Individualized reading is the attempted match between the competence of the reader and the readability level of the text. This booklet, to be used as a guideline for selecting the appropriate books for each child, contains a detailed discussion of individualized reading, an explanation of individualized reading stages, criteria for selecting books, and extensive, comparative lists of selected books for young readers. An index lists the book series alphabetically. (JM)
INDIVIDUALISED READING

COMPARATIVE LISTS OF SELECTED BOOKS FOR YOUNG READERS

CLIFF MOON

A particularly important teaching skill is that of assessing the level of difficulty of books by applying measures of readability. The teacher who can do this is in a better position to match children to reading materials that answer their needs. In our visits to schools we came across many children who were not allowed to read 'real books' until they had completed the scheme. This is an artificial distinction and an unnatural restriction of reading experience. We also came across children who had made good progress through a scheme and were now struggling at frustration level in other kinds of reading, while others were bored by material that was making too few demands upon them. The effective teacher is one who has under her conscious control all the resources that can fulfil her purpose. By carefully assessing levels of difficulty she can draw from a variety of sources.

'A Language for Life' (7.32)

Published by
the Centre for the Teaching of Reading
School of Education - University of Reading
FOREWORD

It cannot be stressed too often that this booklet, INDIVIDUALISED READING, is intended to be used as a guideline and not a total programme. It is hoped that teachers will slot in books of their own choosing and possibly delete some of those on the printed list. Criteria for selection are set out but please do not infer that omissions necessarily suggest disapproval, this is by no means true. Any comments will be welcome, for it is intended to revise this list frequently.

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29 Eastern Avenue,
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FIFTH EDITION
(Completely Revised)
October 1975

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Printed at the College of Estate Management Reading
What is 'Individualised Reading'? An individualised approach to learning is an attempt to match a variety of educational resources to the child's individual needs and interests. In the case of reading, the attempted match is between the readability level of the text and the competence of the reader. It is useful to note how Elizabeth Goodacre describes 'Individualised Reading' in 'Children and Learning to Read' (Routledge, Kegan, Paul, 1971):

"Some generally accepted characteristics of this approach are (a) a wide range of books placed strategically in various parts of the classroom on easily accessible shelves or racks; (b) the teacher keeps a record of each child's choice; (c) the children write a book report or a short account of the book's contents, most interesting aspect, funniest incident, etc, in their own words (sometimes a list of interesting or difficult words is kept as well); (d) the teacher collects together in a small group for special instruction children who appear to have a common instructional need. The focal point however, is the teacher's individual conference with each child, the child reading, both orally and silently, the teacher making notes of interests, instructional needs, general effectiveness on some sort of cumulative record sheet."

What is reading? As far as we can tell at the moment, reading seems to be an active dialogue with a text. Just as in a spoken conversation, the listener reconstructs the speaker's meaning in the light of his own experience, so the reader reconstructs, anticipates and confirms his predictions about the messages on the page. In order to do this he makes use of various strategies of which letter and word identification are only two. Perhaps more importantly he anticipates word order (syntax) from his experience of written language and he anticipates the meaning (semantics) of the text from his experience of the world. (See Frank Smith's 'Understanding Reading', Holt, Rinehart & Winston, 1971).

What does this mean for the teacher? It means that the teacher will be:

- encouraging silent, fluent reading of texts which have worthwhile content,
- reading aloud frequently so that children can gain experience of the sound of the written form of language,
- providing a variety of experiences which are talked about so that children can build up their experience of the world,
- knowing thoroughly the books in the classroom so that their content can be discussed with the children,
- knowing the reading ability of the children,
- knowing the readability level of the books in the class,
- devising anticipation and prediction situations like sentence completion games, suppositions about story endings etc,
- valuing the errors children make in their reading because they, like us, learn from their mistakes,
- noting errors made when children read aloud in order that appropriate skill development materials can be provided.

When do skill development materials fit into the programme? Throughout the child's school life. For primary school children refer to Bridie Raban's 'Reading Skill Acquisition' (Centre for the Teaching of Reading, University of Reading) which is complementary to 'Individualised Reading'. For older juniors see Christopher Walker's 'Reading Development and Extension' (Ward Lock, 1974).
How do the Stages of 'Individualised Reading' and the Levels of 'Reading Skill Acquisition' correspond to provide a complete framework for reading development in primary schools?

<table>
<thead>
<tr>
<th>Individualised Reading Stages</th>
<th>Reading Skill Acquisition Levels</th>
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</thead>
<tbody>
<tr>
<td>Stages 0, 1, 2, 3</td>
<td>Level A</td>
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<tr>
<td>Stages 4, 5, 6</td>
<td>Level B</td>
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<tr>
<td>Stages 7, 8, 9</td>
<td>Level C</td>
</tr>
<tr>
<td>Stages 10, 11, 12, 13</td>
<td>Level D</td>
</tr>
</tbody>
</table>

How can reading and related language skills be co-ordinated?

