



'Be the light...'

let your light shine before others, so that they may see your good works and give glory to your Father in heaven.
(Matt. 5:14-16)

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

English

Intent:

The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop

a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Implementation:

Organisation and Curriculum Coverage

Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's Ready Steady Write units of learning.

We use each book to create opportunities to:

- Develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- Explore the Writing structure and features of different genres, identifying the purpose and audience;
- Plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Resources

Each class has a resource box with their **Ready Steady Write** vehicle texts, reveal objects and supplementary texts which support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online. The Enhancements for the units can be seen in our indoor and outdoor areas in EYFS.

Working Walls and Table Resources

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

Planning

The entire writing curriculum is mapped out on coverage and progression documents. Then, the **Ready Steady Write** units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children. There are also assessment proformas which are completed half termly and identify next steps for children.

Inclusion

Children with English as an Additional Language (EAL)

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction.

All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.

Children with Special Educational Needs



Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:



- Scaffolds and supports to develop writing ideas and language acquisition
- Technology to support the generation of ideas, develop words banks and plan and write
- Explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- A focus on cognitive and metacognitive strategies to help children articulate their learning
- Flexible groupings to ensure peer support and appropriate level of challenge

Confident and Competent Writers

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. writing groups and differentiation. Lesson plans for **Ready Steady Write** include appropriate challenge and these are considered when delivering lessons.

The sequence of lessons typically follows these key phases:

 <p>Immerse</p>	In this initial phase, pupils are introduced to a high-quality Vehicle Text that forms the foundation of the unit. Teachers guide pupils in making predictions, asking questions and engaging in rich discussion about themes, characters and settings. Visualisation techniques, drama activities (such as hot seating or role play) and oral storytelling are used to deepen understanding of the text. This stage helps build vocabulary and stimulate curiosity, making the writing outcome purposeful and relevant. Pupils are encouraged to make connections to personal experiences, other texts and wider world knowledge, fostering deeper comprehension and empathy.
 <p>Analyse</p>	Here, the focus shifts to deconstructing the Vehicle Text, examining the author's craft, structure and use of language. Pupils explore the features of specific genres, sentence structures and how authors manipulate grammar and punctuation for effect. Model texts (WAGOLs – What A Good One Looks Like) are often used for guided analysis. Teachers facilitate shared reading and annotation, modelling the reading-as-a-writer process. Through structured questioning and scaffolded discussion, pupils begin to identify key features and consider how to apply them in their own writing.

<p>Plan</p> 	<p>Pupils begin to map out their own ideas, building on what they've learned during the Immerse and Analyse stages. Teachers provide support structures such as planning frames, story maps, boxed-up plans or writing scaffolds to guide composition. Emphasis is placed on the writing purpose and audience, allowing children to tailor their content, tone and vocabulary appropriately. Vocabulary development continues, often through word banks, thesauruses and talk-partner activities, encouraging pupils to be adventurous in word choice. Pupils rehearse ideas orally, sometimes through partner talk or verbal storytelling, to refine structure before committing to paper.</p>
<p>Write</p> 	<p>This is the composition phase, where pupils produce a draft of their independent writing based on their plans. Teachers model writing explicitly through shared writing and guided group work, demonstrating how to build cohesion, vary sentence structures and apply grammar purposefully. Children are encouraged to write with fluency, purpose and independence, using the modelled strategies and their planning tools. There are built-in opportunities to edit, revise and improve writing, using checklists, peer feedback and discussions with the teacher. Pupils re-draft with a focus on improving clarity, vocabulary, grammar and structure — supporting the development of reflective, resilient writers.</p>

Daily Sentence Accuracy

Daily Sentence Accuracy sessions are short, focused and designed to reinforce the teaching of grammar, punctuation and spelling (GPS) in a contextualised and engaging way. Teachers target specific objectives that align with year group expectations, frequently linking grammar instruction directly to the writing unit currently being taught. This ensures relevance and deepens understanding by placing grammar within a purposeful context. Activities in these sessions may include sentence combining, sentence transformation, editing for errors and dictation, all of which support fluency and syntactic awareness. The consistency of daily practice allows pupils to internalise key grammatical concepts, moving beyond isolated exercises to real application. Over time, children develop a secure toolkit of writing strategies that they can confidently apply in their extended, independent compositions.

