book will do. She simply must have that book. But it is not on the shelves. Worse still, Lola sees someone else taking it out!

www.charlieandlola.com

Tony Ross I don't like salad!

When the royal chef presents the Little Princess with a salad for lunch, she is not pleased and she especially does not want to eat tomato. To encourage healthy eating, the gardener shows her how to grow her own tomato plant.

However, 'Tommy' and the Little Princess become devoted friends - she does not want him chopped up.

www.littleprincesskingdom.com

Max Velthuijs Frog and a very special day

Frog knows that today is special because Hare has told him so, he just isn't sure why. Setting off to ask all his friends he finds them most unhelpful.

Pig

knows it's washday. Rat says that every day is special. Hare has gone out.

The excitement of waking up is fading fast.

www.andersenpress.co.uk/frog

Nick Sharratt Elephant Wellyphant

A fabulous collection of fantastical elephants on every page. Lift the flap, pull the tab, spin the dial to find them all. Why not design one of your ownphant?

Nick Sharratt This dinosaur is so big!

Make up your own dinosaur story with this book that comes with a set of eight magnets. On every page you are invited to choose a magnet to complete the sentence. Lots of possibilities, lots of joining in, lots of lively discussion. Terrific!

Emma Dodd

What pet to get?

Mum is doing the washing-up and not really listening when Jack asks if he can have a pet. He has lots of ideas - elephant, polar bear, shark - none of which appeal to Mum. Finally they agree on a small, sweet tempered, puppy. Every picture tells a story ...

Giles Andreae More pants illustrated by Nick Sharratt

A sequel to Pants, this is another fast paced rhyming read through the wild and wacky world of pants. Nick Sharratt's bright and bold illustrations make this a book to return to over and over again. Guaranteed to turn you into a pants groupie

Jeanne Willis The really rude rhino illustrated by Tony Ross

Little rhino has a bad case of Ruditis Rhinoceritis. He just can't help being rude to everyone from dawn to dusk But one day, by the waterhole, something surprising happens that completely changes his life.

Eileen Browne Handa's surprise

Watch carefully as Handa's basket of delicious fruits, carried on her head, is nibbled from above as she walks to her friend's village.

John Burningham The shopping basket Another basket, another walk, another world, more animal encounters.

Rod Campbell Dear Zoo

If you want a pet why not write to the zoo? Who knows what they will choose for you.

Mick Inkpen The blue balloon

The day after a party doesn't have to be dull. Not if you are lucky enough to find magic in the garden.

Jack Kent There's no such thing as a dragon

Oh yes there is!

Judith Kerr The tiger who came to tea

Stock up on tiger food just in case something big, furry, stripy and very hungry should drop by.

Bill Martin Brown bear, brown bear, what do you see?
Turn the pages very slowly to guess what the animals can see and absorb the colours at the same time.

Jill Murphy Peace at last
Even bears can suffer from sleepless nights. It doesn't help when you are surrounded by night time noises.

Eve Sutton My cat likes to hide in boxes
It's surprising just how cats around the world spend their time. But my cat sticks with boxes.

Elfreda Vipont The elephant and the bad baby illustrated by Raymond Briggs
You too can go 'rumpeta, rumpeta, rumpeta, all down the road' with this tale of mayhem through the town, collecting goodies as you go.

Martin Waddell Owl babies illustrated by Patrick Benson
The ultimate owl story - words and pictures perfection. Is there anyone who doesn't dissolve while reading or listening to the ending?

Text for Beginning Readers

Ahlberg, Allan, Peepo
Allen, Pamela. Bertie and the Bear; Who Sank the Boat?; Mr. McGee series
Ahlberg, J and A. Each Peach Pear Plum; Happy Families
Anno, Mitsumasa. Anno's Counting Book
Aussie Nibbles series

Baker, J. One Hungry Spider; Grandmother; Grandfather
Bemelmans, Ludwig. Madeline
Berenstain, Stan and Jan. Berenstain Bears series
Briggs, Raymond The Mother Goose Treasury
Bruna, Dick I Can Read (series), Miffy (series)
Burningham, John Mr. Gumpy's Motor Car

Campbell, Rod. Buster; Dear Zoo
Capucilli, A.S. Bathtime for Biscuit
Carle, Eric. Does a Kangaroo Have a Mother Too?; Very hungry Caterpillar
Cousins, Lucy. Za Za's Baby Brother

Dahl, Roald. The Enormous Crocodile
DePaola, Tomi. Tom
Dodd, Lynley. Hairy Maclary series
Dubosarsky, Ursula. Honey and Bear

Edwards Hazel There's a Hippopotamus on the Roof
Eastman, Philip Are You My Mother?
Fienberg, Anna. Tashi series

Flack, Marjorie The Story About Ping
Fox, Mem. Time For Bed; Possum Magic; Hattie and the Fox; Koala Lou
French, Vivian. The Three Billy Goats Gruff