- By making books of the children's own writing.
- By publishing children's own writing.
- By children keeping their own reading records in the form of book logs etc.
- By children writing book reviews which are filed for other children's reference.
- By teaching letter formation and handwriting throughout the primary school.
- By providing a variety of dictionaries.
- By reading aloud to children for at least half an hour each day: poetry, folk tales, short stories, serialisations.
- By using audio-visual stimuli to instruct and sustain interest:
  - radio programmes like 'Stories & Rhymes', 'Listening and Reading' and television programmes like 'Look and Read' and 'Words and Pictures',
  - Weston Woods films/tapes of picture books,
  - home-made 'talking book' tapes,
  - Jackanory forecast sheets available free from Jackanory Office, TV Centre, Wood Lane, London W12 7RJ.
- By making colour slide/taped commentary accounts of locality, trips, etc.
- By running a school bookshop (licence application form from: Publishers Association, 19 Bedford Square, London, WC1B 3HJ).
- By running a book club perhaps in conjunction with a school branch of Puffin Club.

Does 'Individualised Reading' mean that formal reading schemes are unnecessary? Yes, but the ideas should be adapted to individual school and class situations. E.g. Use 'Individualised Reading' lists to supplement a formal scheme which is already in use.

In introducing children to an 'Individualised Reading' programme, is it necessary to test their reading ages? No. There is no published reading test which tests 'reading' if reading is the ability to read fluently, with understanding, a worthwhile text. The child's reading ability is determined by: (a) listening to him read from books, (b) discussing the content of books he has read.

Should reading tests be abandoned then? No, they have a diagnostic function. Monitoring of errors when children read aloud is the best way to diagnose weaknesses but for screening purposes (say, at the end of the infant stage) a test like 'Carver' (U.L.P.) will suggest what sort of skill-building programme should be introduced in the future.
Why are the 'Individualised Reading' lists selective? Because only books which satisfy many of the following criteria are included:

Is the book worth reading? If it reads aloud well, probably yes. Pay attention to: rhythm and vocabulary flow, form, description and detail; imaginative content, vicarious experience of emotion, mischief, stimulation of curiosity; anticipation, humour (often unbearable to adults!); author’s integrity, honesty, credibility, elements of excitement, suspense, morality.

Is the book designed to 'ease' reading? Pay attention to: general appearance and attractiveness, length of book and sentences, illustration-text match, colour, clarity, size and style of typeface, the spaces between words and lines, the relationship between the size of book/size of print.

Does the book encourage the development of useful reading strategies? Pay attention to: length of book, phrasing of text, prediction and expectation at syntactic and semantic levels, use of spoken language form in early stages.

Is the book culturally biased? Pay attention to: unnecessary stereotyping of sex, race and social class, representation of sub-cultures, possibility of identification with characters.

Do information books do what they set out to do? Pay attention to: directness, suitability of style, explicitness of illustrations and diagrams, relationship between ideas, practical applications.

How is the readability of books determined? Not by using readability tests as these are unsuitable for low-readability texts. Books are graded according to the ability of children to read them. That is, children who are already reading from a well-established 'Individualised Reading' programme.

How can other people add different books to the 'Individualised Reading' Stages? By first establishing their own base-line of books which originates from the 'Individualised Reading' Stages and subsequently testing out their texts with children reading from those Stages.

How do the 'Individualised Reading' Stages develop?

<table>
<thead>
<tr>
<th>Stage 0</th>
<th>Pure picture books — the first reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages 1, 2, 3</td>
<td>Introductory Readers — caption books</td>
</tr>
<tr>
<td>Stages 4 - 10</td>
<td>Developmental Readers</td>
</tr>
<tr>
<td>Stages 11, 12, 13</td>
<td>Bridging Readers — bridging from shorter to longer books and out to general fiction etc.</td>
</tr>
</tbody>
</table>

How do children progress through the Stages? When a child can read fluently a variety of books from one Stage and is able to read with an error rate no greater than 1 word in 25 from the next Stage, he moves on to that Stage.

What will children achieve by using this programme? A love of books and the status of 'reader'. Teachers often ask about reading test results. Indications are that they need have no worries on that score!

Where should the books be housed? Close to wherever the children are working — on low shelves, in mobile units, boxes, etc.

How are the books organised in the classroom? They are shelved or boxed in Stages and each Stage is colour-coded (not numbered). Self-adhesive fluorescent shapes like those marketed by Blick are recommended. Children choose their books mainly, but not always, from the Stage to which the teacher has assigned them.
What sort of records should the teacher keep? Any which tell the teacher what he needs to know. That is, whether a child is reading a sufficient amount or whether he is having a balanced diet (e.g. information and fiction). Card index or loose-leaf file systems can be used. Series are listed under Stage headings and children or teachers can tick off books which have been read.

