



Ministry of Education, Youth Affairs and Sports



Ref No. *CJB VOL II*

## **POLICY DOCUMENT**

### National Policy on Reading

#### **Rationale**

The National Policy on the Teaching of Reading seeks to establish clear guidelines and principles for the delivery of reading instruction in Barbadian schools. The policy provides a framework for the implementation of curriculum initiatives in a way that extends literacy opportunities for all students and contributes to national development. The document will provide some background to the issue, outline the general policy to be observed in schools and also identify the specific instructional focus, which should be followed at particular class levels.

#### **Background**

The 21<sup>st</sup> century presents diverse literacy demands for our students. The technological advances currently being witnessed in many societies around the globe require a higher level of skill and knowledge of all individuals than ever previously observed. As life long learners, persons should be able to engage in critical thinking, generate solutions to complex problems, and gather and synthesize data. In order to facilitate this purpose, Barbadian students must be prepared to read strategically.

Concomitantly, as the society increases its expectations for student achievement, it must provide teachers with the prerequisite training in the knowledge and skills required for its realization. In order to promote reading, students must be provided with adequate and interesting reading materials, which match their developmental levels and learning styles. Additionally, they need teachers who will teach them the skills and strategies that they need in order to interact effectively with print. It is against this background that the National Policy on Reading has been formulated.

### **Working Definition of Reading**

Reading is a search for meaning through an interaction of reader with text. It involves the decoding of written symbols, the interpretation of their meanings, and the creation of new meanings through manipulation of concepts already known by the reader.

### **Goals**

#### **The policy aims to:**

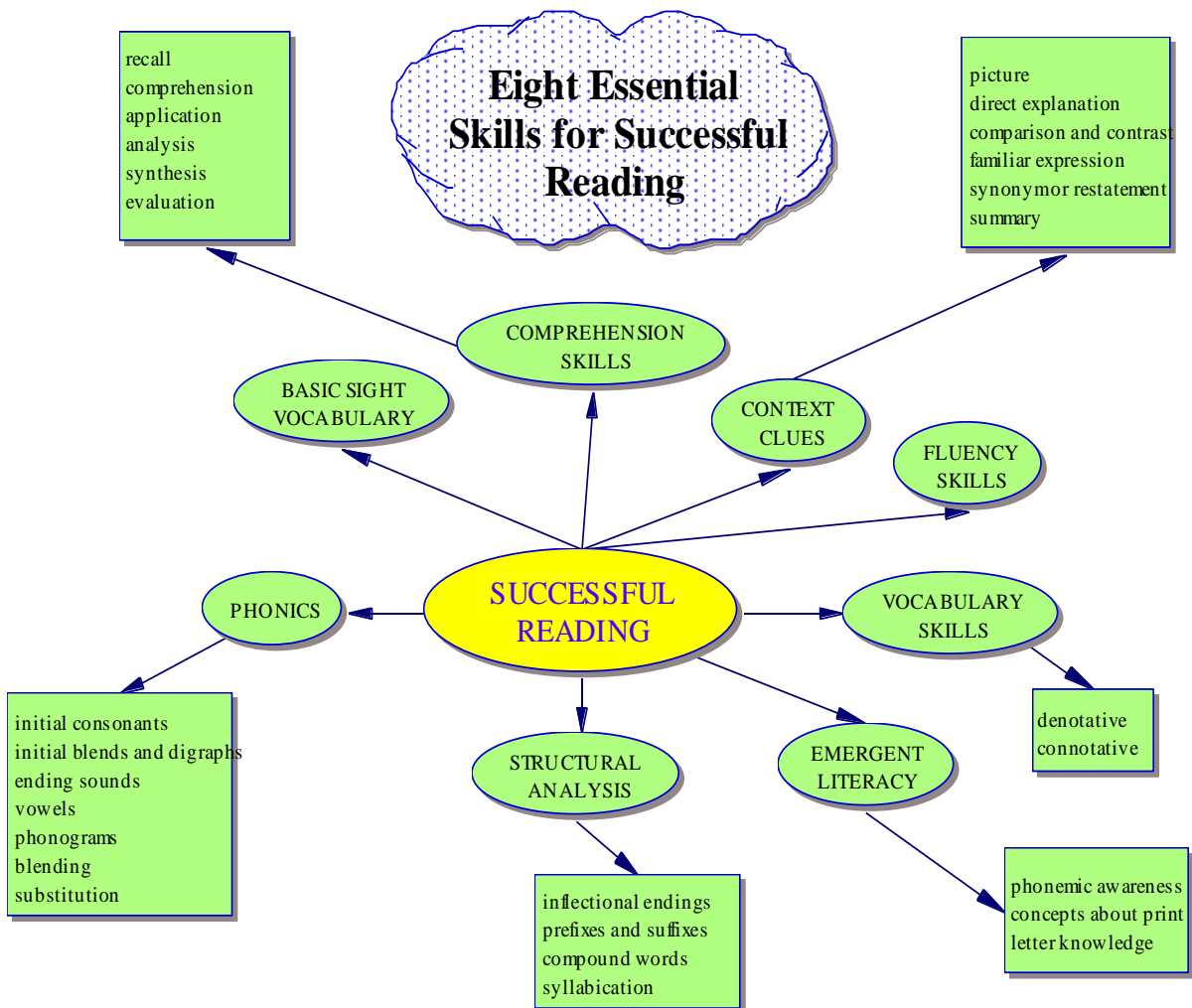
- increase the consistency with which high quality reading instruction is delivered across the school system;
- continuously assess student growth in critical reading skills;
- provide supplemental, individualized interventions for students who have reading difficulties;
- create a love for reading as an enjoyable past time; and
- emphasise the role of language variation and culture in the acquisition of literacy.