Gag, Wanda Millions of Cats
Galdone, Paul. The Little Red Hen; The Three Billy Goats Gruff
Garland, Sarah. Doing the Washing
Graham, Amanda. Arthur
Graham, Bob. Let's Get a Pup
Gray, Kes. Eat Your Peas
Godwin, Jane. Millie Starts School

Hill, Eric. Where's Spot? (series)
Hughes, Shirley. Alfie (series); Dogger; Up and Up
Hutchins, Pat. Rosie's Walk ; Shoes for Grandpa; Goodnight Owl; Titch
Holabird, Katharine. Angelina Ballerina
Honey, Elizabeth. Honey Sandwich

Jorgensen, G. Crocodile Beat

Kerin, Tony. The Brave Ones
Knowles, Sheena. Edward the Emu.

Lester, Alison. Alice and Aldo; The Journey Home; I'm Green and Grumpy
Lionni, Leo Swimmy
Lobel, Arnold. Frog and Toad (series); Mouse Tales

Machin, Sue. I Went Walking
Martin, Bill Brown Bear, Brown Bear; What Do You See?
McKee, David Elmer (series)
McBratney, Sam. Guess How Much I Love You?
Miller, David What's for Lunch?
Milne, A. A. When We Were Very Young

Nicoll Meg and Mog

Omerod, Jan. Sunshine
Opie, Iona. The Puffin Book of Nursery Rhymes, My Very First Mother Goose
Potter, Beatrix The Tale of Peter Rabbit

Rodda, Emily. Bob the Builder
Rosen, Michael We're Going on a Bear Hunt
Rowe, Jeanette. Whose Shoes? YoYo series

Sendak, Maurice Where the Wild Things Are
Seuss, Dr. Cat in the Hat
Solo series

Thomas, Bill At Preschool
Trinca, Rod. One Woolly Wombat
Van Fleet, Matthew. Fuzzy Yellow Ducklings
Waddell, Martin. Owl Babies; Can't You Sleep, Little Bear?
Wataanabe, Shigeo I Can Build a House
Weld, Ann. Dinnertime!
Wells, Rosemary. Bingo; Noisy Nora
Whatley, Bruce. Little White Dogs Can't Jump

Wild, Margaret. Our Granny; There's a Sea in my Bedroom
Wide, Steven. Stumpy Grumpy Grasshopper
Wise Brown, Margaret The Big Red Bus

Zion, G. Harry the Dirty Dog

Text for Early Readers

Aussie Nibbles and Aussie Bites series
Ball, Duncan. Emily Eyefinger series
Base, Graeme. Animalia; The Eleventh Hour; The Waterhole
Blacklock, Dyan I Want Earrings
Blake, Quentin. Fantastic Daisy Artichoke; Mr. Magnolia
Browne, Anthony Willy the Wimp
Burningham, John. Mr. Gumpy's Motor Car
Carroll, Jessica. Billy the Punk
Cole, Babette. Trouble With Mum; Princess Smartypants.
Cole, Joanna. The Magic School Bus series
Darling, Kate. Cat Chocolate
Denton, Terry. Gasp!
Drew, Helen DK Kid's First Cook Book
Factor, June. Far Out, Brussel Sprout!
Fox, Mem Koala Lou
French, Jackie. How to Guzzle Your Garden
Graham, Bob. Buffy: An Adventure Story; Rose Meets Mr. Wintergarden
Grimm Brothers. Grimms' Fairy Tales
Handford, Martin. Where's Wally series
Herrick, Steven. Poetry to the Rescue
Holzworth, Werner. The Story of the Little Mole
Hughes, Shirley Dogger
Jennings, Paul. Freeze a Crowd
Kidd, Diana. Two Hands Together
Knowles, Sheena Edward the Emu
Legge, David Bamboozled
Lurie, Morris. The Twenty Seventh annual African Hippopotamus Race
Macleod, Doug. The Birdsville Monster
Milne, A.A. Now We Are Six; Winnie the Pooh
McBratney, Sam Guess How Much I Love You?
McNaughton, Colin, Suddenly
Nimmo, Jenny. The Owl Tree
Odgers, Sally Dreadful David
Rippon, Sally What a Mess, Fang Fang
Rosen, Michael Smelly Jelly Smelly Fish
Rowe, Jeanette Yo Yo Goes To the Park
Scieszka, Jon. The True Story of the Three Little Pigs.
Sheldon, Dyan. The Whale's Song
Van Loon, Joan. The Chocolate Lovers
Vaughan, Marcia. Wombat Stew
Wagner, Jenny. John Brown, Rose and the Midnight Cat
Weldon, Andrew. The Kid With the Amazing Head.
White, E. B. Charlotte's Web
Williams, Margery. The Velveteen Rabbit
Wick, Walter. I Spy Treasure Hunt
Wild, Margaret. First Day ; Miss Lily's Fabulous Pink Feather Boa