How can the 'Individualised Reading' programme be extended? By including individual titles (not just series). Penguins in School: A Guide for Teachers (1975) lists every Picture Puffin and Young Puffin by title according to 'Individualised Reading' Stages. This is available from Penguin Books Ltd.

How can further details about the issues raised in this booklet be obtained? Refer to 'A Question of Reading' by Cliff Moon and Bridie Raban (Ward Lock Educational, 1975).

ACKNOWLEDGEMENTS:

Thanks are due to colleagues at Hillfields Park J.M. School, Bristol, and Yatton Junior School, Yatton, Bristol, for providing the opportunity for my work to develop. Also to other schools using an individualised approach to reading where I have been courteously received. To the librarian of Hillfields Park Library, Bristol, for her enthusiastic linking of school and library resources. Every educational publisher I have contacted, without exception, has been most helpful in the advice given and sample copies provided. Bernice, my wife, not only makes my work possible but also uses the listed books in her own remedial reading work. Her evaluation is therefore invaluable. Bridie Raban of the Bristol Reading Centre contributes a wealth of advice. But for Betty Root and the Centre for the Teaching of Reading, my work may have remained unrecognised. To the above I am deeply indebted.

Cliff Moon
Deputy Head of Yatton Junior School
Yatton, Bristol, BS19 4HJ.
## COMPARATIVE LISTS OF SELECTED BOOKS FOR YOUNG READERS (AUTUMN 1975)

### STAGE 0

- **'A Boy, A Dog and A Frog' books by M. Mayer**
  - Collins
- **Adventures of Little Mops**
  - Allen & Unwin
- **A Story to Tell by Dick Bruna**
  - Methuen
- **Board Books**
- **Books Without Words**
  - Black
- **Concertina Books**
  - Burke
- **Dominoes Picture Books**
  - Oliver & Boyd
- **Language in Action — Core Level 0**
  - Macmillan
- **One to Eleven by Yutaka Sugita**
  - Evans
- **Picture Lion (‘Look What I Can Do’)**
  - Fontana
- **Picture Puffins (‘Rosie’s Walk’, ‘Changes Changes’, ‘How Santa Claus had a long and difficult journey delivering his presents’, ‘Father Christmas’)**
  - Penguin
- **Stories Without Words**
  - Nelson Young World
- **Wildsmith’s ‘The Circus’**
  - O.U.P.
- **Zig-Zag Books**
  - Methuen

### STAGE 1

- **First Words**
  - Macmillan
- **Link-up ‘Trailer Books’ 1-8**
  - Holmes McDougall
- **Little Picture Books 1-12**
  - Warne
- **Robin and Jane Picture Books**
  - Oliver & Boyd
- **Talk-a-Rounders: 1**
  - Holmes McDougall
- **Things We Do**
  - Collins

### STAGE 2

- **Bruna’s ‘I Can Read’, ‘I Can Read More’ & ‘My Vest is White’**
  - Methuen
- **Caption Books: Red, Yellow & Blue series**
  - Methuen
- **Do You Know This Word books**
  - Methuen
- **Instant Readers**
  - Methuen
- **Minibooks: Step 1**
  - Collins
- **Robin and Jane Reading Books**
  - Oliver & Boyd
- **Sparks: Stage 1**
  - Blackie
- **This is my Colour/Shape/Sound**
  - G.P. Alexander

### STAGE 3

- **Bill Books 1 & 2**
  - Collins
- **Büttch Books**
  - Cassell
- **Caption Books: Green series**
  - Methuen
- **Colourwise**
  - Macmillan
- **Dominoes: Stage 1 & Extras Stage 1**
  - Oliver & Boyd
- **Early to Read: Book 2**
  - Arnold
- **Griffin Pirate Pre-Readers**
  - Arnold
- **Head Start Books**
  - Burke
- **Laugh and Learn: Book 1**
  - G.P. Alexander
- **Little Nippers**
  - Macmillan
- **Little Picture Books 13-24**
  - Warne
- **Minibooks: Steps 2 & 3**
  - Collins
- **‘Oh Look’ books by I. Wikland**
  - Dent
- **‘One Two Three and Away’: Introductory Books A, R, C, D**
  - Hart Davis
- **PolyStrip Reading’ Books**
  - Philip & Tacey
- **Read it Yourself: Set a**
  - Methuen
- **Ready Steady Rhythm Readers: Red Books**
  - Blackie
- **Sparks: Stage 2**
  - Blackwell
- **Stories the Rhymes Tell**
  - Holmes McDougall
- **Talk-a-Rounders: 2**
  - Ginn
- **Time for Reading Quickies**
  - Hamlyn
- **Turn and Learn Books**
  - Methuen
STAGE 4

