

Reading Strategy

The more that you read, the more things you will know.

The more that you learn, the more places you'll go.

Dr Seuss

Intent

At St John's we believe that reading is **the key to learning!** We believe that being able to read and write are vital skills that open the door to learning and so many different worlds. Reading is needed in every subject of the curriculum and we passionately believe in helping children to develop not only the technical skills of reading, but also in creating a love for literature. Reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Teaching synthetic phonics as the initial and most important approach to the teaching of reading. We use RWI to help your child read at school and at home.
- Encouraging children to develop a love of books by reading to them daily both in school and at home.
- Giving children access to a wide range of quality texts at school and at home.

Implementation

Phonics:

At St John's we use Read, Write, Inc Phonics (RWI) to give your child the best possible start with their reading and literacy skills. Mrs Henderson is our Phonics lead teacher so if you have any questions about phonics, contact school who can refer you to her. Please take the time to read the information below as it will provide invaluable information as to how you can help and support your child in their reading at home.

What is Read, Write, Inc?

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at St John's we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short five minutes sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for 45 minutes. Once children become fluent speedy readers they will move on to daily reading comprehension sessions and will follow the Tree Tops reading scheme.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.

ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Please do not use letter names at this early stage.

The following is a link to pure sound pronunciation:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

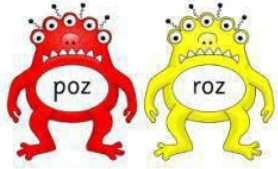
Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy to enjoy	oi: spoil the child	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)

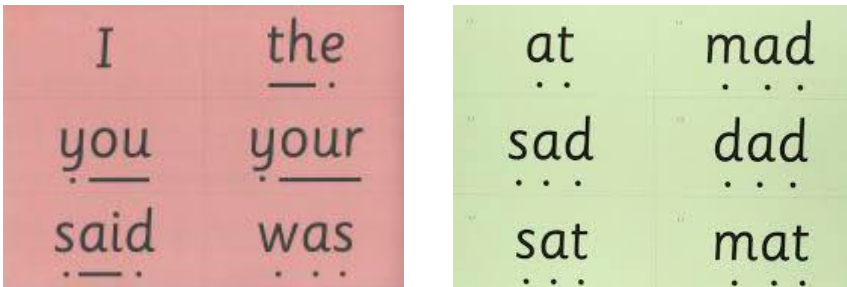


As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills. You may have heard your child talking about '**hold a sentence**'.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Books	Year Group Expectations
Set 1 Sounds	Nursery from Spring 2
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Year 1
Orange 1-12	Year 1
Yellow 1-10	Year 1
Blue 1-10	Year 1/2
Grey 1-13	Year 2

Home Reading:

We have subscribed to Oxford Owl for our home reading for children who are following the RWI programme. Your child will be assigned a new book to read at home each week which matches their phonic ability. Please encourage your child to read this book to you and complete the activity which has been given.

RWI Impact

We assess all pupils following Read Write Inc. at least half termly and rearrange groups accordingly. Regular assessments ensure that children receive targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support. Analysis of assessments are shared with all staff so barriers can overcome through targeted intervention.

Reading Scheme (following completion of RWI programme) Implementation

When children have completed the RWI programme, they then go onto Tree Tops reading scheme where they will continue to develop their fluency and understanding of books matched to the correct level. Please see the list of ages and book bands below.

Year group	Age	Oxford Level	Book Band
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
13			
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

Pupils read with an adult over the course of a week, with additional reading time allocated to pupils still requiring additional support.

Reading Plus:

In upper KS2 (Y5/6) we also use Reading Plus as a supplemental reading programme. We aim to further accelerate pupil's reading through personalised practice, improving fluency, comprehension, vocabulary,

stamina for reading and motivation. Pupils access during dedicated reading sessions in class and also at home.

Class based Reading comprehension:

Our classrooms are full of visual stimuli and engaging books for the children to read. As a school we use a **VIPERS** approach (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising/Sequencing) during our whole class reading sessions to develop the children’s reading skills through focus on reading domains.