## Objectives

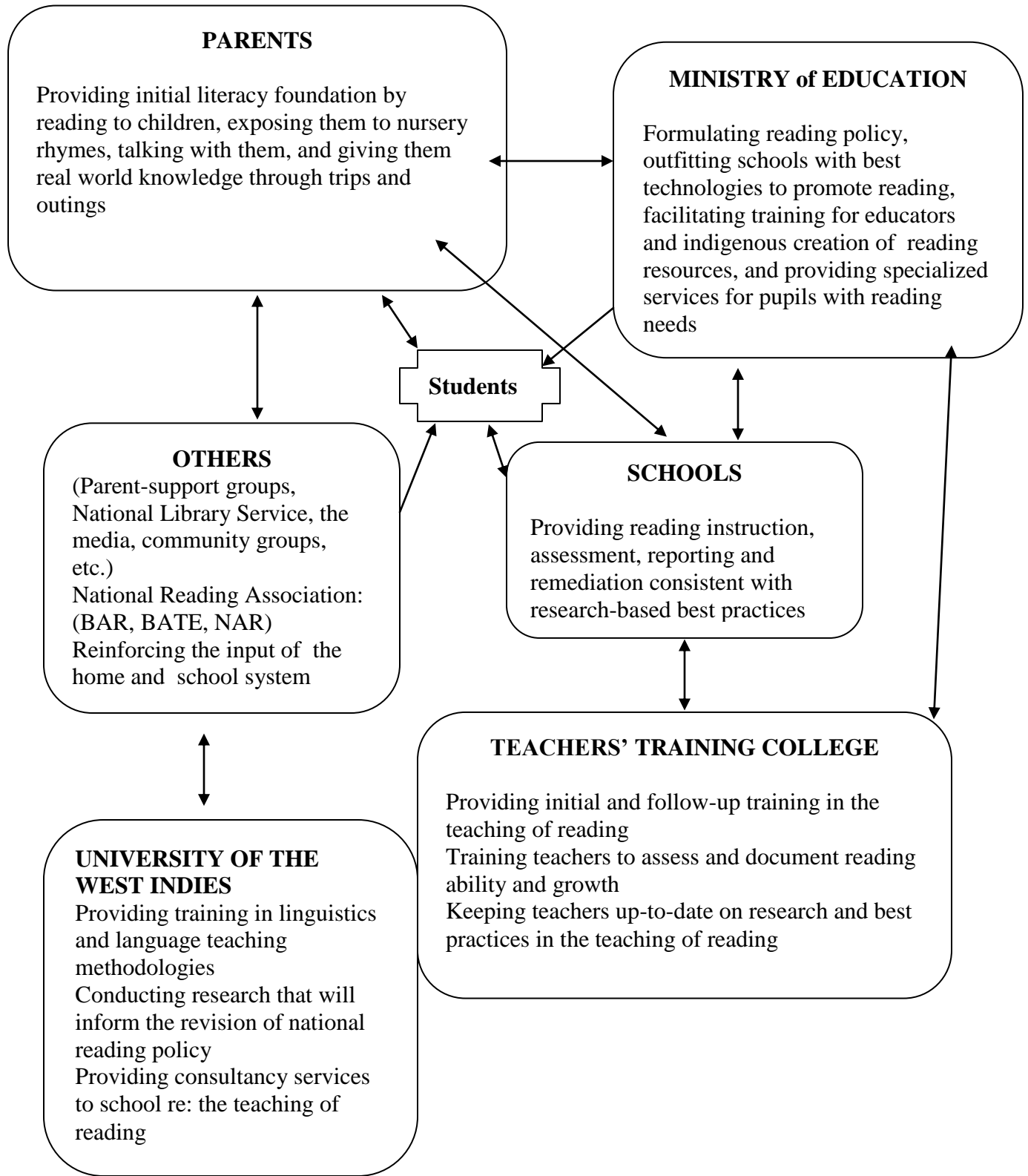
Students in Barbadian primary and secondary schools will be taught how to use relevant strategies to:

- decode words accurately and fluently;
- interpret, analyse and evaluate critically texts from different genres;
- relate text to personal, artistic and real world experiences;
- create text inspired by reading; and
- employ reading as a tool to learn about the world and solve problems.

