

English Long Term Planning



The Long-Term Plans allow for two planning approaches:

Planning which follows the teaching sequence for writing: Designed to follow the three phases of the teaching sequence, leading to a quality written outcome.

Topic based planning using a text as a stimulus ('Take One Book'): Allows teachers a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.

Both approaches are designed to be tailored to the needs of the children through ongoing assessment/national expectations. EYFS writing is to follow Development Matters and EYFS framework as appropriate.

Fiction modules - As the children progress through Key Stage 2, narrative units vary their focus e.g. from plot in years 1, 2 and 3 to other aspects of narrative writing such as characterisation and creating atmosphere. In every year group, opportunities have been planned for children to write complete narratives.

Poetry - Three aspects of poetry are addressed in each year group: vocabulary building; structure e.g. Haiku and poetry appreciation (Take one Poet – where children can become familiar with a poet appropriate for their year group). Opportunities for performance and recital should occur regularly throughout the year.

The 'suggested written outcomes' have been chosen to ensure a variety of outcomes throughout the Key Stages and may also incorporate learning from other curriculum areas. These also, as mentioned above, are designed to facilitate embedded teaching of grammar. See Grammar Progression Document for breakdown of component parts of the spelling/grammar/punctuation to be taught each year.

Butterflies (Nursery) Long term plan for fine motor development/writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development Fine motor & Gross motor	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	<ul style="list-style-type: none">Continue to develop their movement, balancing, riding and ball skills.Go up steps and stairs or climb on the apparatus using alternate feet.Use large muscle movements to wave flags and streamers, paint and make marks.Use one-handed tools, equipment.Shows a preference for a dominant hand.	<ul style="list-style-type: none">Skip, hop and stand on one leg and hold a pose for a game like musical statuses.Match their developing physical skills to tasks and activities in the setting.Collaborate with others to manage large objects.Being increasingly independent, as they get dressed and undressed.Be increasingly independent in meeting their own care needs.Make healthy choices about food, drink, activity and tooth brushing.	<ul style="list-style-type: none">Start taking part in some group activities that they make up themselves or in teams.Are increasingly able to remember sequences and patterns of movement, which are related to music and rhythm.Start to eat independent, learning how to use a knife and fork.Choose the right resources to carry out their own plan.Use a comfortable grip with good control when holding pens and pencils.			
	Observation checkpoint <ul style="list-style-type: none">Look out for children who appear to be overweight or have poor dental health where this has not been picked up on or acted on at a earlier health check. Discuss this sensitively with parents and involve the child’s health visitor.Most but not all children are reliably dry during the day by the age of 4.					

Reception Class Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>Texts linked to maestro topics</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	Topics: Me and my community	Topics: Sparkle and Shine Marvellous machines Winter Wonderland	Topics: Puppets and Pop- Ups Long ago	Topics: Ready steady grow Easter	Topics: Big Wide World	Topics: On The Beach Moving on
	Texts as a Stimulus: In Every House, on Every Street Once there were giants. Lost and found.	Texts as a Stimulus: Non-fiction celebration texts Jolly Christmas Postman Mog's first Christmas The Snowman	Texts as a Stimulus: Stick Man Room on the Broom Rosie's Hat Coming to England Major Glad and Major Dizzy	Texts as a Stimulus: Jack and the Beanstalk Handa's Surprise Rosie's Walk The Extraordinary Gardener The Gigantic Turnip Oliver's Vegetables	Texts as a Stimulus: All Are Welcome Our World: A First Book of Geography Penguin on Holiday Handa's Hen	Texts as a Stimulus: Say Goodbye... Say Hello A Story about Afiya
	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Mark making, writing initial sounds and simple captions.</p> <p>Use initial sounds to write descriptions. Basic letter writing. Name writing. Labels.</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, writing adjectives linked to Autumn. Writing a letter to Santa. Making cards for people in our community. Help children identify the sound that is tricky to spell.</p>	<p>Writing some of the tricky words such as I, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Simple sentences (AARE)</p> <p>Fact and descriptions about mini beasts.</p>	<p>Writing lists for a picnic. Writing captions and labels, writing simple sentences. Writing short sentences linked to the topic. (ARE and AARE). Order the Easter story.</p> <p>Museum trip recount.</p> <p>Diary entries.</p> <p>Fact and descriptions about mini beasts.</p>	<p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p> <p>Writing about differences.</p> <p>Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p> <p>Write three sentences – B, M & E.</p>