Alongside teaching children to read, every class from Nursery to Year 6 take part in daily reading for pleasure with their class teachers as we believe reading should be at the heart of our school curriculum. We also know that developing a love of reading and giving them access to high quality texts is essential for all of our children. Reading sessions are led by the teacher using high quality texts which have been carefully selected using the theory from the ‘Reading Reconsidered Spine’ by Doug Lemov. Other texts used in these sessions are chosen from recent award-winning literature.

The class teachers have then carefully planned units of work around this book which include both reading and writing lessons with a key focus on developing the knowledge of children’s vocabulary. Every half term, each class is exposed to a piece of poetry, please see our list of books and poetry below. The purpose of these whole class reading sessions and reading for pleasure is to continue to develop the children’s love of reading as well as enhancing the children’s vocabulary and developing comprehension skills.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Ruby’s Worry Tom Percival The Smartest Giant in Town Julia Donaldson Dinosaurs and all that Rubbish Michael Foreman <i>(Complexity of Plot/Symbol)</i> Jack and the Beanstalk <i>(archaic texts)</i> The Stinky Cheeseman and other fairly stupid tales Jon Scieszka <i>(non-linear time sequences)</i>	Ruby’s Worry Tom Percival The Smartest Giant in Town Julia Donaldson Dinosaurs and all that Rubbish Michael Foreman <i>(Complexity of Plot/ Symbol)</i> Lost and Found Oliver Jeffers <i>(Resistant)</i>	Firework-Maker’s Daughter Philip Pullman <i>(Non-linear time sequences)</i> How the camel got his hump. Rudyard Kipling <i>(Archaic Texts)</i>	The Witches Roald Dahl <i>(Complexity of Narrator)</i>	War Horse Michael Morpurgo <i>(Complexity of Narrator)</i>	Room 13 Robert Swindells <i>(Resistant)</i>

Poetry/ Nursery Rhymes	The Smartest Giant in Town	The Smartest Giant in Town	How doth the little crocodile. Lewis Carroll (Archaic Texts)	Cloud Busting Malorie Blackman (Resistant Text)	The Horses Ted Huges	The Highway Man Alfred Noyes (Archaic Text)
<i>Non fiction focus</i>	<i>Atlases</i>	<i>Non- Chronological report on the Antarctica</i>	<i>Seaside – The coastline. Erosion – formation of bays & headlands.</i>	<i>Plastic Pollution</i> <i>Turning the Tide on Plastic Lucy Siegle</i>	<i>War Horse – A non chronological report</i>	<i>WW2 – The Home Front</i>
Autumn 2	The Three Billy Goats Gruff Paul Galdone (archaic texts) The Three Little Wolves and the Big Bad Pig Eugene Trivizas (complexity of the narrator)	Lost and Found Oliver Jeffers (Resistant) The Colour Monster Anna Llenas (Resistant) Where The Poppies Now Grow Hilary Robinson and Martin Impey Voices in the Park Anthony Brown (Complexity of Narrator/Non- Linear Time Sequence)	The Snowman - Michael Morpurgo	A Series of Unfortunate Events Lemony Snicket (Complexity of Plot/Symbol) Father Christmas and I Matt Haig	War Horse Michael Morpurgo -continued (Complexity of Narrator) The Best Christmas Present in the World Michael Morpurgo (Non-Linear Time Sequence/ Historical)	A Christmas Carol Charles Dickens (Non-Linear Time Sequence)
Poetry/ Nursery Rhymes	Twas the night before Christmas Clement Clarke Moore (Archaic)	Twas the night before Christmas Clement Clarke Moore (Archaic)	You are old Father William. Lewis Carroll (Archaic Text)	The Train to Glasgow Wilma Horsbrugh	Dulce et Decorum Est Wilfred Owen WW1 Poetry Anthology In Flanders Field John McCrae (Complexity of plot/symbol)	The Grinch Dr. Seuss (Complexity of plot/symbol)