All reading programmes will teach the eight essential skills that are needed for successful reading. These are shown in the map below:



## Sociogram of Reading Relations



## **Roles and Responsibilities of Stakeholders Involved in the Teaching of Reading**

### **The Ministry of Education will:**

- monitor the implementation of reading policy in primary and secondary schools;
- ensure that approaches to reading instruction in schools are consistent with current theory and research;
- inform parents and teachers of specialized services that are available;
- provide standardized reading assessment tools to be used across the school system;
- respond to schools' assessment of individual students in a timely manner;
- seek to provide intervention in cases where specialized services are needed;
- encourage parents to follow through on recommendations made by the school and Ministry personnel;
- encourage the formation of Parent Support Groups for parents who have children with reading difficulties;
- develop a programme in functional literacy for students at the post-primary level - using authentic materials, newspapers and teacher created materials;

- promote the creation of reading materials on national and regional subjects for students with reading difficulties (and all other students); and
- utilize reading analysis data from multiple sources to inform instruction.

**Erdiston Teachers' Training College will train teachers to:**

- use a variety of current strategies to teach the various elements of reading;
- utilise content reading and writing methods;
- administer reading level tests;
- diagnose, analyse and classify reading difficulties;
- remediate reading difficulties; and
- model current reading approaches for in service teachers in the delivery of instruction at the college.

**The School under the Leadership of the Principal will be required to:**

- teach reading in structured settings using a variety of strategies;
- foster a love of reading through exposure to a wide variety of literature;
- develop critical thinking skills through authentic reading; experiences related to life and the world of work;

- differentiate reading instruction in the regular classroom using materials and approaches suited to students' developmental needs and learning styles;
- teach reading in the content areas;
- test students to determine reading levels;
- diagnose reading needs and outline the procedure for responding to them;
- create profiles for all students with needs, charting their progress over time;
- report assessment findings to parents and the Ministry of Education, Youth Affairs and Sports;
- report Ministry's responses to parents;
- indicate to parents what instructional approaches will be used to help their struggling children;
- ensure that Student Profiles follow students from class to class, interventions should be noted and progress reported; and
- educate parents and community members about their role in helping children to develop reading skills.

**Parents and Guardians will be required to:**

- liaise with the school to select appropriate materials for their children;
- create a home environment that is conducive to the development of reading;

- monitor their children's reading progress;
- reinforce reading skills taught in schools;
- read to and with their children; and
- undertake activities/ or involve children in activities that promote reading e.g joining library etc.

**The Church will be required to:**

- emphasise programmes that promote reading, such as Bible Study sessions, memorization contests and quizzes; and
- use Sunday and Sabbath school classes to provide forums for practising reading skills.

**Community Groups will be required to:**

- organise spelling competitions among their members and sponsor the same among schools;
- host literary evenings where reading is shared;
- adopt schools and provide assistance through donations of reading materials and the provision of personnel who are willing to go into schools and read to students.

**The Business Sector will be required to:**

- provide reading materials in waiting areas, lunch rooms, and lounges; and



- adopt schools and provide books, computers, educational software and other educational materials that will facilitate the teaching of reading.

**The Print Media will be required to:**

- exemplify impeccable writing so that students' emerging concepts about language and how it is used are supported; and
- provide a forum where students can publish their literary expressions.

**The Broadcast Media will be required to:**

- display excellent reading practices so that students would have good models to emulate; and
- broadcast educational programmes that will nurture children's literacy development.

**The National Library Service will be required to:**

- provide reading material for all ages through our branches, book deposit service to institutions, library on wheels to schools and shut-ins;
- introduce children to books through our pre-school initiative;
- introduce books and reading programmes to children in government and private day nurseries through the support of the Child Care Board;

- provide literacy development training for library staff to equip them with the skills to initiate and support library and community reading programmes;
- mount programmes which support the school in its effort to promote reading as a desired activity;
- train caregivers and parents in the art of storytelling;
- expose children to books and stories through storytelling, puppetry and dramatization at library branches , schools, fairs and other public events;
- conduct book talks to parent teacher associations, church groups and primary school classes;
- encourage children to read and write through spelling and reading competitions, poetry and prose writing;
- promote and support book clubs and book launches;
- produce promotional literature to encourage reading;
- promote activities to mark International Literacy Day;
- work to introduce new regulations to remove restrictions on membership to the library;
- recognise the development of reading skills and reading programmes through the presentation of prizes at graduation;
- support partners in the fight against illiteracy; and
- work with community groups to host literary activities.