Year 1	Term 1		Term 2		Term 3	
Narrative	Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)		Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
Take One Book	(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term		(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term		(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term	
Non-fiction	Labels, lists and captions 1 week	Recount 2 weeks	Report 2 weeks	Instructions 2 weeks	Report 2 weeks	Explanations 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	Structure – rhyming couplets (1 week)		Structure – rhyming couplets (1 week)		Take one poet – poetry appreciation (1 week)	
Suggested outcome	Recite familiar poems by heart		Recite familiar poems by heart. Read, write and perform free verse		Personal responses to poetry Recite familiar poems by heart	

Year 2	Term 1		Term 2	Term 3	
Narrative	Traditional Tales - Fairy Tales (4 weeks – or 2 + 2 weeks)		Stories with recurring literary language (4 weeks – or 2 + 2 weeks)	Traditional Tales – Myths/Legend (eg: King Arthur) (4 weeks - or 2 + 2 weeks)	
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.	Write a creation myth based on ones read e.g. how the zebra got his stripes. Retell the Legend of King Arthur	
Take One Book	(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term		(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term	(1 or 2 weeks) One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term	
Non-fiction	Report 4 weeks – or 2 + 2 weeks	Recount 2 weeks - or 1 + 1 week	Explanations 2 week	Instructions 2 weeks	Explanations 2 weeks
Suggested final written outcome	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Following practical tasks, produce a simple Flowchart or cyclical diagram and record a series of sentences to support the explanation eg: Water cycle	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced
Poetry	Vocabulary building (list poems) (2 weeks)		Structure – calligrams (2 weeks - or 1+1weeks)	Take one poet – poetry appreciation (2 weeks)	
Suggested outcome	Read list poems. Write and perform own versions.		Write own calligrams (shape poems)	Personal responses to poetry Recite familiar poems by heart	

Year 3	Term 1		Term 2		Term 2
Narrative	Traditional Tales - Fables (2 weeks – or 2 + 2 weeks)	Writing and performing a Play (2 weeks)	Traditional Tales – fairy tales (alternative versions) (3 weeks)		Adventure stories (5 weeks)
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story	Write a traditional tale from a key characters perspective.		Write an adventure story, focusing on plot.
Take One Book (1 or 2 weeks)	One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term		One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term		One (or more) written outcomes, linked with fiction OR non-fiction modules already covered during the term
Non-fiction	Recount 2 weeks	Instructions – giving directions 2 weeks	Explanations 2 weeks	Report 3 weeks	Persuasion - persuasive letter writing 3 weeks
Suggested final written outcome	Write a news/ sports report of an 'unfolding event' (e.g: commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an Explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader
Poetry	Structure – limericks (1 week)		Structure – haiku, tanka and kennings (2 weeks)		Take one poet – poetry appreciation (2 weeks)
Suggested outcome	Recite familiar limericks by heart		Read and write haiku, tanka and kennings		Research a particular poet. Personal responses to poetry Recite familiar poems by heart

Year 4	Term 1	Term 2		Term 3
Narrative	Traditional Tales - Myths/Quest (4 weeks)	Writing and performing a play (2 weeks)	Story settings (3 weeks)	A story/stories with a theme (4 weeks)
Suggested final written outcome	Write a Norse myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; advert; job application); link dialogue to effective characterisation, interweaving speech and action.	Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.
Take One Book' (2 weeks)	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>
Non-fiction	Report 4 weeks	Discussion 2 weeks	Explanation 2 weeks	Persuasion 3 weeks
Suggested final written outcome	Write own report independently based on notes gathered from several sources	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing
Poetry	Structure – riddles (1 week)	Structure– narrative poetry (2 weeks)		Take one poet – poetry appreciation (2 weeks)
Suggested outcome	Read and write riddles	Recite some narrative poetry by heart Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart







Year 5	Term 1		Term 2		Term 3	
Narrative	Traditional Tales - legends (3 weeks)		Suspense and mystery (4 weeks)		Fiction from our literary heritage (4 weeks)	
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g. passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
Take one Book 2 weeks	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>		One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include nonfiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i>	
Non-fiction	Recount 2 weeks	Explanation 2 weeks	Persuasion 3 weeks	Instructions 1 weeks	Report 2 weeks	Discussion 2 weeks
Suggested final written outcome	Compose biographical account based on research	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	<u>Links to Geography PoS</u> 'physical geog, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Detailed instructions with clear introduction and conclusion.	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting 2 sides of an argument, following a debate
Poetry	Structure – cinquain (1 week)		Structure – spoken word poetry/rap (2 weeks)		Take one poet – poetry appreciation (2 weeks)	
Suggested outcome	Read and respond to cinquains. Experiment with writing their own.		Listen to, read and respond to raps. Experiment with writing their own.		Research a particular poet. Personal responses to poetry Recite familiar poems by heart	





Year 6	Term 1			Term 2		Term 3		
Narrative	Fiction Genres (4 weeks)			Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere (4 weeks)		Focus on Study	Assessment Week	In ‘Take One Book’
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique				
Take One Book 1 or 2 weeks	One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include nonfiction text types not taught as a unit in this year group</i> (e.g. recounts, instructions)			One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include nonfiction text types not taught as a unit in this year group</i> (e.g. recounts, instructions)				
Non-fiction	Discussion 2 weeks	Recounts 2 weeks	Report 2 weeks	Persuasion 3 weeks	Explanation 2 weeks			Debating skills 2 weeks
Suggested final written outcome	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	<u>Links to science PoS</u> 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results			A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views
Poetry	Vocabulary building (1 week)			Structure monologues (1 week)		Take one poet - Poetry appreciation (2 weeks)		
Suggested outcome	Read, write and perform free verse			Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart		











Poetry Progression Plan – Recommended Poets



Year Group	Poet	Suggested Titles
Nursery	Various	Nursery/Counting Rhymes
Reception	Nick Sharratt	Noisy poems, Seaside Poems, Tasty poems
Year 1	Edward Lear	The Owl and the Pussycat
Year 2	Allan Ahlberg	Heard it in the playground
Year 3	Michael Rosen	Chocolate Cake
Year 4	Kit Wright	The Magic Box
Year 5	Benjamin Zephaniah	Funky Chickens
Year	Alfred Noyes	The Highwayman