<i>Non fiction focus</i>	<i>Gunpowder plot-linked to Bonfire night.</i>	<i>Climate Change linked to Antarctica</i>	<i>Stone Age to Iron Age – Non Chronological report.</i>	<i>Ancient Greece</i>	<i>Colonel Spence – A biography</i>	<i>Climate Change Greta Thunberg Biography</i>
Spring 1	Superworm Julia Donaldson (lexile 5-8) The Tiger who Came to Tea Judith Kerr	Toby and the Great Fire of London Margaret Nash Vlad and the Great Fire of London Kate Cunningham	The Iron Man. Ted Hughes <i>(Complexity of plot/symbol)</i>	Fortunately the Milk Neil Gaiman <i>(Non-Linear Time Sequence)</i>	Harry Potter and the Philosopher’s Stone J K Rowling <i>(Complexity of Plot/Symbol)</i>	When Hitler Stole Pink Rabbit Judith Kerr <i>(Complexity of Narrator)</i>
Poetry/Nursery Rhymes	Who has seen the Wind Christina Rossetti <i>(Archaic)</i>	The Owl and the Pussy-Cat Edward Lear <i>(Archaic)</i>	Catch a little rhyme. Eve Merriam <i>(Complexity of plot/symbol)</i>	The Table & the Chair Edward Lear I wandered lonely as a cloud... William Wordsworth <i>(Archaic)</i>	Daffodils William Wordsworth <i>(Complexity of Plot/symbol)</i>	If. Rudyard Kipling <i>(Archaic)</i>
<i>Non-fiction focus</i>	<i>Explorers</i>	<i>Great Fire of London/ Samuel Pepys</i>	<i>Volcanoes – Non chronological reports.</i>	<i>Anglo Saxon and Viking Britain</i> <i>(Information texts)</i>	<i>Newspaper Articles – Bank robbery</i> <i>Link to Gringotts Bank in Harry Potter</i>	<i>North America- Different states information texts, Atlases</i>
Spring 2	Fantastic Mr Fox Roald Dahl <i>(Complexity of Narrator)</i>	George’s Marvellous Medicine Roald Dahl The Day the Crayons Quit Drew Daywalk <i>(Complexity of Narrator)</i>	There’s a pharaoh in my bath. Jeremy Strong	The Five Realms: The Legend of Podkin One-Ear Kieran Larwood <i>(Complexity of Narrator)</i>	Varjak Paw SF Said <i>(Complexity of Narrator)</i>	Macbeth William Shakespeare <i>(Archaic)</i>
Poetry/ Nursery Rhymes	The Frog Hilarie Belloc	Scissors Allen Ahlberg <i>(Complexity of Plot/Symbol)</i>	Topsy Turvy World. William Brighty Rands	Centrally Heated Knickers Michael Rosen	Fog Carl Sandburg	The Jabberwocky Lewis Carroll

			(Resistant text)		(Complexity of plot/symbol)	(Resistant)
Non fiction focus	Explorers	The World-persuasion	Ancient Egyptians – Range of texts about Ancient Egyptian life.	Earthquakes – Explanation text	Explanation text – how to	Range of Non-chronological texts about conflict through time
Summer 1	Where the Wild Things Are Maurice Sendak (Archaic text) The boy who cried wolf. Aesop (Archaic)	The Boy who Grew Dragons Andy Shepherd	A bear called Paddington. Michael Bond (Archaic text)	The Butterfly Lion Michael Morpurgo (Non-Linear Time Sequence)	Skellig David Almond (Complexity of Plot/Symbol)	The Week At World’s End Emma Carroll (Complexity of Narrator)
Poetry/ Nursery Rhymes	The Cat in the Hat Dr Seuss (Archaic)	A Good Play, The Swing and my Shadow Robert Louis Stevenson (Archaic)	Dream variations. Langston Hughes (Complexity of plot/symbol)	How Doth the Little Crocodile Lewis Carroll (Archaic)	The Pobble who has no Toes Edward Lear (Resistant Text)	The Tyger William Blake (Resistant)
Non-fiction focus	Brazil- non chronological report.	Women in History- Biography	Tropical Rainforests – Persuasive adverts for saving the rainforests.	Rivers	Instructional writing – Bird feed	Range of texts about different settlement types
Summer 2	The Trouble with Trolls Jan Brett. And the Dish Ran Away with the Spoon Janet Stevens.	Grandad’s Island Benji Davies (Complexity of Plot) The Summer My Father was Ten Pat Brisson (Non linear time sequence) Wolves (Resistant)	Love that dog. Sharon Creech (Complexity of plot/symbol)	Treason Berlie Doherty	The Lost Thing Shaun Tan (Complexity of plot/symbol)	Clockwork Philip Pullman (Complexity of Narrator)
Poetry/ Nursery Rhymes	Ning Nang Nong Spike Milligan	The Three Little Kittens	Revolting rhymes. Roald Dahl (Complexity of plot/symbol)	Something Told the Wild Geese Rachel Field	Dreams Langston Hughes	Charge of the Light Brigade