Impact:

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools.

Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a Reflecting on Unit outcomes document after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

Ready Steady Write Non-Negotiables

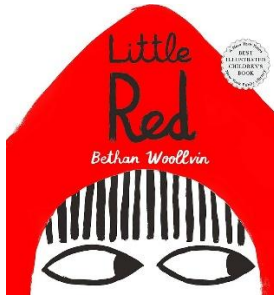
Non-Negotiables		
Classroom Environment	<ul style="list-style-type: none">• Enticing reading areas which include: a range of fiction, non-fiction, poetry & rhyming books are grouped and organised.• English resources displayed and on tabletops in classroom include:	
	Tabletop	Display
	<ul style="list-style-type: none">•GPC Phonic Phase Mats•Common Exception Words / Word List Words•Sentence Accuracy Checkers	<ul style="list-style-type: none">•GPC Phonic Phase Posters•Sentence Accuracy Checkers•Daily Sentence Accuracy work that is modelled daily is displayed•Common Exception Words / Word List Words appropriate to the unit•Gathered Vocabulary•Handwriting upper-case and lower-case letters displayed•Shared and Modelled Writing (could be on a washing line)


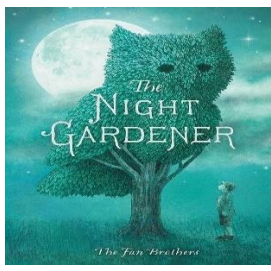
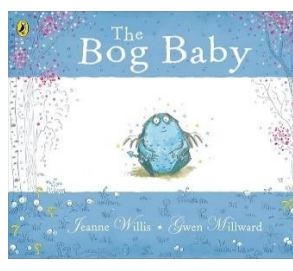
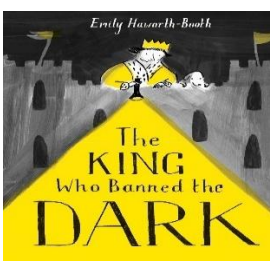
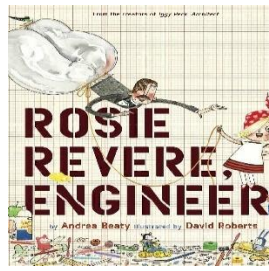
	<ul style="list-style-type: none"> • Letter formation as part of the phonics programme / handwriting policy is used daily to support accurate letter formation. • Examples of handwriting joins and formation for year group expectations are displayed to reinforce national standards. • All teachers' writing around the classroom (e.g., flip chart) reflects the handwriting policy. <div> <div>Working Wall</div> <ul style="list-style-type: none"> • Symbols for the teaching sequence: Immerse, Analyse, Plan, Write • Story Friends (EYFS) • Example Text • Modelled / Shared Writing • Writer's Knowledge (Wise Owl) • Vocabulary Work • Teachers Plan • Daily Sentence Accuracy / grammar work • Language features that relate to the type of writing taking place </div> <ul style="list-style-type: none"> • These are referred to by teachers and understood by children.
Pupil Written Work	<ul style="list-style-type: none"> • In EYFS and KS1 children write with a sharp pencil using a correct pencil grip and posture. • Children place a neat line through words for mistakes using a pencil. • A purple pen / pencil is used for edits from proof-reading, additions, and corrections from Y1 onwards are completed in pencil. • Rubbers are not used to erase evidence of the learning process and progress. • Writing is legible and in-line with the year group standard and handwriting policy. • Sentence Accuracy is completed daily, placed at the top of the page and indicated by the children (from Y1 onwards) by S/A in the margin.
Marking	<ul style="list-style-type: none"> • The marking policy is adhered to. • A maximum 3 spellings are indicated for correction within any one piece of work

