**Haytor View Community Primary School & Nursery**

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

## **APPENDIX 2: Progression of Books**

**Use of floor books -** Floorbooks are part of the Talking and Thinking Floorbook Approach as developed by Claire Warden (1994) in her book Talking and Thinking Floorbooks (3rd ed, 2015). A Floorbook can be used as a document which records children’s ideas and thoughts when they have been part of the planning process. The Floorbook is a way of documenting the consultation process that takes place between adults and children as the learning develops. Floorbooks can be used across the school, they are used in the Foundation Stage and Year 1 to evidence curriculum subjects and learning sequences across the year, demonstrating skills, knowledge, concepts and understanding.

Floorbooks reflect children’s experiences through:

* annotated photographs,
* the focus for learning / context / experiences / opportunities,
* children’s drawing and writing linked to the experiences to demonstrate thinking, ideas, suggestions, predictions, links in learning,
* comments made by children, observations, new vocabulary, suggestions, questions, explanations;

**Use of curriculum books in Year 1 –** Each child has a curriculum book in Year 1, this evidences curriculum subjects and learning sequences across the year, demonstrating skills, knowledge, concepts in curriculum subjects. The curriculum book will include children’s:

* annotated photographs,
* the focus for learning / context / experiences / opportunities,
* children’s drawing and writing linked to the experiences to demonstrate thinking, ideas, suggestions, predictions, links in learning
* comments made by children, observations, new vocabulary, suggestions, questions, explanations;

**Individual curriculum books –** In each Key Stage children have a maths and writing book to record learning, evidencing learning sequences, application of knowledge, skills, concepts and understanding.

As the children progress into Year 2 they have a curriculum book for each subject area, evidencing learning sequences, application of knowledge, skills, concepts and understanding. These books will include:

* annotated photographs,
* the focus for learning / context / experiences / opportunities,
* children’s drawing and writing linked to the experiences to demonstrate thinking, ideas, suggestions, predictions, links in learning,
* comments made by children, observations, new vocabulary, suggestions, questions, explanations;

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| --- | --- | --- | --- | --- |
| **SUBJECT** | **BOOK LAYOUT** | **YEAR GROUP** | **OTHER INFORMATION** | **Colour** |
| Maths | Plain | Key Stage 1 |  | Yellow |
| Maths | 8mm lined | Key Stage 2 |  | Blue |
| Maths Journey | 8mm lined | Key Stage 2 |  | Blue |
| Spelling and Vocabulary | 8mm lined | Key Stage 2 |  | Red |
| Writing | 15mm half plain half lined | Year 1 | A plain book is used for children not yet forming letters on a line | Green |
| Writing | 12mm half plain half lined | Year 2 |  | Blue |
| Writing | 8mm lined | Key Stage 2 |  | Red |
| Phonics and Handwriting | 15mm half plain half lined | Year 1 | A plain book is used for children not yet forming letters on a line | Green |
| Phonics and Handwriting | 12mm half plain half lined | Year 2 |  | Purple |
| Hand Writing | 8mm lined | Key Stage 2 |  | Red |
| Reading Journey | 15mm half plain half lined | Year 1 | A plain book is used for children not yet forming letters on a line | Green |
| Reading Journey | 12mm half plain half lined | Year 2 |  | Blue |
| Reading Journey | 8mm lined | Key Stage 2 |  | Red |
| SWAG | 8mm lined | Key Stage 2 |  | Red |
| History | 12mm half plain half lined | Year 2 |  | Blue |
| History | 8mm lined | Key Stage 2 |  | Purple |
| Geography | 12mm half plain half lined | Year 2 |  | Blue |
| Geography | 8mm lined | Key Stage 2 |  | Purple |
| PSHE | 12mm half plain half lined | Year 2 |  | Blue |
| PSHE | 8mm lined | Key Stage 2 |  | Yellow |
| Religious Education | 12mm half plain half lined | Year 2 |  | Blue |
| Religious Education | 8mm lined | Key Stage 2 |  | Purple |
| Computing | 8mm lined | Key Stage 2 |  | Pink |
| Music | Plain | Key Stage 2 |  | Yellow |
| Languages | 8mm lined | Key Stage 2 |  | Grey |
| Design and Technology | Plain | Year 2 |  | Pink |
| Design and Technology |  | Key Stage 2 |  | Red |
| Science | Plain | Key Stage 1 |  | Red |
| Science | 8mm lined and plain | Key Stage 2 |  | Red |
| Time to Think | 15mm half plain half lined | Year 1 | A plain book is used for children not yet forming letters on a line | Green |
| Time to Think | 12mm half plain half lined | Year 2 |  | Purple |
| Time to Think | 8mm lined | Key Stage 2 |  | Red |

**CHILDREN WITH SEND:**

* Where appropriate due to individual need, children may be provided with a plain book, a book with an increased line width or an alternative coloured paper to support their recording. Wherever possible the books will have the same coloured cover as those of their peers;
* On occasion a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress;