



**Five Stones Learning Federation**  
**Writing Long Term Plan Year 1/2**

Autumn 1	Spring 1	Summer 1
<p><b>Entertain</b> - Description- <b>3 days</b>  <b>Entertain</b> - Narrative (Retell stories) - <b>2 weeks</b>  <b>Inform</b> - Recount - <b>2 week</b>  <b>Entertain</b> - Narrative (fairy tales) - <b>2 weeks</b>  <b>Entertain</b> - Poetry - <b>1 week</b></p> <p>(8 Weeks)</p>	<p><b>Entertain</b> - Description- <b>1 week</b>  <b>Entertain</b> - Narrative (Adventure) - <b>2 weeks</b>  <b>Entertain</b> - Poetry - <b>1 week</b>  <b>Inform</b> - Information Text - <b>2 weeks</b></p> <p>(6 Weeks)</p>	<p><b>Entertain</b> - Narrative - <b>2 weeks</b>  <b>Inform</b> - Explanation text - <b>2 weeks</b>  <b>Entertain</b> - Poetry - <b>1 week</b></p> <p>(5 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p><b>Inform</b> - Instructions / Procedures - <b>2 weeks</b>  <b>Entertain</b> - Narrative (Well-known stories) - <b>2 weeks</b>  <b>Inform</b> - Letters - <b>2 weeks</b>  <b>Entertain</b> - Poetry - <b>1 week</b></p> <p>(7 Weeks)</p>	<p><b>Inform</b> - Recount - <b>2 weeks</b>  <b>Entertain</b> - Narrative (Traditional tales) - <b>2 weeks</b>  <b>Inform</b> - Instructions / Procedures - <b>2 weeks</b></p> <p>(6 Weeks)</p>	<p><b>Inform</b> - Book review - <b>2 weeks</b>  <b>Entertain</b> - Narrative - <b>2 weeks</b>  <b>Inform</b> - Letters - <b>2 weeks</b>  <b>Inform</b> - Information Text - <b>2 weeks</b>  <b>Entertain</b> - Description - <b>1 week</b></p> <p>(7 Weeks)</p>

Purpose of writing:	
To Entertain:	To inform:
<ul style="list-style-type: none"> <li>• Description: <b>characters and settings</b></li> <li>• Narrative: Narrative: <b>repeated language, well-known stories , traditional tales, adventure stories, fairy tales, eg Hansel and Gretel fables.</b></li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation text</li> <li>• Recounts</li> <li>• Letters</li> <li>• Book review</li> <li>• Information text</li> </ul>



**Five Stones Learning Federation**  
**English Flow of the Week**



Day	
<b>Monday</b>	<b>Comprehension:</b> Discrete comprehension lesson focusing of the skill <b>KS1</b> - Share stories and ask questions
<b>Tuesday</b>	<b>Features of the text:</b> Share the features of the text type along with the purpose of writing. Share the example text. Add the features to your display.
<b>Wednesday</b>	<b>Suggested lesson focus:</b>  <b>Grammar</b> - A grammar lesson focused on the requirements of the text.  <b>VCOP</b> - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation.
<b>Thursday</b>	<b>Suggested lesson focus:</b>  <b>Grammar</b> - A grammar lesson focused on the requirements of the text.  <b>VCOP</b> - A grammar lesson suggesting vocabulary, conjunctions, varied openers and punctuation.  <b>Improve</b> - Improve a section of the teachers work trying o include features and the grammar link
<b>Friday</b>	<b>Write a section</b> - Eg. An introduction, a beginning, a ending to a given story.
<b>Monday</b>	<b>Plan:</b> Teacher models parts of a plan and then he children create their own. <b>KS1</b> - Class plan would be sufficient
<b>Tuesday</b>	<b>Big Write</b> - Children to write the text using the plan, features and previous grammar lessons <b>KS1 and KS2 Autumn term</b> - Teacher model writing some and then children write and then repeat.
<b>Wednesday</b>	<b>Big Write</b> - Children to write the text using the plan, features and previous grammar lessons <b>KS1 and KS2 Autumn term</b> - Teacher model writing some and then children write and then repeat.
<b>Thursday</b>	<b>Improve</b> - Children to improve a section of the text including the next steps. Alternatively, children can write the next section of their work. <b>KS1</b> - children improve sentences created by the teacher related to the text.
<b>Friday</b>	<b>Comprehension:</b> Discrete comprehension lesson focusing on the skill <b>KS1</b> - Share stories and ask questions



**Five Stones Learning Federation**  
**Phonics Long Term Plan Year 1**



Autumn	Spring	Summer
<p><b>Initial Code:</b> Unit 9 CCVC (2 consonants in initial position) - 1 week Unit 10 CCVCC, CVCCC and CCCVC (3 adjacent consonants and 5 sound words) - 2 weeks Unit 11 (sh, ch, th, ck, wh, ng, qu) - 1 week</p> <p><b>Extended Code:</b> Unit 1 /ae/ &lt;ai, ay, ea, a-e&gt; - 2 weeks Unit 2 /ee/ &lt;e, ea, ee, y&gt; - 2 weeks</p> <p>(8 weeks)</p>	<p><b>Extended Code:</b> Unit 8 /ow/ &lt;ou, ow&gt; - 1 week Unit 9 &lt;ow&gt; /oe/, /ow/ + Consolidation of skills and polysyllabic words - 1 week Unit 23 /oy/ &lt;oi, oy&gt; - 1 week Unit 10 m/oo/n &lt;oo, ew, ue, u-e, o&gt; - 2 weeks Unit 11 /ie/ &lt;i, ie, y, i-e, igh&gt; - 2 weeks</p> <p>(6 weeks)</p>	<p><b>Extended Code:</b> Unit 18 /l/ &lt;l, ll, al, el, il, le, ol&gt; - 1 week Unit 19 /or/ &lt;or, aw, a, ar, au, al&gt; - 1 week Unit 20 /air/ &lt;air, are, ear, ere, eir, eyer, ayor&gt; - 2 weeks Skill Consolidation - Segmenting, Blending and Phoneme Manipulation - 1 week</p> <p>(5 weeks)</p>
<p><b>Extended Code:</b> Unit 3 &lt;ea&gt; /ee/, /ae/ - 1 week Unit 4 /oe/ &lt;o, oa, ow, oe, o-e&gt; - 2 weeks (Introduce polysyllabic words during second week of /oe/)</p> <p>Unit 5 &lt;o&gt; /o/ /oe/ - 1 week Unit 6 /er/ &lt;er, ir, or, ur&gt; - 2 weeks Unit 7 /e/ &lt;e, ea, ai&gt; - 1 week</p> <p>(7 weeks)</p>	<p><b>Extended Code:</b> Unit 12 b/oo/k &lt;oo, u, oul&gt; - 1 week Unit 13 &lt;oo&gt; m/oo/n, b/oo/k + Consolidation of skills and polysyllabic words - 1 week Unit 14 /u/ &lt;u, ou, o&gt; - 1 week Unit 15 &lt;ou&gt; /ou/, /u/, m/oo/n + Consolidation of skills and polysyllabic words - 1 week Unit 16 /s/ &lt;s, ss, st, c, ce, se, sc&gt; - 1 week Unit 17 &lt;s&gt; /s/, /z/ + Consolidation of skills and polysyllabic words - 1 week</p> <p>(6 weeks)</p>	<p><b>Extended Code:</b> Unit 21 /ue/ &lt;ue, ew, u, u-e&gt; - 2 weeks Unit 22 &lt;ew&gt; m/oo/n, /ue/ - 1 week Unit 24 /ar/ &lt;ar, a, al, au&gt; - 2 weeks Unit 25 /o/ &lt;o, a&gt; - 1 week Unit 26 &lt;a&gt; /a/, /o/, /ae/, /ar/ 1 week</p> <p>(7 weeks)</p>
<p><b>Sound Review:</b></p>	<p><b>Sound Review:</b></p>	<p><b>Sound Review:</b></p>



**Five Stones Learning Federation**  
**Grammar Long Term Plan Year 2**

Autumn 1	Spring 1	Summer 1
<p>Capital Letters and full stops - <b>2 week</b> Capital Letters and full - <b>1 week</b> Tense consistency - <b>2 weeks</b> Commas in lists - <b>2 weeks</b> Co-ordination (or, and, but) sentences - <b>1 week</b></p> <p>(8 Weeks)</p>	<p>Subordination (when, if, that, because) - <b>2 weeks</b> Apostrophes for contraction - <b>2 weeks</b> Verbs - <b>1 week</b> Adverbs - <b>1 week</b></p> <p>(6 Weeks)</p>	<p>Tense consistency - <b>2 weeks</b> Singular and Plural - <b>1 weeks</b> Co-ordination (or, and, but) sentences - <b>1 week</b> Subordination (when, if, that, because) - <b>1 week</b></p> <p>(5 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>Capital letters, full stops, commas in lists - <b>2 weeks</b> Nouns - <b>2 weeks</b> Adjectives - <b>1 weeks</b> Noun phrases - <b>2 weeks</b></p> <p>(7 Weeks)</p>	<p>Questions - <b>1 week</b> Statements - <b>1 week</b> Commands - <b>1 weeks</b> Exclamations - <b>1 week</b> Apostrophes for contraction - <b>2 weeks</b></p> <p>(6 weeks)</p>	<p>Commas in lists - <b>1 week</b> Apostrophes for contraction - <b>2 weeks</b> Noun phrases - <b>1 week</b> Punctuation recap - <b>2 week</b> Word types - <b>1 week</b></p> <p>(7 Weeks)</p>

Autumn 1	Spring 1	Summer 1
<p>All to be taught verbally through teachers questioning</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction 2 weeks)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (non-fiction 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts. (fiction 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts. (non-fiction 1 week)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (poetry 1 week)</p> <p>1d - Make inferences from the text. (fiction 1 week)</p> <p>(7 weeks)</p>	<p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction 1 week)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (poetry 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts (non-fiction 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts (fiction 1 week)</p> <p>1d - Make inferences from the text. (fiction 1 week)</p> <p>1d - Make inferences from the text. (non-fiction 1 week)</p> <p>(6 weeks)</p>	<p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (non-fiction 1 week)</p> <p>1d - Make inferences from the text (fiction 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts. (fiction 1 week)</p> <p>1d - Make inferences from the text (poetry 1 week)</p> <p>1e - Predict what might happen on the basis of what has been read so far. (fiction 1 weeks)</p> <p>(5 weeks)</p>
Autumn 2	Spring 2	Summer 2
<p>1d - Make inferences from the text. (fiction 1 week)</p> <p>1d - Make inferences from the text. (non-fiction 1 week)</p> <p>1d - Make inferences from the text. (poetry 1 week)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction 1 week)</p> <p>1c - Identify and explain the sequence of events in texts. (fiction 2 weeks)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (non-fiction 1 week)</p> <p>1e - Predict what might happen on the basis of what has been read so far. (fiction 1 week)</p> <p>(8 weeks)</p>	<p>1e - Predict what might happen on the basis of what has been read so far. (fiction 2 weeks)</p> <p>1c - Identify and explain the sequence of events in texts. (fiction 1 week)</p> <p>1c - Identify and explain the sequence of events in texts. (non-fiction 1 week)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction 1 week)</p> <p>1d - Make inferences from the text (fiction 1 week)</p> <p>(6 weeks)</p>	<p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (fiction 1 week)</p> <p>1b - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. (Retrieval) (non-fiction 1 week)</p> <p>1d - Make inferences from the text (fiction 1 week)</p> <p>1d - Make inferences from the text (non-fiction 1 week)</p> <p>1a - Draw on knowledge of vocabulary to understand texts. (fiction 1 week)</p> <p>1c - Identify and explain the sequence of events in texts. (fiction 1 week)</p> <p>1e - Predict what might happen on the basis of what has been read so far. (non-fiction 1 week)</p> <p>(7 weeks)</p>

## Five Stones Learning Federation

### Year 2 - Books to be covered in Shared Reading Sessions or as a class read

Every half term each class should read: **a range of picture books, a specific text type, an award winner, Learn a poem to recite and Read sections of non-fiction**

Autumn 1	Spring 1	Summer 1
<b>Complexity of the Narrator:</b> Choose at least one of the following	<b>Archaic:</b> Choose at least one of the following	<b>Resistant Texts:</b> Choose at least one of the following
<b>Chester</b> - Melanie Watt - 32 pages <b>And the Dish Ran Away with the Spoon</b> - J Stevens - 56 pages <b>The Very Smart Pea and the Princess to Be</b> - M Grey - 32 pages <b>Fantastic Mr Fox</b> - Roald Dahl - 112 pages	<b>Make Way for Little Ducklings</b> - Robert McCloskey - 76 pages <b>The Tale of Peter Rabbit (23 BS)</b> - Beatrix Potter - 69 pages <b>The Cat in the Hat</b> - Dr. Seuss - 64 pages <b>The Frog Prince</b> - Brothers Grimm - 90 pages	<b>The Colour Monster</b> - Anna Llenas - 48 pages <b>Mirror</b> - Jeanne Baker - 48 pages <b>Wolves</b> - Emily Gravett - 40 pages <b>Tadpole's Promise</b> - Jeanne Willis - 32 pages <b>The Book with No Pictures</b> - B.J Novak - 48 pages
<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>
<b>The legend of Kevin</b> - Philip Reeve - 160 pages (UKLA20) <b>Ocar and the Catastrophe</b> - Ala MacDonald - 144 pages (LRAugust18)	<b>The Dog who lost his bark</b> - Eoin Gofler - 144 pages (UKLA20) <b>The Dragon Sitter</b> - Josh Lacey - 112 pages (RDFunnyprize12)	<b>Funny Kid Stand up</b> - Matt Stanton - 256 pages (Chn B.Award 19) <b>My Headteacher is a vampire rat</b> - 272 pages (Chn B.Award16)
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
<b>Who Has Seen the Wind</b> - Christina Rossetti - 1872 <b>Pleasant Sounds</b> - John Clare	<b>The Three Little Kittens</b> - Eliza Lee Follen - 1860 <b>Childs song in spring</b> - E. Nesbit	<b>The More it Snows</b> - A.A. Milne - 1928 <b>Chocolate cake</b> - Michael Rosen
<b>Non Fiction:</b> Books that contain facts	<b>Non Fiction:</b> Books that contain facts	<b>Non Fiction:</b> Books that contain facts
<b>How to help a hedgehog and protect a polar bear</b> - Jess French	<b>Once Upon a Rhythm</b> - James Carter	<b>A walk in Paris</b> - Salvatore Rubbino
Autumn 2	Spring 2	Summer 2
<b>Non-Linear Time Sequences:</b> Choose at least one of the following	<b>Complexity of Plot/Symbol:</b> Choose at least one of the following	<b>Complexity of the Narrator:</b> Choose at least one of the following
<b>When the Rains Come</b> - Tom Pow - 48 pages <b>Voices in the Park</b> - Anthony Brown - 32 pages <b>One Candle</b> - Eve Bunting - 40 pages <b>The Stinky Cheese Man + Other Fairly Stupid Tales</b> - J Scieszka - 56 pages	<b>Where the Wild Things Are</b> - Maurice Sendak - 48 pages <b>Slug Needs a Hug</b> - Jeanne Willis - 32 pages <b>Dinosaurs and All That Rubbish</b> - Michael Foreman - 32 pages <b>The Building Boy</b> - Ross Montgomery - 32 pages <b>The Heart and the Bottle</b> - Oliver Jeffers - 32 pages.	<b>The Little House</b> - Virginia Lee Burton - 40 pages <b>The Teddy Bear</b> - David McPhail - 32 pages <b>The Wolf Story: What Really Happened to Little Red Riding Hood</b> - Toby Forward - 32 pages <b>I Doko, The Tale of a Basket</b> - Ed Young - 32 pages
<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>	<b>Award winners:</b> New fiction that has recently won an award Choose at least one of these or one from the website <a href="http://lovereading4kids">lovereading4kids</a>
<b>The train mouse</b> - Uwe Timm - 112 pages (Lovereadingloves) <b>The Nowhere Emporium</b> - Ross MacKenzie - 288 pages (BluePeter16)	<b>Podkin One-Ear</b> - Keiran Larwood - 272 pages (BluePeter17) <b>Lost Tales</b> - Adam Murphy - 80 pages (B.Peter Short Llist17)	<b>Owen and the Soldier</b> - Lisa Thompson - 96 pages (Blue Peter20) <b>Mr Penguin and the fortress of secrets</b> - 288 pages (Chn B.Award 19)
<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform	<b>Poetry:</b> Learn one of the poems to recite and perform
<b>I Do Not Mind You Winter Wind</b> - Jack Prelutsky - 1984 <b>The Sound collector</b> - Roger McGough	<b>Scissors</b> - Allen Ahlberg - 1983 <b>Escape at Bedtime</b> - Robert Louis Stevenson	<b>Ning Nang Nong</b> - Spike Milligan - 1959 <b>A bird came down the walk</b> - Emily Dickenson
<b>Non Fiction:</b> Books that contain facts	<b>Non Fiction:</b> Books that contain facts	<b>Non Fiction:</b> Books that contain facts
<b>Nature's Day</b> - Kay Maguire	<b>Survival</b> - Louise McNaught	<b>Everest</b> - Sagma Francis