### **The University of the West Indies will be required to:**

- offer courses in the teaching of reading at Bachelor's and Master's levels; and
- encourage ongoing local research in Barbadian schools to determine reading levels and areas that might need reading intervention programmes.

### **General Policy**

#### **Sensitization of Principals of Primary Schools**

In order for the teaching and learning process to be improved in the area of reading, principals must take the lead in organizing and motivating staff. This process will be facilitated by means of yearly seminars during which principals will be made aware of current theory and research on the teaching of reading.

Principals will be expected to lead whole-school instructional interventions, deploy staff efficiently, facilitate cross class discussion, identify supplementary readers and monitor the effectiveness of the delivery of reading programmes at the school level.

#### **Purposeful Teaching of Developmental Reading**

Teachers will be expected to provide systematic instruction in the fundamental skills associated with reading as guided by relevant syllabi, and the developmental levels and reading styles of students. Every effort must be made to reduce interruptions to teaching, with a view to enhancing the delivery of instruction and increasing time spent on task.

#### **Placement of Reading Resource Support Teachers (RRST) in each school.**

These persons will work with students requiring intensive intervention and also provide support for teachers in the development of reading programmes at the school, class and individual student level. Initially, these RRSTs will be placed in the thirty primary schools, which have consistently performed below the national

mean in the Barbados Secondary Schools Entrance Examination (BSSEE). One will be placed in the infant department and the other in the junior department. This individual will require further non-contact periods in order to prepare and to plan for instruction.

### **Retraining of Teachers Designated as Reading Specialists**

There should be a series of thirty -hour retraining workshops for all public primary school teachers designated as reading specialists in their schools, but who have not had the benefit of current relevant training. This yearly training should follow a rotation similar to that outlined below. Erdiston College should assist with the same.

a)	Reception and Nursery	October-November
b)	Infants A and Infants B	January - February
c)	Classes One and Two	March – April
d)	Classes Three and Four	May-June

Also to be included in the training are those English teachers in secondary schools, which receive their intake from among those students who score significantly below the mean in the BSSEE. These schools are listed below.

- Alma Parris Memorial
- Garrison Secondary
- Grantley Adams Secondary
- Parkinson Secondary
- Princess Margaret Secondary
- St. George Secondary
- St. James
- St. Leonard's Boys'
- St. Lucy Secondary

This training should take place during the period **September – December**

### **The Establishment of a Reading Resource Room**

Each school will develop a designated reading resource room to be used for both student instruction and also teacher training. This area should be equipped with the following items

- a) a computer
- b) a printer
- c) bulletin boards
- d) tape recorder
- e) Reference Texts for Teachers
- f) Educational resource material
- g) A filing cabinet, shelves and cupboards
- h) Selected student texts from the list identified in Appendix A

### **The Provision of Manipulatives and Basic Reading Materials**

The Ministry of Education, Youth Affairs and sports will provide schools with essential concrete materials to assist with developmental reading at the Early Childhood level, beginning with thirty low performing schools.

### **Identification and Provision of Basal Readers**

The Ministry of Education, Youth Affairs and Sports will provide class sets of selected basal readers to schools. This will ensure systematic development of word recognition skills, phonemic awareness, phonological awareness and appropriate reading strategies.

### **Development of Reading Resource Materials by the Audio Visual Aids Department.** These will include the following.

- a. Graphics for picture composition
- b. Production of flashcards, word wheels, sight word bingo, tachistoscopes, wall pocket charts, interest wheels
- c. Publishing students' writing
- d. Producing games and activity books
- e. Cassette tapes of fluent readers

- f. Partnerships with Caribbean Broadcasting Corporation and National Cultural Foundation
- g. Establishment of a Radio Station and the production of programmes for schools

### **Development of Intervention Plans and Reading Manuals by Schools**

The formulation of a whole-school reading policy and reading intervention plan will be components of the designated planning week. Each school will select a literacy committee, which will develop meaningful reading activities to facilitate and enhance the reading process. The committee will work along with the principal to formulate a whole-school reading policy that matches the needs of the students as indicated by diagnostic testing. Peripatetic teachers, designated by the Ministry of Education, will work with the schools' reading committees to formulate and implement the reading plans. Schools will also develop a written document to address the issue of the teaching of reading. This document will focus on the following reading issues

- A working definition of reading
- Methods of teaching reading
- Objectives of the programme with regard to developmental, functional and recreational reading
- Reading problems
- suggested remediation strategies
- resources
- assessment
- parental and community involvement
- indicators of success

### **Peripatetic Teachers**

Peripatetic teachers will be identified to offer guidance and support with special reference to low performing schools. These persons will also offer system wide and on site training in the teaching of reading. A peripatetic teacher should be assigned to each of the five school districts in the island.