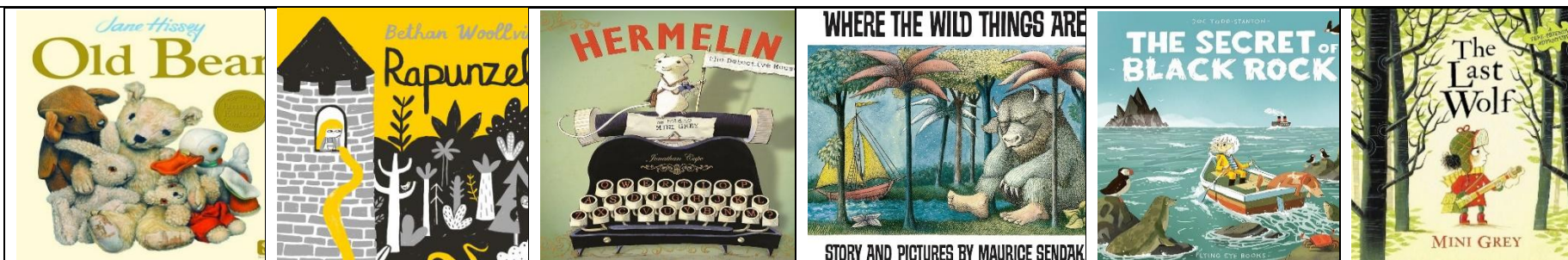
- Spelling corrections will reflect the children's growing skill and knowledge from their phonics / spelling programme
- Spelling corrections are in line with growing Common Exception Word / Word List knowledge
- 'Writer's Knowledge' (Wise Owl) element is used to feedback on the composition of writing.
- Sentence punctuation is corrected at point of learning which is acted upon by children.
- Letter formations are corrected in line with school handwriting policy.

Long Term Planning

EYFS Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Something by Rebecca Cobb Writing Outcome 1: Losing Story Sentences Writing Outcome 2: Animal Information Sentences	Star in the Jar by Sam Hay Writing Outcome 1: Finding Story Sentences Writing Outcome 2: Poster Sentences	Juniper Jupiter by Lizzy Stewart Writing Outcome 1: Superhero Sentences Writing Outcome 2: A Letter	Little Red By Bethan Woollvin Writing Outcome 1: Traditional Tale Sentences Writing Outcome 2: Instruction Sentences	The Extraordinary Gardener by Sam Boughton Writing Outcome 1: Instruction Sentences Writing Outcome 2: Transformation Story Sentences	The Storm Whale by Benji Davies Writing Outcome 1: Friendship Story Sentences Writing Outcome 2: Whale Poem Sentences
					

KS1 Curriculum (Y1/Y2) Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A River by Marc Martin Writing Outcome 1: Circular Narrative Writing Outcome 2: A Letter	The Night Gardener by The Fan Brothers Writing Outcome 1: Setting Narrative Writing Outcome 2: Diary	The Bog Baby by Jeanne Willis Writing Outcome 1: Finding Narrative Writing Outcome 2: Instructions	Grandad's Island by Benji Davies Writing Outcome 1: Return Narrative Writing Outcome 2: Information Text	The King Who Banned the Dark by Emily Haworth-Both Writing Outcome 1: Persuasive Letter Writing Outcome 2: Banning Narrative	Rosie Revere, Engineer by Andrea Beaty Writing Outcome 1: Invention Narrative Writing Outcome 2: Explanation Text
					
KS1 Curriculum (Y1/Y2) Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Old Bear by Jane Hissey Writing Outcome 1: Finding Narrative Writing Outcome 2: A Message	Rapunzel by Bethan Woollvin Writing Outcome 1: Traditional Tale Narrative Writing Outcome 2: Instructions	Hermelin by Mini Grey Writing Outcome 1: Detective Narrative Writing Outcome 2: Letter	Where the Wild Things Are by Maurice Sendak Writing Outcome 1: Portal Narrative Writing Outcome 2: Information Text	The Secret of Black Rock by Joe Todd-Stanton Writing Outcome 1: Return Narrative Writing Outcome 2: Diary	The Last Wolf by Mini Grey Writing Outcome 1: Hunting Narrative Writing Outcome 2: Recipe



LKS2 Curriculum (Y3/Y4) Year A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Whale by Ethan and Vita Murrow</p> <p>Writing Outcome 1: Setting Narrative</p> <p>Writing Outcome 2: Newspaper Report</p>	<p>Leaf by Sandra Dieckmann</p> <p>Writing Outcome 1: Outside Narrative</p> <p>Writing Outcome 2: Information Report</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>Writing Outcome 1: Myth Narrative</p> <p>Writing Outcome 2: Information Guide</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Writing Outcome 1: Twisted Narrative</p> <p>Writing Outcome 2: Persuasive Letter</p>	<p>The Journey by Francesca Sanna</p> <p>Writing Outcome 1: Refugee Narrative</p> <p>Writing Outcome 2: Diary</p>	<p>Manfish by Jennifer Berne</p> <p>Writing Outcome 1: Invention Narrative</p> <p>Writing Outcome 2: Biography</p>