## Five Stones Federation Year 1 - Suggested book list

Y1 Book List		Featured Author: Jill Murphy, Mini Grey, Oliver Jeffers	
The Last Wolf - Mini Grey (NN) (FA)		The Lighthouse Keepers Lunch - David Armitage	
The adventures of the dish and the spoon - Mini Grey (NN)		The Emperor of Absurdia - Chris Riddell	
Traction Man is here - Mini Grey (NN)		After the Fall - Dan Santat	
Ocean Meets Sky - Terry Fan, Eric Fan		Bug Hotel (Factual) - Libby Walden (NN)	
The Wolf, The Duck and the Mouse - Mac Barnett		Questions and answers about Space (Factual) - Katie Daynes (NN)	
The Day War Came - Nicola Davies		Molly's Moon mission (Factual) - Duncan Beedie (NN)	
Mixed - Aree Chung		The Seedling that didn't want to grow (Factual) - Britta Teckentrup (NN)	
The Darkest Day - Chris Hadfield		Greta and the giants (Factual) - Zoe Tucker (NN)	
A Necklace of Raindrops - Joan Aiken		The Big book of Blue (Factual) - Yuval Zommer (NN)	
Beegu - Alexis Deacon		The Runaway Wok - Ying Chang Compenstine	
The Last Chip - Duncan Beedie		Here comes the Aliens - Colin McNaughton	
Man on the Moon: A day in the Life of Bob - Simon Bartram		How to catch a star - Oliver Jeffers (NN) (FA)	
Grace and Family - Mary Hoffman		The day the crayons quit - Drew Daywalt	
The Story tree (Folktales) - Hugh Lupton (NN)		The Way Back home - Oliver Jeffers (NN)	
The Puffin book of fantastic first poems - June Crebbin (NN)		Numemia and the Hurricane - Fiona Halliday	
The Jolly Postman - Allan Ahlberg		Lost and found - Oliver Jeffers (NN)	
10 things I can do to help my world - Melanie Walsh		Spinderella - Julia Donaldson	
How to hide a lion - Helen Stephens		Pants - Giles Andreae	
The Tiger wo came to tea - Judith Kerr		Pete and His New School Shoes - James Dean	
Supertato - Paul Linnet		Ruby's Worry - Tom Percival	
Dogger - Shirley Hughes		Meerkat Mail - Emily Gravett	
Paddington at the Palace - Michael Bond		I want my hat back - Jon Klassen	
Aliens Love Underpants - Claire Freedman		The Dark - Lemony Snickett	
That Rabbit belongs to Emily Brown - Cressida Cowell		Paolo Emperor of Rome - Mac Barnett	
Peace at Last - Jill Murphy (NN) (FA)		Clem and Crab - Fiona Lumbers	
Once There Were Giants - Martin Waddell		The problem with problems - Rachel Rooney	
Grandad's Secret Giant - David Litchfield		The song of the tree - Coralie Bickford-Smith	
Cinnamon - Neil Giaman		Lubna and Pebble - Jessica Love	
Cottonwool Colin - Jeanne Willis (Talk through stories)		Burglar Bill - Jannet and Allan Ahlberg (Talk through stories)	
How to be a Viking - Cressida Cowell (Talk through stories)		On the Way Home - Jill Murphey (Talk through stories)	
If I Were a Hawk - Clare Bevan - Poem (Poetry time)		The Monster Under Your Bed - Clare Bevan - Poem (Poetry time)	
The Sound of Music - Clare Bevan - Poem (Poetry time)		Brother - Mary Ann Hoberman - Poem (Poetry time)	
I've got a Cold - Roger McGough - Poem (Poetry time)			