Year 1/2 Recommended Non-Fiction Book List







Term 1	Term 2	Term 3
Cycle A – Childhood	Cycle A – Bright Lights Big City	Cycle A – School Days
<div>   Wilfrid Gordon McDonald Partridge </div> <div> Mem Fox </div> <hr/> <div> Lost in the Toy Museum: An Adventure </div> <div> David Lucas </div> <hr/> <div> Old Bear </div> <div> Jane Hissey </div> <hr/> <div> Once There Were Giants </div> <div> Martin Waddell </div> <hr/> <div> Me and My Family Tree </div> <div> Joan Sweeney </div> <hr/> <div> Who's In My Family?: All About Our Families </div> <div> Robie H. Harris </div> <hr/> <div> My Grandpa is Amazing </div> <div> Nick Butterworth </div> <hr/> <div> My Grandma is Wonderful </div> <div> Nick Butterworth </div> <hr/> <div> Grandad's Island </div> <div> Benji Davies </div> <hr/> <div> Grandma's House </div> <div> Alice Melvin </div> <hr/> <div> Alfie and Grandma </div> <div> Shirley Hughes </div> <hr/> <div> The Paper Dolls </div> <div> Julia Donaldson </div> <hr/> <div> The Outside Is Inside </div>	<div> <hr/> <div> The Queen's Hat </div> <div> Steve Antony </div> <hr/> <div> The Queen's Knickers </div> <div> Nicholas Allen </div> <hr/> <div> The New Royal Baby </div> <div> Timothy Knapman </div> <hr/> <div> Mr. Men in London </div> <div> Adam and Roger Hargreaves </div> <hr/> <div>   Topsy and Tim Visit London </div> <div> Jean and Gareth Adamson </div> <hr/> <div> Paddington at the Palace </div> <div> Michael Bond </div> <hr/> <div> Katie in London </div> <div> James Mayhew </div> <hr/> <div> A Walk in London </div> <div> Salvatore Rubbino </div> <hr/> <div> We Completely Must Go to London (Charlie and Lola) </div> <div> Lauren Child </div> <hr/> <div> Pussy cat, pussy cat, where have you Been (Usborne Picture Books) </div> </div>	<div> <div>   Whiffy Wilson: The Wolf who wouldn't go to school </div> <div> Caryl Hart </div> <hr/> <div> Miss Molly's School of Manners (Usborne) </div> <div> James Maclaine </div> <hr/> <div> Teacher (Busy People) </div> <div> Lucy M. George </div> <hr/> <div> Going to School </div> <div> Rose Blake </div> <hr/> <div> First Day at Bug School </div> <div> Sam Lloyd </div> <hr/> <div> Topsy and Tim: Start School </div> <div> Jean and Gareth Adamson </div> <hr/> <div> If I Built a School </div> </div>







Cycle B –Movers and Shakers	Cycle B - Coastline	Cycle B – Magnificent Monarchs
<div><div>Greta and the Giants</div><div>Malala's Magic Pencil</div><div>The Great Explorer</div><div>Strictly No Elephants</div><div>Man on the Moon (a day in the life of Bob)</div><div>The Way Back Home</div><div>Ada Twist, Scientist (The Questioneers)</div><div>Explorers of the Wild</div></div> <div><div>Zoë Tucker</div><div>Malala Yousafzai</div><div>Chris Judge</div><div>Lisa Mantchev</div><div>Simon Bartram</div><div>Oliver Jeffers</div><div>Andrea Beaty</div></div>	<div><div>The Mousehole Cat</div><div>Hello Lighthouse</div><div>The Lighthouse Keeper's Lunch</div><div>The Lighthouse Keeper's Catastrophe</div><div>  Katie Morag and the New Pier</div><div>Flotsam</div><div>Wave</div><div>At the Beach</div><div>Lucy & Tom at the Seaside</div><div>Winnie and Wilbur at the Seaside</div><div>Somebody Swallowed Stanley</div><div>Sally and the Limpet</div></div> <div><div>Antonia Barber</div><div>Sophie Blackall</div><div>Ronda and David Armitage</div><div>Ronda and David Armitage</div><div>Mairi Hedderwick</div><div>David Wiesner</div><div>Suzy Lee</div><div>Roland Harvey</div><div>Shirley Hughes</div><div>Valerie Thomas</div><div>Sarah Roberts</div><div>Simon James</div></div>	<div><div>Paddington at the Palace</div><div>Katie in London</div><div>Rex and the Crown Jewels Robbery</div><div>Rex and Princess Victoria (Historic Royal Palaces)</div><div>  Queen Victoria's Bathing Machine</div><div>Queen Victoria's Knickers</div><div>The Queen's Hat</div><div>Daisy Saves the Day</div><div>King Arthur and the Knights of the Round Table</div><div>The Royal Nappy (A Royal Baby Book)</div><div>The Cook and the King</div><div>Mr. Men: The Great British Tour</div><div>The Paper Bag Princess</div><div>Small Knight and George</div></div> <div><div>Michael Bond</div><div>James Mayhew</div><div>Kate Sheppard</div><div>Anonymous</div><div>Gloria Whelan</div><div>Jackie French</div><div>Steve Antony</div><div>Shirley Hughes</div><div>Marcia Williams</div><div>Nicholas Allan</div><div>Julia Donaldson</div><div>Adam Hargreaves</div><div>Robert Munsch</div></div>
Year 3/4 Recommended Non-Fiction Book List		
Term 1	Term 2	Term 3
Cycle A - Through The Ages	Cycle A -Rocks Relics and Rumbles	Cycle A – Emperors and Empires