## **Assessment**

Assessment will comprise both formal and informal measures including standardized tests, reading profiles and reading portfolios. Standardized testing will provide more detailed diagnosis of student strengths and weaknesses as well as guide instructional interventions.

## **Referrals to Student Services**

Students who have been identified as exhibiting specific learning disabilities or other social and psychological issues impacting negatively on their ability to learn to read will be referred to the Student Services Section, Ministry of Education, Youth Affairs and Sports for further investigation.

## **Mid Term Break**

In order to ensure that adequate provision of time is made for planning and review, a two day mid-term break should be given to primary schools during which teachers will meet to develop subject specific plans, to discuss problems related to the teaching of reading, to generate solutions to problems, to prepare resource material and to update reading profiles.

## **Required Reading For Primary School Graduates**

Primary school students are required to have read a specific set of classic literature texts by the time they are ready to leave the primary school system. See Appendix A for the names of these texts.

## **Parental Involvement**

Home school connections need to be established to support the advancement of early literacy. Parents may volunteer to assist in classrooms with activities, which enhance literacy, such as storytelling or the preparation of resource materials. The Parent Volunteer Programme will offer assistance in this area.

### **National Literacy Week**

National Literacy Week should be celebrated annually. One day in this week should be designated as Literacy Day. The National Library Service, schools and community groups should be encouraged to mount programmes to celebrate this week.

### **International Literacy Day**

International Literacy day is celebrated on 08 September each year. Since public schools are still officially on vacation at this time, the Ministry of Education, Youth Affairs and Sports should mount some activity, which calls the public's attention to the day and the importance of literacy.

### **Instructional Focus at the Class Level**

Generally, there will be a continued emphasis on an eclectic approach, including the use of The Language Experience Method, Look and Say, Phonics, and Whole Language. Additionally, there will be a greater focus on balanced literacy approaches.

### **Nursery, Reception, and Infants A (Emergent Literacy)**

Students at this level are screened for readiness by means of the Basic Skills Assessment Battery (see Appendix B). This process will be supported by

- Teacher observation
- Anecdotal records
- Checklists of critical skills

Particular stress will be placed on the development of oral language and phonemic awareness.

### **Infants B/ Class One (Developing Readers)**

At this stage reading diagnosis will guide instruction with the Reading Level Test being administered during the first two weeks of the first term. Those students whose reading performance is two or more levels below expectations will



undergo further screening by the Reading Resource Support Teacher using a standardized reading inventory. This data will be used to design an Individualized Education Plan (IEP) for each student and an eventual reading intervention for the entire school.

The main teaching emphasis at this phase will be the enhancement of phonemic awareness, phonological awareness, decoding skills and comprehension at all levels of the taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation).

### **Class Two (Developing Readers)**

At this juncture, teachers will focus on the development of independent reading strategies and cement fluency and automaticity. They will place even greater emphasis on the reading/writing connection and introduce students to literature with a focus on those texts identified on the recommended list issued by this Ministry as well as those selections preferred by both teachers and students. There will be continued focus on all levels of reading comprehension.

Assessment will entail

- Reading Interest Inventory
- Reading Portfolio
- Journals
- Reading Level Test at the end of Class Two

### **Class Three and Four (Independent Readers)**

The instructional emphasis at this phase will continue to include the development of higher order comprehension skills and strategies, phonological awareness, and content area reading.

Assessment will comprise

- Journals
- Portfolios
- Self and peer assessment

**N.B.** Students will take their reading profiles on to secondary school.

### **Class Libraries**

Each classroom will be equipped with a class library supported by motivational activities, such as drama, storytelling, art, poetry and music.

### **Research and Reading Intervention**

Regular research using standardized instruments, will be conducted by the Ministry of Education, Youth Affairs and Sports to determine reading levels for all students before they reach the age of nine. Where students are found to be reading below their age, comprehensive testing will be done. Reading intervention plans will be developed based on the needs that surface from the diagnosis.

### **Yearly Testing of Students in Reading**

Reading tests will be an integral part of the end of year examinations done in all primary schools. The reading specialists in the various schools will have responsibility for these tests. Students who are below the standards required for their classes should be recommended for comprehensive diagnostic testing to be conducted by reading specialists in collaboration with education officers and reading specialists assigned by the Ministry of Education.