Bangers and Mash: 1 & 2
Bill Books 3 & 4
Breakthrough: Yellow Books
Caption Books: Purple series
Corkey Books: 1-4
Dominoes: Stage 2 & Extras Stage 2
Early to Read: Book 3
Griffin Pirate Books 1 & 2
Laugh and Learn: Books 1a, 1b, 1c, 2
Let’s Play with Numbers
Link-up: Reading Book 1 & Build-up Books 1a & 1b
Looking at Words
Mini-books: Step 4
‘One Two Three and Away’: Platform Level 1
Read it Yourself: Set b
Read to Yourself
Sparks: Stage 3
Talk-a-Rounders: 3
This is the Way I Go
Trug Books 1-6

STAGE 5

Bangers and Mash: 3-6
Beginning Beginner Books
Bill Books 5 & 6
Breakthrough: Red and Green Books
Caption Books: Orange & Number Story series
Corkey Books: 5-8
Dominoes: 3 & 4
Early to Read: Book 5
Griffin Pirate Book 3
It’s Fun to Read: Books 1-6
Laugh and Learn: Books 2a, 2b, 2c, 3
Link-up: Reading Book 2 & Build-up Books 2a & 2b
Little Books by John Burningham
‘One Two Three and Away’: 1, 1A
Reading with Rhythm: Set 1
Ready Steady Rhythm Readers: Yellow Books
Robin Books: 1 & 2
Rug Books
Sea Hawk Introductory Books
Sparks: Stage 4
Star Family
Stories to Start With
Talk-a-Rounders: 4 & 5
Tarzan Books
Time for Reading: Story Books 1-4
Trug Books 7-12

STAGE 6

Althea’s Brightstart Books
Althea Red Label Books by G. Clemmett
Bangers & Mash: 7-10
Beginner Books (eg ‘Robert the Rose Horse’, ‘The Cat in the Hat’,
‘Fox in Socks’, ‘A Fish out of Water’, ‘Green Eggs and Ham’)
Bill Books: 7 & 8
Book Corner Books: First Shelf
Breakthrough: Blue Books, ‘ABC’ & ‘About the House’
Corkey Books: 9-12
Early to Read: Book 6
Griffin Pirate Books 4 & 5
Helen Piers Mouse Books
It's Fun to Read: Books 7-12
Laugh and Learn: Books 3a, 3b, 3c, 4
Link-up: Reading Book 3 & Build-up Books 3a & 3b
Nippers: Red Books
One Two Three and Away': Books 2; 2A
Pedro Books 1-4
Read for Fun . (one spot)
Reading With Rhythm: Sets 2 & 3
Red Car Books
Robin Books: 3-6
Smilers
Snowball Books
Sparks: Stage 5
Starters/Starters Activities
Starting Books (Ben, Kate & Sam Books)
Time for Reading: Story Books 5-8

Bangers and Mash: 11-14
Beginner Books (eg 'A Fly Went By', 'Books of Riddles',
'The Bears' Holiday', 'Chitty Chitty Bang Bang',
'Sam and the Firefly')
Beginning to Read Books
Ben Books
Bill Books: 9 & 10
Book Corner Books: Second Shelf
Bruna Books (eg 'Circus', 'Miffy', 'Snuffy', 'The Egg',
'The School')
Colour Knights: Stepping Stone titles
Cowboy Sam Books
Do You Know About . . .
Early I Can Read'
Griffin Pirate Books 6 & 7
Helen Piers Animal Books (eg 'Five Little Pigs', 'The Kitten Who
Coulnd't Get Down', 'Fox and Hen', 'Hullabaloo for Owl!')
Jenny and Simon Stories
Kate and Daniel Books
Laugh and Learn: Books 4a, 4b, 4c, 5
Link-up: Reading Book 4, Build-up Books 4a & 4b
Little Learning Library
Meg Books
Monster Books: Sets A & B
Mr. Gumpy Stories
One Two Three and Away': Platform Level 2, Books 3, 3A, 4, 4A
Pedro Books 5-8
Read for Fun . . (two spots)
Reading with Rhythm: Sets 4 & 5
Ready Steady Rhythm Readers: Green Books
See How it Grows/See How it's Made
Sparks: Stage 6 & Fun to*Read Books
Starters.Places/Starters Maths
Starting to Read: Basil Brush/Noggin the Nog
Stepping Stones
Stories about Number

STAGE 7

Arnold
Methuen
Hart Davis
G.P. Alexander
Holmes McDougall
Macmillan
Hart Davis
Oliver & Boyd
Burke
Longman
Methuen
Hamlyn
Methuen
Dent
Blackie
Macdonald
Methuen
Ginn