<div><div></div><div>Stig of the Dump (A Puffin Book)</div></div> <div>Clive King</div>		<div><div></div><div>Roman Tales: The Goose Guards</div></div> <div>Terry Deary</div>
<div>Stone Age Boy</div> <div>Satoshi Kitamura</div>		<div>Romans on the Rampage!</div> <div>Jeremy Strong</div>
<div>UG: Boy Genius of the Stone Age</div> <div>Raymond Briggs</div>		<div>The Romans: Gods, Emperors and Dormice</div> <div>Marcia Williams</div>
<div>The First Drawing</div> <div>Mordicai Gerstein</div>		<div>Rotten Romans (Horrible Histories)</div> <div>Terry Deary</div>
<div>The Stone Age: Hunters, Gatherers and Woolly Mammoths</div> <div>Marcia Williams</div>		<div>Roman Myths (Classic Starts)</div> <div>Diane Namm</div>
<div>The Great Cave (Stone Age Tales)</div> <div>Terry Deary</div>	<div>Pompeii: The Lost City (Collins Big Cat)</div> <div>Fiona Macdonald</div>	<div>Boudica's Army (I Was There)</div> <div>Hilary McKay</div>
<div>The Great Storm (Stone Age Tales)</div> <div>Terry Deary</div>	<div>Mary Anning Fossil Hunter (Collins Big Cat)</div> <div>Anna Claybourne</div>	<div>Tiger, Tiger (Collins Modern Classics)</div> <div>Lynne Reid Banks</div>
<div>The Great Flood (Stone Age Tales)</div> <div>Terry Deary</div>	<div>Pompeii (Usborne Young Reading)</div> <div>Karen Ball</div>	<div>Chariots & Champions: A Play About Roman Britain</div> <div>Julia Donaldson</div>
<div>The Boy with the Bronze Axe (Kelpies Classics)</div> <div></div>	<div>Escape from Pompeii</div> <div>Christina Balit</div>	<div>Museum Mystery Squad and the Case of the Roman Riddle</div> <div>Mike Nicholson</div>
	<div>The Secrets of Vesuvius (The Roman Mysteries)</div> <div>Caroline Lawrence</div>	<div>A Roman Adventure (The Histronauts)</div> <div>Frances Durkin</div>
	<div>The Pebble in My Pocket: A History of Our Earth</div> <div>Meredith Hooper</div>	
	<div><div></div><div>The Firework-Maker's Daughter</div></div>	
Cycle B – Invasion History	Cycle B- Misty Mountain Winding River	Cycle B- Ancient Civilisations
<div><div></div><div>The Saga of Erik the Viking</div></div> <div>Terry Jones</div>	<div>River Story</div> <div>Meredith Hooper</div>	<div><div></div><div>Secrets of a Sun King</div></div> <div>Emma Carroll</div>
<div>The King who Threw Away his Throne (Saxon Tales)</div> <div>Terry Deary</div>	<div>The River Singers</div> <div>Tom Moorhouse</div>	<div>Ancient Egypt: Tales of Gods and Pharaohs</div> <div>Marcia Williams</div>
<div>Usborne Illustrated Norse Myths</div> <div>Alex Frith and Louie Stowell</div>	<div>The Children of Green Knowe and the River at Green Knowe (Faber Classics)</div> <div>Lucy M. Boston</div>	<div>Tutankhamun's Tomb (I Was There)</div> <div>Sue Reid</div>