Text for Fluent Readers

Ball, Duncan. Selby (series)
Blyton, Enid. The Magic Faraway Tree.
Bryant, Bonnie. The Saddle Club series
Brown, Jeff. Flat Stanley
Cleary, Beverley. Ramona the Pest
Clement, Rod. Granddad's Teeth; Counting On Frank
Cole, Babette. Prince Cinders; Dr. Dog
Dahl, Roald. Charlie and the Chocolate Factory; Fantastic Mr. Fox; Matildas
Denton, Terry. Gasp!; Storymaze: the Ultimate Wave.
Edwards, Dorothy. My Naughty Little Sister
Fox, Mem. Wilfrid Gordon MacDonald Partridge
French, Fiona. Snow White in New York
French, Jackie. The Book of Unicorns
Goetze, Jutta. Dolphins Dance
Gleeson, Libby. Hannah and the Tomorrow Room
Graham, Bob. Crusher is Coming; Greetings from Sandy Beach
Grahame, Kenneth. The Wind in the Willows
Gleeson, Libby. Queen of the Universe
Heinmann, Rod. Creepy Conundrums
Hobbs, Leigh. Old Tom (series)
Jacques, Brian. Redwall series
Jennings, Gael. Sick As: Bloody Moments in the History of Medicine.
Jennings, Paul. The Paw Thing; The Cabbage Patch Fib; Wicked
Juster, Norton. The Phantom Tollbooth
Killen, Gretel. My Sister's a Yoyo.
King, Stephen Michael. Henry and Amy
Klein, Robyn. Junk Castle; Thalia the Failure; Thing; Hating Alison Ashley
Mahy, Margaret The Great Piratical Rumbustification
Marsden, John. Staying Alive in Year Five
Morimoto, Junko. Two Bullies
Morpurgo, Michael. Farm Boy
Orr, Wendy Ark in the Park
Pilky, Dav. Captain Underpants series
Prior, Natalie Jane. Lily Quench Series.
Rockwell, Thomas. How to Eat Fried Worms
Rodda, Emily. Finders Keepers; Power and Glory
Rubinstein, Gillian. The Fairy's Wings ;The Giant's Teeth
Smith, Doris Buchanan. A Taste of Blackberries
Thiele, Colin Storm Boy
Tomlinson, Jill The Owl Who Was Afraid of the Dark
Wheatley, Nadia. My Place
Winton, Tim. Bugalugs Bum Thief

Text for Independent Readers

Baille, Allan. Little Brother
Cheers, Gordon. Killer Plants and How to Grow Them
Clements, Rod Just Another Ordinary Day
Coffer, Eoin. Artemis Fowl series
Courtney, Bryce. The Power of One
Crew, Gary. The Watertower
Ende, Michael. The Never Ending Story
Fine, Anne. Madame Doubtfire
Fleischman, Paul. Weslandia
Fowler, Thurly. Not Again Dad
French, Jackie A Wombat Named Bosco
Gallico, Paul. The Snow Goose
Gleitzman, Morris. Boy Overboard; Toad Rage; Two weeks with the Queen
Godwin, Jane. Dreaming of Antarctica
Griffiths, Andy. Just Tricking! series
Hathorn, Libby. Thunderwith; Skating on Sand
Hirsch, Odo. Hazel Green series
Honey, Elizabeth 45-47 Stella Street
Heffernan, John. My Dog
Hirsch, Odo. Bartlett and the Ice Voyage
Jennings, Paul. Singenpoo (series); Spooner or Later
Jones, Andy. Red Hot Jokes for Cool Kids
Jinks, Catherine. Pagan's Crusade
Keller, Victor. Master of the Grove
Le Guin, Ursula. A Wizard of Earthsea.
Lewis, C.S. The Lion, the Witch and the Wardrobe
Magorian, Michelle. Goodnight Mr. Tom
Mahy, Margaret. The Haunting
McNaughton, Colin. Making Friends
McSkimming, G. Cairo Jim series
Orr, Wendy. Nim's Island
Paterson, Katherine. Bridge to Terabithia
Paulson, Gary. Hatchet
Perry, Sarah. If
Rodda, Emily Deltora Quest (series)
Rowling, J. K. Harry Potter series
Rubinstein, Gillian. Space Demons
Sachar, Louis. Holes
Snicket, Lemony. A Series of Unfortunate Events series
Tolkein, J.R. R. The Hobbit
Van Allsberg, Chris. The Mysteries of Harris Burdick
Whatley, Bruce. Detective Donut and the Wild Goose Chase
Wild, Margaret. Fox
Wilson, Jacqueline. The Illustrated Mum
Yen Mah, Adeline. Chinese Cinderella.

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