LKS2 Curriculum (Y3/Y4/) Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Iron Man by Ted Hughes Writing Outcome 1: Approaching Threat Narrative Writing Outcome 2: Trap Explanation	Fox by Margaret Wild Writing Outcome 1: Fable Narrative Writing Outcome 2: Information Report	The Rhythm of the Rain by Grahame Baker-Smith Writing Outcome 1: Setting Narrative Writing Outcome 2: Information Leaflet	Jemmy Button by Alix Barzelay Writing Outcome 1: Return Narrative Writing Outcome 2: Letter	Egyptology by Dugald Steer Writing Outcome 1: Egyptian Mystery Narrative Writing Outcome 2: Secret Diary	Into the Forest by Anthony Browne Writing Outcome 1: Lost Narrative Writing Outcome 2: Newspaper Report
					
UKS2 Curriculum (Y5/Y6) Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rose Blanche by Ian McEwan and Robert Innocenti Writing Outcome 1: Diary Writing Outcome 2: Bravery Award Speech	A Story Like the Wind by Gill Lewis Writing Outcome 1: Flashback Narrative Writing Outcome 2: Newspaper Report	On the Origin of Species by Sabina Radeva Writing Outcome 1: Discovery Narrative Writing Outcome 2: Explanation Text	The Ways of the Wolf by Smriti Halls Writing Outcome 1: Documentary Narrative Writing Outcome 2: Balanced Argument	Shackleton's Journey by William Grill Writing Outcome 1: Endurance Narrative Writing Outcome 2: Biography	Paradise Sands by Levi Pinfold Writing Outcome 1: First Person Narrative Writing Outcome 2: Warning Letter



UKS2 Curriculum (Y5/Y6) Year B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
When We Walked on the Moon by David Long Writing Outcome 1: Exploration Narrative Writing Outcome 2: Formal Mission Log	FArTHER by Grahame Baker-Smith Writing Outcome 1: Setting Narrative Writing Outcome 2: Letter	The Hound of the Baskervilles by Arthur Conan Doyle Writing Outcome 1: Cliffhanger Narrative Writing Outcome 2: Formal Report	The Promise by Nicola Davies Writing Outcome 1: Character Narrative Writing Outcome 2: Bargain Letter	The Lost Book of Adventure by Unknown Adventurer Writing Outcome 1: Survival Narrative Writing Outcome 2: Survival Guide	King Kong by Anthony Browne Writing Outcome 1: Dilemma Narrative Writing Outcome 2: Balanced Argument