Beowulf, Grendel and the Dragon (Oxford Reading Tree)	Mick Gowar	This Morning I Met a Whale	Michael Morpurgo	Marcy and the Riddle of the Sphinx (Brownstone's Mythical Collection)	Joe Todd-Stanton
Viking Invasion (I Was There)	Stuart Hill	The Wind in the Willows (Vintage Classics)	Kenneth Grahame	Casting the Gods Adrift (Flashbacks)	Geraldine McCaughrean
1066: The Norman Conquest (I Was There)	Jim Eldridge	Swallows and Amazons	Arthur Ransome		
The Battle of Hastings (Great Events)		The Mountain of Adventure	Enid Blyton		
		  King of the Cloud Forests	Michael Morpurgo		
		The Hobbit	J. R. R. Tolkien		
		Can You Survive Extreme Mountain Climbing?			

Year 5/6 Recommended Non-Fiction Book List

Term 1	Term 2	Term 3
Cycle A - Dynamic Dynasties	Cycle A- Sow Grow Farm	Cycle A-Ground breaking Greeks
  Bronze and Sunflower		  Who Let the Gods Out?
		Maz Evans
Chinese Children's Favourite Stories: Fables, Myths and Fairy Tales	  The Secret Garden (Vintage Children's Classics)	Greek Myths: Meet the heroes, gods, and monsters of ancient Greece (DK)
		Jean Menzies
Usborne Illustrated Stories from China	Return to the Secret Garden	The Odyssey
		David Walser
Multicultural Stories from China	Charlotte's Web (A Puffin Book)	Tales of the Greek Heroes (Puffin Classics)
		Roger Lancelyn Green
	Farm Boy	

Mulan and other Legendary Stories from China (Rising Stars Reading Planet)	Barbara Laban		Mark of the Cyclops: An Ancient Greek Mystery (Flashbacks)	Saviour Pirotta	
Chinese Fairy Tales and Legends			Athena: The Story of a Goddess		
Cycle B - MAAFA		Cycle B – Frozen Kingdom		Cycle B – Britain at War	
		The Call of the Wild (A Puffin Book)	Jack London	  Goodnight Mister Tom (A Puffin Book)	Michelle Magorian
		  The Wolf Wilder (Bloomsbury)	Katherine Rundell	The Great War: Stories Inspired by Objects from the First World War	Various
		Winter Magic	Abi Elphinstone	War Horse	Michael Morpurgo
		Sky Song	Abi Elphinstone	Private Peaceful	Michael Morpurgo
		  Freedom	Catherine Johnson	Poppy Field (The Royal British Legion)	Michael Morpurgo
		Oh, Freedom!	Francesco D'Adamo	The Skylarks' War	Hilary McKay
		Windrush Child	Benjamin Zephaniah	Stay where you are and then Leave	John Boyne
		Brightstorm: A Sky-Ship Adventure	Vashti Hardy	War is Over	David Almond
		The Polar Bear Explorers' Club	Alex Bell	Coming Home (My Story)	Jim Eldridge
		Kaspar: Prince of Cats		Friend or Foe	Michael Morpurgo
		The Boy in the Striped Pyjamas	John Boyne		
		Noor-un-Nissa Inayat Khan (My Story)	Sufiya Ahmed		

		When We Were Warriors	Emma Carroll
		Letters From The Lighthouse	Emma Carroll
		Duty Calls: Battle of Britain	James Holland
		Blackout	Tony Bradman
		Hitler's Canary	Sandi Toksvig
		Only Remembered	Michael Morpurgo
		Poems from the Second World War	Gaby Morgan
		Archie's War: My Scrapbook of The First World War	Marcia Williams
		Anne Frank: The Diary of a Young Girl	Anne Frank (Abridged by Mirjam Pressler)
		Survivors of the Holocaust	Kath Shackleton
		Voices from the Second World War: Witnesses share their stories with the children of today	First News (UK) Limited
		Home Again: Stories About Coming Home From War	