	(Resistant)	Eliza Lee Follen (archaic)		(Resistant Text)	(Archaic)	Alfred, Lord Tennyson (Complexity of plot/symbol)
Non fiction focus	Queens	Non chronological report/ newspaper report	Romans - Range of texts about Roman life.	Henry VIII and the Reformation	Recycling Article Mission Plan Report	A range of texts about conflicts through the years.

Impact

Pupils reading comprehension skills are assessed termly through use of NFER reading comprehension tests for Years 3-5 and Year 2 who have completed the RWI programme. Year 6 are assessed using previous SATs reading comprehension tests, in line with Trust assessments.

Analysis of results is completed to identify reading domains requiring more focus at both year group and individual level. Appropriate interventions are implemented to support.

Home Reading for Pleasure:

Each class teacher has produced a list of 15 books which are appropriate for children in their class as we are often asked to recommend books that are popular with children and have a good literary content. These books have been carefully chosen so children are exposed to a wide range of authors. The books can be read independently by the child or they can be read to the child by an adult; school has copies of these books for children to borrow. Please see below our Ten Books to Read by...

Nursery:

Rosie's Walk by Pat Hutchings	Guess How Much I Love You by Sam McBratney	Where's Spot? by Eric Hill	Oh No, George! by Chris Haughton	The Very Hungry Caterpillar by Eric Carle
Supertato-Veggies Assemble by Sue Hendra	Dear Zoo by Rod Campbell	Walking through the Jungle by Julie Lacombe	Each Peach Pear Plum by Allan Ahlberg	I want my Potty! by Tony Ross
The Tiger who came to Tea by Judith Kerr	The Train Ride by June Crebbin	Oi Frog! by Kes Gray	The Gruffalo by Julia Donaldson	Come on Daisy! by Jane Simmons

Reception:

The Snail and the Whale by Julia Donaldson	Shark in the Park by Nick Sharratt	Ruby's Worry by Tom Percival	On the Way Home by Jill Murphy	The Owl who was Afraid of the Dark by Jill Tomlinson
We're Going on a Bear Hunt by Michael Rosen	The Jolly Postman by Allan Ahlberg	Cyril the Lonely Cloud by Tim Hopgood	Look Up! By Nathan Bryon	The Day the Crayons Quit by Drew Daywalt
No! by Tracey Corderoy	Giraffes Can't Dance by Giles Andreae	Dinosaurs in the Supermarket by Timothy Knapman	Any of the Mog series by Judith Kerr	Aliens Love Underpants by Claire Freedman

Year 1:

Tabby McTat by Julia Donaldson	The Bad Tempered Ladybird by Eric Carle	Mr Magnolia by Quentin Blake	Funny Bones by Janet and Allan Ahlberg	A Bear Called Paddington by Michael Bond
Cops and Robbers by Allan Ahlberg	Owl Babies by Martin Waddell	The Emperor of Absurdia by Chris Riddell	Katie Morag's Island Stories by Mairi Hedderwick	Avocado Baby by John Burningham
Dogger by Shirley Hughes	The Dark by Lemony Snicket	You Choose by Pippa Goodhart	How to Wash a Woolly Mammoth by Michelle Robinson	Children can choose their own book with chapters to add to their list

