



CELT Guiding Principles for Text Selection



Joy of
Reading



Themes



Windows
& Mirrors



Character
Values



Curricular
Links



Literacy
Heritage
&
Themes



Local
heritage



Author &
Protagonist
Range



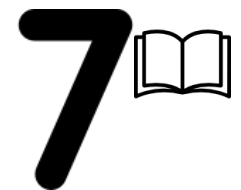
Career
Links



Text Type



5 Plagues



7 Basic
Plots

Joy of Reading A text chosen purely for the quality of the text. It might be funny, have high-quality language or description, or be incredibly moving.	Themes The text might cover core themes we believe our children should experience, for example, grief, loss, love etc	Windows & Mirrors The text is either a windows text which allows pupils to experience the lived experience from someone different from them or is a mirror text which reflects their lived experience.	Character Values The text explores character traits which we wish to develop in our learners, for example courage, resilience, bravery, determination etc.	Curricular Links The text either retrieves, pre-teaches or extends learning within a curriculum subject, for example it may link to learning in Science or the humanities.	Literacy Heritage & Themes The text is either a classic text or author which is part of established literary heritage or it exposes learners to a literary theme, structure or device (i.e. fables, morals, myths and legends).
Local heritage The text explores themes, locations or experiences relevant to our Cornish heritage.	Author & Protagonist Range The text provides the opportunity to read a text from an author who is not white, British, man, or presents a protagonist of diversity, whether this be their age, experiences or race.	Career Links The text exposes learners to career roles or different jobs and allows them to explore different futures.	Text Type A range of text types should be covered across a year, these could be fiction texts of different types (historical, adventure, fantasy etc), a variety of non-fiction text types (letters, recounts, diaries, instructions, speeches), poems, picture books, wordless picture books, free verse texts or graphic novels, amongst others.	5 Plagues In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. We have tried to map these within our reading curriculum to ensure breadth and to avoid the 5 plagues of reading.	7 Story Structure The idea of "7 story structures" comes from narrative theory (Christopher Booker). It suggests that most stories have one of seven structures. We have tried to include all 7 across our reading curriculum.

Archaic Language

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

Non-Linear Time Sequences

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

Narratively Complex

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

Figurative/Symbolic Text

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

Resistant Texts

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