Longman

Collins
Benn
Longman
Collins
Chambers

Methuen
Brockhampton
Arnold
Burke
Worlds Work
Arnold

Methuen
Methuen
Black
G.P. Alexander
Holmes McDougall
Blackwell
Hinemann/Puffin
Longman
Cape

Hart Davis
Oliver & Boyd
Burke
Longman
Holmes McDougall
Macmillan
Blackie
Macdonald
Kaye & Ward
Brockhampton
Methuen

(Stage 7 cont.)
Thomas and Elsa Books
Time for Reading: Story Books 9-12
Use Your Senses
We Can Read
Young Puffins ('Bad Cat', 'Pink Pig', 'Wonkey Donkey')
Young World Beginner Readers: Level 1

STAGE 8
Althea Red/Blue Label Books by Althea
Barbapapa Books
Bill Books; 11 & 12
Bod Books
Book Corner Books: Third Shelf
Canal Street Books: 1-3
Crystal Tipps and Alistair
Dinghy Stories
Emma Books
Griffin Pirate, Books 8 & 9
Help: First Helpings
I Want to Be
In Our Road
John Mouse Books
La Fontaine Fables (Wildsmith)
Laugh and Learn: Books 5a, 5b, 5c, 6
Let's Read and Find Out Books
Linkup Reading Book 5
Lively Readers: Stage 1
Minnow Books
Mirror Books
Misty Books
Monster Books: Sets C & D
Mr. Bear Books
Muller Easy Readers
Nippers: Orange Books
'One Two Three and Away': Books 5, 6 & 7
Oscar Rocket Books
Papa Small Books
Puffin Easy Readers ('Snuffle to the Rescue', 'Butterfly Chase')
Read Easy Books
'Read for Fun ... (three spots)
Reading with Dougall
Ready for Science
Red Door Stories
Science for Young Children
Sea Hawk Main Readers
Signal Books
Sometimes Sam Books (Umbrella series)
Sounds & Rhythm 1, 2, 3
Starters Along Time Ago/Starters People/Legends
Stories for Today
Storycraft Books
Tim Books by Ardizzone
Trog Books
Turnip Tales
Venture Books: Green & Black Spots
Woozy Books
Wrigley Books
Yak Stories

(Stage 8 cont.)
(Stage 8 cont . . .)

Young World Beginner Readers: Level 2
Yutaka Sugita Books

STAGE 9

Althea Red Label Books by M. Harris & D. Harlow
Angus Books
Beanstalks: Blue/Yellow
Beatrix Potter Books
Beginner Books (eg 'Travels of Dr. Dolittle', 'Come Over to my House', 'The Bike Lesson', 'The Big Honey Hunt', 'You Will Go to the Moon')
Blue Door Stories
Book Corner Books: Fourth Shelf
Breakthrough Poetry — Lollipops
Brick Street Boys
Canal Street Books 4-6
Colour Knights: 'The House of Four Seasons', 'Six Foolish Fishermen', 'Jeanne Marie'
Come Inside Books
Denis Wrigley Books (eg 'The Wind that Blew Too Much')
Dolphin Books: 'A' series
Fact and Fancy Books
Fantasia Pictorial Books
Favourite Fairy Tales Told In
First Facts
First Folk Tales
First Interest: A Long Time Ago/In Space
First Topic Books
Flightpath to Reading: Series A
Griffin Pirates Books, 10 & 11
Gumdrop Stories
Helen Piers Animal Books (eg 'Puppy Go Home', 'The Inquisitive Calf', 'The Elephants Pull Their Socks Up')
Help: Story Books
I Can Read (eg 'Lucille', 'Sammy the Seal', 'Stop, Stop')
I Love to Read . . . . (four spots)
Jeanne Marie Books
Joe Books
Laugh and Learn: Books 6a, 6b, 6c
Let's Find Out About
Link-up: Book 6
Little Blackie Picture Books
Lively Readers: Stage 2
Living and Growing Books
Madeline Books
Magpie Books
Meg and Mark Books
Mister Books
Mummy and Daddy Books
My Word Books
Nippers: Yellow Books
'One Two Three and Away': Books 8, 9, 10 & Platform Level 3
Open Gate Library
Paddington Picture Books
Piccolo Picture Books (eg 'Gumdrop', 'But Where is the Green Parrot?')
Picture Line Books

Nelson
Evans

Dinosaur Pubs.
Bodley Head
Nelson Young World
Warne

Collins
Methuen
Chambers
Longman
Collins
Nelson

Brockhampton
Studio Vista
Wheaton
U. L. P.
Black
Warne

Bodley Head
Sidgewick & Jackson
Hart Davis
Ginn
Macmillan
Arnold
Arnold
Brockhampton