Year 2:

The Dragonsitter by Josh Lacey	Press Here by Herve Tullet	Tuesday by David Wiesner	Fluff the Farting Fish by Michael Rosen	I Was a Rat!: Or, the Scarlet Slippers by Phillip Pullman
Beaver Towers by Nigel Hinton	The Enchanted Wood by Enid Blyton	The Giraffe and the Pelly and Me by Roald Dah	Pirate School: Just a bit of wind by Jeremy Strong	The Adventures of Captain Underpants by Dav Pilkey
Uncle Gobb and the Dread Shed by Michael Rosen	Gobolino the Witch's Cat by Ursula Williams	Mr Wolf's Pancakes by Jan Fearnley	Fungus the Bogeyman by Raymond Briggs	Salty Dogs by Matty Long

Year 3:

The Creakers by Tom Fletcher	This morning I met a Whale by Michael Morpurgo	The Abominables by Eva Ibbotson	Varjak Paw by SF Said	Stig of the Dump by Clive King
The Street Beneath my Feet by Charlotte Guillain & YuvalZommer	Grandpa Bert and the Ghost Snatchers by Malorie Blackman	Race to the Frozen North by Catherine Johnson	Journey to the Centre of My Brain by James Carter	Charlotte's Web by E.B. White
The Proudest Blue by Ibtihaj Muhammed with S. K. Ali	The Iron Man by Ted Hughes	Lesser Spotted Animals by Martin Brown	You're a Bad Man, Mr Gum! By Andy Stanton & David Tazzyman	How to be a Hero by Cat Weldon

Year 4:

Everest by Sangma Francis and Lisk Feng	My Brother is a Superhero, by David Solomons	There's a Werewolf in my Tent, by Pamela Butchart	The Peppermint Pig, by Nina Bawden	Operation Gadgetman! By Malorie Blackman
Young Heroes: Inspirational Children from Around the World by Lula Bridgeport	The Great Chocoplot, by Chris Callaghan	Planet Omar: Accidental Trouble Magnet by Zanib Mian	The Falcon's Malteser, by Anthony Horowitz	The House that Sailed Away, by Pat Hutchins
The Secret Garden, by Frances Hodgson Burnett	Black Beauty, by Anna Sewell	A Kid in my Class by Rachel Roone	The Incredible Ecosystems of Planet Earth by Rachel Ignatofsky	The Amazing Story of Adolphus Tips, by Michael Morpurgo

Year 5:

Who let the Gods out? By Maz Evans.	Goodnight Mr Tom. By Michelle Magorian.	Cloud Soup by Kate Wakeling	The boy at the back of the class. By Onjal Q. Rauf.	War Horse. By Michael Morpurgo.
When the Whales Came. By Michael Morpurgo.	Journey to the river sea. By Eva Ibbotson	5 Children and It. By E Nesbitt.	Dragon Rider by Cornelia Funke	Treasure Island. By R L Stephenson.

Holes by Louis Sachar	Dial-A-Ghost by Eva Ibbotson	The Nine Lives of Jacob Tibbs by Cylvn Busby	Flour Babies by Anne Fine	The World's Worst Children by David Walliams
-----------------------	------------------------------	--	---------------------------	--

Year 6:

Skellig by David Almond	Hacker by Malorie Blackman	Alice's Adventures in Wonderland by Lewis Carroll	The Lion, The Witch and The Wardrobe by CS Lewis	Northern Lights by Philip Pullman
Silver Sword by Iain Serrailier	After the War by Tom Palmer	The Hobbit by JRR Tolkien	Danny, Champion of the World by Roald Dahl	The Railway Children by E Nesbit
The House with Chicken Legs by Sophie Anderson	Kensuke's Kingdom by Michael Morpurgo	Nevermoor by Jessica Townsend	The Borrowers by Mary Norton	Where Stars are Scattered by Victoria Jamieson and Omar Mohamed