### **Conclusion**

The successful implementation of this policy is contingent on the collaboration between principals, teachers and parents and the wider community. It is particularly important that all stakeholders understand the vital role that they play in this matter and be prepared to embrace their various responsibilities in order to improve the reading performance of students across the island.

## Appendix A

### *MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS*

#### RECOMMENDED LITERATURE TEXTS & ENRICHMENT MATERIAL

##### *Note to Teachers*

*This list of reading material is intended to guide the selection of resources for class and school libraries. Reading of this literature contributes to, and is an indicator of, a sound education. It is anticipated that exposure to this kind of material will foster a life-long love of reading as well as critical thinking and problem solving as students apply the lessons learnt to their own lives. In addition, texts which enhance students' knowledge of the wider world, are also included. A range of interests is represented in selections from prose, poetry, non-fiction and magazines. Every effort has been made to identify material for students of all reading abilities. However, this list is by no means exhaustive and teachers are encouraged to locate supplementary resources to augment their libraries.*

*Also included, are some suggested musical pieces for listening enjoyment, discussion and study.*

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS**  
**RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class One**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
<b><u>Set Texts</u></b>		
Body Wendy Edwards Pat, Thomas-Cochran, Margaret Cochran	Fun Fables Legends from Long Ago	Longman
Swift, Jonathan	Gulliver's Travels	Ladybird
<b><u>West Indian</u></b>	The Illustrated Anansi	Macmillan
<b><u>Non West Indian</u></b>	Aesop's Fables	Ladybird Classics
		Brown and Watson
El_Bolkany Anne & Taher Su	Poems to Enjoy	Baronet Books Macmillan

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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Class One

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
	Fairy Stories	Brown Watson
	Hans Christian Andersen Fairy Tales	Brown Watson
	Nursery Rhymes	Brown Watson
Llewellyn, Claire, & Parker Ant	Is it a Butterfly?	Macmillan
Kipling, Rudyard	The Jungle Book	Ladybird
	Just So Stories	
Milne A. A.	Winnie the Pooh	Methuen
Murby, Myra	Parrots in Peril	Macmillan
Sewell, Anna	Black Beauty	Ladybird
Smith, Dodie	The Hundred and One Dalmatians	Longman

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Two**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
<b><u>Set Texts</u></b>		
Body Wendy	Meet Mark Alleyne	Longman
Dahl, Roald	Professional Cricketer Charlie and the Chocolate Factory	Longman
Simon, Veronica & Applin, Barbara	Treasure House 1- A Caribbean Anthology	Macmillan

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS**  
**RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Two**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Sherlock Philip House	Three-Finger Jack's Treasure	Jamaica Publishing
	The Illustrated Anansi	Macmillan
Walmsley Anne	The Sun's Eye	Longman Caribbean
<b><u>Non-West Indian</u></b>		
Barlow Steve Skidmore Steve	Romeo and Juliet	Heinemann
Carroll, Lewis	Alice in Wonderland Baronet Books	Heinemann, Macmillan

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Two**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Clayton David	Crown of Blood (A Retelling of Macbeth)	Heinemann
	Aesop's Fables	Longman, Ladybird Classics Brown Watson Baronet Books
Dickens, Charles	A Christmas Carol A Tale of Two Cities	Longman Ladybird
Garnett, Eve	The Family from One End Street	Heinemann
Grahame Kenneth	The Wind in the Willows	Baronet Books
Donaldson Julia	Hamlet	Longman
Seaforth, Sybil	A Boundary for Vimal	Longman



**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Two**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Verne, Jules	Journey to the Center of the Earth	Baronet Books
Verne, Jules	20, 000 Leagues Under the Sea	Baronet Books
White, E.B	Charlotte’s Web	Longman
	Brain Teasers	Brown Watson
	Reading Writing and Sums	Brown Watson

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Three**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
<b>Set Texts</b>		
White, E.B.	Charlotte’s Web	Longman
Palmer, C. Everard	A Cow Called Boy	Macmillan
<b><u>West Indian</u></b>		
	The Illustrated Anansi	Macmillan
McClellan, Osbert	Thinking Thoughts Vol.I	Osbil Productions
	The Adventures of Poor Frankie Vol.I	Osbil Productions
	Short Stories	
	The Adventures of Poor Frankie Vol. I	
	Plays	
Olivierre, Joyce	Beth’s Holiday with Granny	Crane Media
Walmsley, Anne	The Sun’s Eye	Longman Caribbean
	Amazing Volcanoes	Macmillan
<b>Non-West Indian</b>		
Skidmore Steve	Romeo and Juliet	Heinemann