Norley CE Primary School Long Term Planning for Reading Across the Curriculum						
Cycle A	Autumn 1 Theme	Autumn 2 Theme	Spring 1 Theme	Spring 2 Theme	Summer 1 Theme	Summer 2 Theme
Class 1-Reception	Super heroes	Special Celebrations Kipper's Birthday Poppy Day Bonfire Night	Toys	Eggs, eggs, eggs.	Journeys	Whole School Topic
Guided Reading	Peace at last Supertato Scarecrow's Wedding		The Journey Home – Hattie Peck EY Cycle A Traction Man		The Naughty Bus Environment unit: Clem and crab EY	
Class 2 Yr 1/2	Fire, Fire! The Great Fire of London		Paws, Claws and Whiskers. Where in the World? The Tiger Who Came to Tea Deadly Dinosaurs How To Look After Your Dinosaur Non-fiction – Mary Anning Stone Girl, Bone Girl		Whole School Topic-Environment	
Guided Reading	Katie in London Yr 1 Great Fire of London		The Lion Inside Y1/2 (already in school) The Curious case of the missing mammoth Y1/2 My Encyclopaedia of Very Important Animals by DK		Environment unit: Tidy Y2 Someone Swallowed Stanley Yr1/2 Fantastic Mr Fox by Roald Dahl	
Class 3 Yr 3/4	The Stone Age to the Iron Age Stone Age Boy Ugg Stig of the Dump		Was the Roman invasion a disaster for Britain? Escape from Pompeii Volcano texts		The Rainforest Where the Forest Meets the Sea	Whole School Topic
Guided Reading	Stone Age Boy Y3/4 unit Instructions on how to make bread Escape from Pompeii Y3/4 (start unit) A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister		Escape from Pompeii Y3/4 (complete unit) Koji's Island Y3/4 unit Explanations on how volcanoes form/erupt DKfindout! Volcanoes by Maria Gill		Environment unit: Alba the 100-year old fish Y4 Where the forest meets the sea and Rainforest in 30 seconds Y3/4 unit Fantastically Great Women who Saved the Planet by Kate Pankhurst	
Class 4 Yr 5/6	Inventions/Victorians The Invention of Hugo Cabaret Waterhouse Hawkins		North America/The Slave Trade Queen of The Falls King Kong		Whole School Topic	
Guided Reading	Water Hawkins Unit (already in School) The Darkest Dark Y5/6 unit Exploring Space by The Literacy Company,		King Kong Y6 unit Queen of the falls Y5/6 unit Goodnight Stories for Rebel Girls,		Environment unit: Plastic planet Y6 Paper bag Prince Yr 5/6 The Last Wild by Piers Torday,	

* Hansel and GrNetel by Neil Gaiman Additional Reading unit for Y5/6 so that a fiction text is used.

Cycle B	Autumn 1 Theme	Autumn 2 Theme	Spring 1 Theme	Spring 2 Theme	Summer 1 Theme	Summer 2 Theme
Class 1-Reception	Once upon a time	Celebrations	Dark and Light	Around the world	Under the deep blue sea	Minibeasts
Pathways to Write Unit	The Gingerbread Man		Let's All Creep through Crocodile Creek The Journey Home – Hattie Peck EY Cycle A		I'm going to eat this Ant The Sea Saw	
Class 2 Yr 1/2	Castles/ Alternative Fairy Tales <i>Goldilocks and just the One Bear</i> <i>Jack and The Beanstalk</i>		Polar Explorers <i>The Lost and Found</i> Polar Bear texts Non-fiction texts - Shackleton		Mini-beasts <i>Where The Wild Things Are</i>	Whole School Topic
Guided Reading	Troll Swap Y1/2 unit Nibbles the Book Eating Monster Y1/2 unit Nibbles: The Dinosaur Guide by Emma Yarlett Troll by Julie Donaldson		Grandad's Camper y1/2 The Dragon machine Y1/2 unit The Dragonsitter by Josh Lacey		The last wolf Y1/2 unit Grandad's Secret Giant Y1/2 The Lost Fairy Tales: Fearless girls around the world by Isabel Otter	
Class 3 Yr 3/4	Exploring Europe		Robots <i>The Iron Man</i> Leaflets		Who were the Vikings and Anglo Saxons? <i>Beowulf</i> <i>The Warrior Troll</i>	Whole School Topic
Guided Reading	Leon and the place between Y3/4 unit Zeraffa Giraffa Y3/4 unit Usborne Illustrated Atlas of Britain and Ireland by Struan Reid		Journey by Aaron Becker Non-chronological report on working conditions for children in the mines The Iron Man by Ted Hughes		Beowulf by Michael Morpurgo A day in the life of an Anglo-Saxon child Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company	
Class 4 Yr 5/6	The Egyptians <i>Egyptian Cinderella</i> <i>Cinderella of the Nile by Beverley Naidoo</i>		Discoveries/Greeks <i>Who Was Charles Darwin?</i> <i>What Mr Darwin Saw.</i>		The Maya <i>The Rain Player</i> <i>The Chocolate Tree</i>	Whole School Topic
Guided Reading	Myths – link with Marcy and the riddle of the sphinx (both Brownstone's mythical collection) Odd and the Frost Giants by Neil Gaiman		The Island/Jemmy Button Y5/6 unit Arthur and the golden rope Y5/6 unit Great Adventurers by Alistair Humphreys		Can we save the tiger? Y5/6 unit (already in school) The Selfish Giant Y5/6 unit Into the Jungle by Katherine Rundell	