**Five Stones Learning Federation**  
**Year 2 - Suggested reading books including Picture Books**

Y2 Book List		
<b>Secret Sky Garden</b> - Linda Sarah		<b>Rapunzel</b> - Bethan Woolvin
<b>The Highway Rat</b> - Julia Donaldson		<b>Dogs in Space: The Amazing True Story of Belka and Strelka</b> - Victoria Southgate
<b>I need my Monster</b> - Amanda Noll		<b>Heartwood Hotel: A True Home</b> - Kallie Geage (Chapter book)
<b>Hey, That's my monster</b> - Amanda Noll		<b>The Truth Pixie</b> - Matt Haig (Chapter book)
<b>The trouble with trolls</b> - Jan Brett		<b>The Truth Pixie Goes to School</b> - Matt Haig (Chapter book)
<b>And the Dish ran away with the spoon</b> - Janet Stevens		<b>The Grunts in Trouble</b> - Philip Ardagh (Chapter book)
<b>The Magic Paintbrush</b> - Julia Donaldson		<b>The Cat and the King</b> - Nick Sharratt (Chapter book)
<b>The Tin Forest</b> - Helen Ward		<b>The Giggler Treatment</b> - Rodd Doyle (Chapter book)
<b>There's a snake in my School</b> - David Walliams		
<b>Moth</b> - Isobel Thomas		
<b>Who's afraid of the big bad book?</b> - Lauren Child		
<b>Emily Brown and the Thing</b> - Cressida Cowell		
<b>The Owl who was afraid of the dark</b> - Jill Tomlinson		
<b>The Flower</b> - John Light		
<b>The First Hippo on the Moon</b> - David Walliams		
<b>Here we are</b> - Oliver Jeffers		
<b>Don't look in this book</b> - Samuel Langley-Swain		
<b>Mr Wolf's Pancakes</b> - Jan Fearnley		
<b>The tear thief</b> - Carol Ann Duffy		
<b>The True Story of the Three Little Pigs</b> - Jon Scieszka		
<b>Where the Bugaboo Lives</b> - Sean Taylor		
<b>Leaf</b> - Sandra Dieckmann		
<b>We're all Wonders</b> - R J Palacio		
<b>A child of books</b> - Oliver Jeffers		
<b>Don't Look in this Book</b> - Samuel Langley Swain		
<b>Gorilla</b> - Anthony Browne <b>(NN) (FA)</b>		
<b>Born to Ride</b> - Larissa Theule		
<b>Your Safe with me</b> - Chitra Soundar		
<b>Paper Planes</b> - Jim Helmore		
<b>The Snail and the Whale</b> - Julia Donaldson		