

## What's new in this edition?

### The purpose and value of independent work is examined

As well as updating the content of *Which Book and Why* generally, we have also added a new section – Part 3. This explores how to provide the rest of the class with meaningful literacy activities while the teacher is focusing on a particular guided reading group. We include examples of the types of activities you might use to engage the children.

### Professional development opportunities are now on the supporting online resource

You will now find all professional development opportunities on the supporting online resource. These are clearly flagged in the book, at the end of each relevant section, to direct you to the materials and guidance available.

### We have updated the databases of decodable and banded texts

The databases on the supporting online resource provide information on texts specifically marketed for guided reading by a wide range of publishers.

The databases are searchable to help you choose books at the right level for each group in your class. There are two separate databases: one to support choosing texts to develop word-reading skills (the database of decodable texts); the other to support choosing texts to develop reading for meaning and reading for information (the database of banded texts). You can search within each database and select a book to support your teaching focus for a guided reading lesson. You can also search within the databases to review a particular series or type of text.

Both databases have been updated since the previous edition of *Which Book and Why*. The overviews of book schemes and series (also found on the supporting online resource) have also been updated. Where possible, we have identified whether a book is fiction or non-fiction.

Omitted from the banded database are individual titles that, in our view, contain:

- too little text for a worthwhile guided reading lesson
- incomplete, ungrammatical or unpunctuated sentences
- markedly uneven challenge.

In addition, you can search the databases for texts that will complement the teaching progression of mainstream phonic programmes, review programmes that are available and the resources they provide, and search for a text that provides opportunities for practising a particular phoneme.

Due to using an online delivery model, the databases can now be updated periodically as new series arise.

**Note:** Both databases, while up to date, may include some titles that are now out of print. We have retained these as we recognise that many of these titles will still form a part of guided reading libraries.