Methuen
Nelson
Worlds Work
Burke
Brockhampton &
Colour Knights

B.B.C.
G.P. Alexander
Watts
Holmes McDougall
Blackie
Nelson
Macmillan
Deutsch
Hulton
Methuen
Thuman
Blackie
Kaye & Ward
Macmillan
Hart Davis
Chatto & Windus
Collins

Pan
Philip & Tacey

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<td>Picture Puffins (eg Ezra Jack Keats titles, 'Angus' books, 'The Wombles in Danger', 'Two Can Toucan', 'Clocks and More Clocks')</td>
<td><strong>Enjoy Reading</strong></td>
</tr>
<tr>
<td>Picture Story Books by John Cunliffe</td>
<td>Fairy Tale Picture Books</td>
</tr>
<tr>
<td>Puffin Easy Readers ('Hazy Mountain' &amp; Tales of Olga da Polga)</td>
<td>Fenella Books</td>
</tr>
<tr>
<td>Rescue Stories</td>
<td>'Find a Story 1 &amp; 2'</td>
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<tr>
<td>Seven Silly Stories</td>
<td>First Library</td>
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<tr>
<td>Starters Science</td>
<td>First Look at... Books</td>
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<tr>
<td>Storychair Books (eg 'The Little Goat' and 'Harriet' titles)</td>
<td>Frances Stories by Russell Hoban</td>
</tr>
<tr>
<td>Tales of Olga da Polga</td>
<td>Griffin Pirate Books 12-16</td>
</tr>
<tr>
<td>Trend (eg 'The Dark House', 'Cold at 5', 'Watcher on the Wharf', 'Robbie', 'Old Bootleg')</td>
<td>Help: Help Yourself</td>
</tr>
<tr>
<td>Through the Rainbow: Gold &amp; Silver Books 1-4</td>
<td>I Can Read (eg 'Eminett's Pig', 'The Fire Cat', 'Tell Me Some More', 'Little Runner', 'David and the Giant')</td>
</tr>
<tr>
<td>Venture Books: Blue and Red Spots</td>
<td>I Can Read Science Books</td>
</tr>
<tr>
<td><strong>STAGE 10</strong></td>
<td>Inside and Outside Books</td>
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<tr>
<td>Adventures in Space</td>
<td><em>Jimmy Books</em></td>
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<td>Alison Uttley Books</td>
<td>John and Julia Books</td>
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<tr>
<td>Animals of Many Lands</td>
<td>Ladybird Leaders &amp; Information series 606B, 606E, 606F</td>
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<tr>
<td>Animals at Home</td>
<td>Land of Grot Books</td>
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<td>Cresta Bear Stories</td>
<td>Link-up: Book 7</td>
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<td>Data: Stage 1</td>
<td>Listening and Reading I</td>
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<td>Dolphin Books: B &amp; C series</td>
<td>Lively Readers: Stage 3</td>
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<tr>
<td><strong>Dolphin Books</strong></td>
<td>Look Around Books</td>
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<tr>
<td>Enjoy Reading</td>
<td>Maggie Scott Books (eg 'The Lion Who Liked Fizzy Orange')</td>
</tr>
<tr>
<td>Fairy Tale Picture Books</td>
<td>Matter of Fact Books</td>
</tr>
<tr>
<td>Fenella Books</td>
<td>More Rescue Stories</td>
</tr>
<tr>
<td>'Find a Story 1 &amp; 2'</td>
<td>Nightcaps</td>
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<tr>
<td>First Library</td>
<td>Nippers: Green Books</td>
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<tr>
<td>First Look at... Books</td>
<td>Observe and Learn Books</td>
</tr>
<tr>
<td>Frances Stories by Russell Hoban</td>
<td>'One Two Three and Away': Books 11 &amp; 12</td>
</tr>
<tr>
<td>Griffin Pirate Books 12-16</td>
<td>Piccolo Picture Books (eg 'Orlando', 'The Truck on the Track')</td>
</tr>
<tr>
<td>Help: Help Yourself</td>
<td>Picture Grasshoppers (eg 'Lord Rex', 'Sugar Plum', 'Benn's Giraffe', 'Hare and Hedgehog')</td>
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<tr>
<td>I Can Read (eg 'Eminett's Pig', 'The Fire Cat', 'Tell Me Some More', 'Little Runner', 'David and the Giant')</td>
<td>Picture Puffins (eg 'Captain Pugwash', 'Harry... , 'Drummer Hoff', 'Fish is Fish', 'Dinosaurs and all that Rubbish')</td>
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<td>Storychair Books (eg 'Stumpy', 'Zap', 'Dragon' titles, 'Mother Fox', 'The Extraordinary Hat Maker', 'The Farmer's Wish')</td>
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<td>*Trend ('Coffee at Charlie's', 'Bindi-Eye', 'Crash Landing', 'A Fabulous Day in the Life of Professor Mortimer G Mugwump', 'Odd One Out')</td>
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Pitman
Hamlyn/Fontana
Kaye & Ward
Hart Davis
Brockhampton
Thurman
Longman
Black
Schofield & Sims
Ginn
Macmillan
Dinosaur Pubs.
Methuen
Thurman
Methuen
Collins
Schofield & Sims
U.L.P.
Oliver & Boyd
Penguin
Ginn
Hamish Hamilton
Arnold
Heinemann
Ladybird Books
Black
BBC/Penguin
Nelson
Chatto & Windus
Black
Arnold
Macmillan
Cassell
Pan
Abelard-Schuman
Fontana
Penguin
Penguin
Kaye & Ward
Ginn
Arnold
Ginn
Transworld
Ward Lock
Oliver & Boyd
Ginn
Macmillan
(Stage 11 cont....)
What Do They Do?

Young Puffins (eg 'Albert', 'Duggie the Digger', 'Lotta', 'George', 'Flat Stanley')

Zebra Books (eg 'Models from Junk', 'Zebra Book of Papercraft', 'Sow and Grow', 'Happy Landings', '7 Minute/10 Minute Tales')

STAGE 12

Acorn Library
Antelope Books
Armada Lion Books (eg 'Paddington' stories, 'The Reluctant Dragon')
Brock Books (large typeface)
Club 75
Dolphin Books: E & F series
Dougal Books (Knight)
Early Birds
Find a Story 5 & 6
Grasshopper Books: Red and Blue Series
Green Grass Books
Jackanory Story Books
Keith and Sally Books
Ladybird Information series 584, 601, 706
Listen with Mother Books
Listening and Reading III
Looking at Geography
Parsley Books
Piccolo Books (eg 'Haunted House', 'Gipsy Folk Tales')
Picture Puffins (eg 'Giant Alexander', 'Anatole', 'The Hat', 'Ferocious the Puppy Dragon', 'Mrs. Cockle's Cat')
Pied Piper Books
Read Aloud Books
Red Apple Books
Science Experiences
Take Part Books
*Trend — 'Cry on a Foggy Night'
Young Puffins (eg 'Paddington', 'Olga da Polga', 'Mrs. Pepperpot', 'Danny Fox', 'Galdora' titles)
Zebra Books (eg 'Caring for your Pets', 'Outdoor/Indoor Books', 'Experiments for You', 'The Swinging Rainbow', 'Worzel Gummidge')

STAGE 13

Armada Lion Books (eg Dejong titles, Helen Crewe's Fairy Tales)
Asterix Books
Brock Books (small typeface)
Carousel Books (eg 'Model Railway Men', 'Arabian Nights', 'Story of Britain before the Norman Conquest', 'Havelock the Warrior', 'The White Badger')
Chatto Fours
Colourmaster Junior Series by Althea
Danny Dunn Books
Dolphin Books: G series
Explorers
Grasshopper Books: Green Series
Himself Books
Illustrated Teach Yourself Books
Inner Ring True Stories
Junior Reference Library

Macmillan
Penguin
Evans
Bodley Head
Hamish Hamilton
Fontana
Brockhampton
Macmillan
U.L.P.
Brockhampton
Kaye & Ward
Penguin
Abelard-Schuman
Heinemann
BBC
Evans
Ladybird Books
BBC
BBC
Black
BBC
Pan
Penguin
Methuen
Methuen
Heinemann
Watts
Ward Lock
Ginn
Evans
Fontana
Brockhampton
Brockhampton
Transworld
Chatto & Windus
Colourmaster
Macdonald
U.L.P.
Penguin
Abelard-Schuman
Macdonald
Brockhampton
Benn
Macdonald

(Stage 13 cont....)
(Stage 13 cont.)

Junior Voices
Ladybird Information series: 561, 707, 621, 708, 701, 651, 633, 536, 727, 662, 691
Looking at Nature
Looking at Other Countries
Macdonald Countries
Model Railway Men
New Biologies
Location
Pen Air Library
Picture Information Books
Reindeer Books
Take Part Books
Thursday Books
Tintin Books
Treasures
*Trend — ‘Snow-at Tataru’ & ‘The Snowdropers’
Wren Books