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Three**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Carroll, Lewis	Alice in Wonderland	Heinemann, Macmillan
Clemens Samuel	The Prince and the Pauper	Baronet Books Educational Insights
	Aesop's Fables	Longman
Dickens, Charles	A Christmas Carol	Longman
Garnett, Eve	The Family from One End Street	HeineMann
Grahame, Kenneth	The Wind in the Willows	Baronet Books
Donaldson Julia	Hamlet	Longman

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Three**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Hugo, Victor	The Hunchback of Notre Dame	Gateway Educational Products
Lewis, C.S.	The Chronicles of Narina	Longman
	Book 1: The Lion the Witch and the Wardrobe	
	Book 2: Prince Caspian	Longman
	Book 3: The Voyage of the Down Trader	Longman
	Book 4: The Silver Chair	Longman
	Book 5: The Horse and His Boy	Longman
	Book 6: The Magistrate's Nephew	Longman
	Book 7: The Last Battle	Longman
London, Jack	The Call of the Wild	Educational Insights
Myers, Walter Dean	At Her Majesty's Request An African Princess in Victoria England	
O'Dell Scott	Island of the Blue Dolphins	Scholastic Puffin

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Three**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Stevenson Robert Louis	Treasure Island	Baronet Books
Twain, Mark	The Adventurer of Tom Sawyer	Baronet Books
Twain, Mark	Huckleberry Finn	Gateway Educational
Verne, Jules	Journey to the Center of the Earth	Baronet Books
Verne, Jules	20,000 Leagues: Under the Sea	Baronet Books
Wells, H.G	The Invisible Man	Educational Insights
White, E.B.	Charlotte's Web	Longman
	A Magical World of Fairy Tales	Brown Watson
	Children's Treasury of Verse	Brown Watson
	My Big Book of Inventions	Brown Watson
	The Big Book of Knowledge	Brown Watson

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
<b><u>Set Texts</u></b>		
Palmer Everard	Baba and Mr. King	Macmillan Caribbean
Orme David	Stories and Extracts from Shakespeare	Longman
Pollard Velma	Anansesem- A Collection of Folk Tales Legends and Poems for Juniors	Carlong
<b><u>Recommended Texts</u></b>		
<b>West Indian</b>		
Blackman-Massiah, Kerry	A Tropical Holiday	Kejan Enterprises
D'Costa, Jean	Sprat Morrison	Longman Caribbean
D'Costa, Jean & Pollard, Velma	Over Our Way	Longman Caribbean
Palmer, Everard	The Wooing of Beppo Tate	Macmillan

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Pollard, Velma	Anansesem - A Collection of Folk Tales Legends and Poems for Juniors	Carlong
Reid V.S.	The Young Warriors	Longman, Caribbean
Salkey, Andrew	Hurricane	Penguin
	Brother Anancy and other stories	Longman
Seaforth Sybil	Voyage to Sandy Bay	Longman Caribbean
Sherlock Philip House	Three-Finger Jack's Treasurer	Jamaica Publishing
	The Illustrated Anansi	Macmillan
	The Amazing Universe	Brown Watson
	Exploring Space	Brown Watson
	Inventions and Discoveries	Brown Watson

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Walmsley Anne	The Sun's Eye	Longman Caribbean
<b>Non-West Indian</b>		
Achebe Chinua	No Longer at Ease	Heinemann
Barlow Steve		
Skidmore Steve	Romeo and Juliet	Heinemann
	Castles/King Arthur's Treasure	Macmillan
Body Wendy	Fun Fables	Longman
	Meet Mark Alleyne	
	Professional Cricketer	Longman
Brown Lawson		
Michael	The Empty Water Tank	Heinemann



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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Carroll, Lewis	Alice in Wonderland	Heinemann, Macmillan
Clayton, David	Crown of Blood (A Retelling of Macbeth)	Baronet Books
	Aesop's Fables	Heinemann Longman
Dickens, Charles	A Christmas Carol	Longman
Donaldson, Julia	Hamlet	Longman
	Midsummer Dream	Longman
Garnet, Eve	The Family from the One End Street	Heinemann
Gascinny Rene	Asterix and the Secret Weapon	Editions Albert-Rene
	Asterix and the Great Divide	
	Asterix and the Black Gold	
Grahame Kenneth	The Wind in the Willows	Baronet Books
Kasale Beata	The Treasure in the Garden	Heinemann