*These books are only suitable for children of ten and over.
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<td>Macdonald Countries (Macdonald)</td>
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<td>9</td>
<td>Madeline Books (Deutsch)</td>
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<td>10</td>
<td>Maggie Scott Books (Thurman)</td>
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<td>9</td>
<td>Magpie Books (Hulton)</td>
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<td>11</td>
<td>Make Up a Year (Black)</td>
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<td>10</td>
<td>Matter of Fact (Methuen)</td>
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<td>7</td>
<td>Meg Books (Heinemann)</td>
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<td>Meg and Mark (Methuen)</td>
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<tr>
<td>2, 3, 4</td>
<td>Mini Books (Collins)</td>
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<td>8</td>
<td>Minnow Books (Longman)</td>
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<td>8</td>
<td>Mirror Books (Deutsch)</td>
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<td>9</td>
<td>Mister Books (Thurman)</td>
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<tr>
<td>8</td>
<td>Misty Books (Ward Lock)</td>
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<td>13</td>
<td>Model Railway Men (Macdonald)</td>
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<tr>
<td>7, 8</td>
<td>Monster Books (Longman)</td>
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<td>8</td>
<td>Mr. Bear Books (Macdonald)</td>
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<td>7</td>
<td>Mr. Gumpy Stories (Cape)</td>
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<td>8</td>
<td>Müller Easy Readers (Muller)</td>
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<tr>
<td>9</td>
<td>Mummy and Daddy Books (Blackie)</td>
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<td>9</td>
<td>My World Books (Kaye and Ward)</td>
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<td>13</td>
<td>New Biologies (Bodley Head)</td>
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<td>11</td>
<td>New Colour Photo (Arnold)</td>
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<td>10</td>
<td>Nightcaps (Pelham)</td>
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<td>3, 6, 8, 9, 10, 11</td>
<td>Nippers (Macmillan)</td>
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<td>10</td>
<td>Observe and Learn (Hart Davis)</td>
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<td>Oh Look (Dent)</td>
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<td>13</td>
<td>On Location (Mills and Boon)</td>
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<tr>
<td>3, 4, 5, 6, 7, 8, 9, 10</td>
<td>One Two Three and Away (Hart Davis)</td>
</tr>
<tr>
<td>11</td>
<td>Onward Paperbacks (Cassell)</td>
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STAGE(S)

13  Open Air Library (Chatto and Windus)
9   Open Gate Library (Chatto and Windus)
8   Oscar Rocket (Arnold)
9   Paddington Picture Books (Collins)
8   Papa Small Books (Odh平板)
12  Parsley Books (BBC)
6, 7  Pedro Books (Oliver and Boyd)
9, 10, 11, 12, 13  Piccolo Books (Pan)
10, 11, 13  Picture Grasshoppers (Abelard Schuman)
13  Picture Information Books (Black)
9   Picture Line Books (Philip and Tacey)
0, 11  Picture Lions (Fontana)
9, 10, 11  Picture Puffins (Penguin)
0, 9, 10, 11  Picture Story Books by J. Cunliffe (Deutsch)
12  Pied Piper Books (Methuen)
10  Piglet Books (Methuen)
3   Poly Strip Reading Books (Philip and Tacey)
13  Puffins (Penguin)
8, 9, 11  Puffin Easy Readers (Penguin)
11  Railway Series by Rev. Awdry (Kaye and Ward)
12  Read Aloud Books (Methuen)
8   Read Easy Books (Blackie)
6, 7, 8  Read for Fun (Burke)
3, 4   Read it Yourself (Methuen)
10  Read Together (Black)
4   Read to Yourself (Ginn)
8   Reading with Dougal (Hamlyn)
5, 6, 7  Reading with Rhythm (Longman)
8   Ready for Science (Mills and Boon)
3, 5, 7  Ready Steady Rhythm Readers (Holmes McDougall)
10  Real and Pretend (Pitman)
12  Red Apple Books (Heinemann)
6   Red Car Books (Methuen)
8   Red Door Stories (Methuen)
13  Reindeer Books (Hamish Hamilton)
9, 10, 11  Rescue Readers (Ginn)
10  Richard Scarry Books (Hamlyn/Fontana)
5, 6  Robin Books (Hamlyn)
1, 2   Robin and Jane Books (Oliver and Boyd)
5   Rug Books (Benn)
10  Saga of Noggin the Nog (Kaye and Ward)
12  Science Experiences (Watts)
8   Science for Young Children (Blackwell)
5, 8, 11  Sea Hawk (Arnold)
7   See How it Grows/See How its Made (Macmillan)
9   Seven Silly Stories (Longman)
8   Signal Books (Methuen)
11  Signposts (Ginn)
10  Simon Stories (Brockhampton)
6   Smilers (Methuen)
6   Snowball Books (Dent)
8   Sometimes Sam Books — Umbrella Series (Arnold)
8   Sounds and Rhythm (Ginn)
2, 3, 4, 5, 6, 7  Sparks (Blackie)
5  Star Family (Arnold)
6, 7, 8, 9  Starters (Macdonald)