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS  
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Lewis C.S.	The Chronicles of Narina	Longman
	Book 1: The Lion the Witch and the Wardrobe	Longman
	Book 2: Prince Caspian	Longman
	Book 3: The Voyage of the Dawn Trader	Longman
	Book 4: The Silver Choir	Longman
	Book5: The Horse and His Boy	Longman
	Book 6: The Magician's Nephew	Longman
	Book 7: The Last Battle	Longman
London, Jack	The Call of the Wild	Penguin
McClean , Osbert	Thinking Thoughts Vol. I	Osbil Productions
	The Adventures of Poor Frankie Vol.1	
	Short Stories	
	The Adventures of Poor Frankie Vol. I	
Molver Eileen	Plays	
	Lindiwi Finds A Way	Heinemann

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
Myers, Walter Dean	At Her Majesty's Request An African Princess in Victorian England	Scholastic
O'Deil Scott	Island of the Blue Dolphins	Puffin
Oliveirre Joyce	Beti's Holiday with Granny	Crane Media
Orme. David	Macbeth, Warlord of Space	Longman
Selomey Francis	The Narrow Path	Heinemann ELT
Stevenson, Robert Louis	Treasure Island	Baronet Books
Twain, Mark	The Adventures of Tom Sawyer	Baronet Books
Verne, Jules	Journey to the Center of the Earth	Baronet Books
Verne, Jules	20, 000 Leagues Under the Sea	Baronet Books

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**Class Four**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
White, E.B.	Charlotte's Web	Longman
	Poems to Enjoy	Macmillan
	More Poems to Enjoy	

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**Music  
Calypso**

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<b>Music – Performer</b>	<b>Title</b>	<b>Label</b>
Carter, Anthony “Gabby” Records/ICE	Emmerton	Blue Wave
	Bridgetown We Culture	
Gypsy	Captain the Ship is Sinking	
Sparrow	Education	
John King	Mother Country	
Stetson Wiltshire	Mr Harding can’t Burn	
Johnny Ma Boy	The Skipper	

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**Non- Fiction Texts**

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**Author**

**Title**

**Publisher**

Earthquakes and Volcanoes

Brown Watson

Creepy Crawlies

Brown Watson

Mighty Machines

Brown Watson

Brain Teasers

Book One

Book Two

Brown Watson

The World's Greatest

Raintree Heinemann

- Motorbikes
- Tanks
- Race Cars
- Trucks and Earthmovers
- Warplanes
- Space Vehicles

Raintree Perspectives

My Amazing Body

Raintree Heinemann

- Senses
- Eating
- Staying Healthy
- Breathing

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**Non-Fiction Texts**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
	Wheels, Wings and Water <input type="checkbox"/> Spacecraft <input type="checkbox"/> Bicycles <input type="checkbox"/> Motorcycles <input type="checkbox"/> Buses	Heinemann
	On the Edge <input type="checkbox"/> Surfing <input type="checkbox"/> In-Line Skating <input type="checkbox"/> BMX Racing and Freestyle <input type="checkbox"/> Snowboarding	Heinemann
	Science in Your Life <input type="checkbox"/> Electricity-The Ups and Downs <input type="checkbox"/> Light –Look Out <input type="checkbox"/> Sound – Listen Up <input type="checkbox"/> Energy – Get Moving <input type="checkbox"/> Hot and Cold – Feel it	Heinemann
	Energy Essentials <input type="checkbox"/> Renewable Energy <input type="checkbox"/> Nuclear <input type="checkbox"/> Energy Transfers <input type="checkbox"/> Fossil Fuel	Heinemann

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**Non-Fiction Texts**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
	Biographies	
	The Life of Martin Luther King	Heinemann
	The Life of Mary Seacole	Heinemann
	The Life and World of	
	❑ Cleopatra	
	❑ Tutankamen	
	Hands on Ancient History	Heinemann
	❑ Ancient Greece	
	❑ West African Kingdoms	
	❑ Ancient Egypt	
	❑ Aztecs	
	Magazines	
	Boys' Quest	The Blufton News Publishing Company <a href="http://www.funforkidzmagazines.com">www.funforkidzmagazines.com</a>
	Hopscotch Fun for Kidz	
	Time for Kidz	<a href="http://www.timeforkids.com">www.timeforkids.com</a>



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**Non-Fiction Texts**

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<b>Author</b>	<b>Title</b>	<b>Publisher</b>
	Magazines Cricket Spider	Carus Publishing  <a href="http://www.cric&lt;br/&gt;ketmag.com/">http://www.cric ketmag.com/</a>
	Sports Illustrated for Kids	<a href="http://www.sikids.com">www.sikids.com</a>
	National Geographic Kids	<a href="http://www.magazines.com">www.magazines.com</a>
<b><u>Books for Challenged Readers</u></b>		
Johnson Joanne Applin Barbara	Ready Go Go Barefoot Don't Do That The Island Hopping Game What Do You Want to Be?	Macmillan