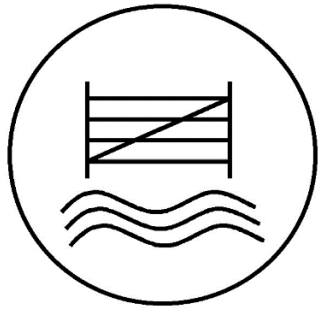




Ambergate Primary School

Achieve, Believe, Create

Written:	September 2025
Review:	June 2026

English – Progression in Reading

Progression Statements

	Class 1 – EYFS and Y1	Class 2 – Y2 and Y3	Class 3 – Y4, Y5 and Y6
Word Reading	Year 1 Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are	Year 2 Pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out	Year 4 Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Year 5 and 6 Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

	consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading	unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading Year 3 Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
Comprehension	Year 1 Pupils should be taught to : • develop pleasure in reading, motivation to read, vocabulary and understanding by: ◊ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ◊ being encouraged to link what they read or hear read to their own experiences ◊ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ◊ recognising and joining in with predictable phrases ◊ learning to appreciate rhymes and poems, and to recite some by heart ◊ discussing word meanings, linking new meanings to those already known	Year 2 Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: ◊ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ◊ discussing the sequence of events in books and how items of information are related ◊ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ◊ being introduced to non-fiction books that are structured in different ways ◊ recognising simple recurring literary language in stories and poetry ◊ discussing and clarifying the meanings of words, linking new meanings to known	Year 4 Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: ◊ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ◊ reading books that are structured in different ways and reading for a range of purposes ◊ using dictionaries to check the meaning of words that they have read ◊ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ◊ identifying themes and conventions in a wide range of books ◊ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

	• understand both the books they can already read accurately and fluently and those they listen to by: ◊ drawing on what they already know or on background information and vocabulary provided by the teacher ◊ checking that the text makes sense to them as they read and correcting inaccurate reading ◊ discussing the significance of the title and events ◊ making inferences on the basis of what is being said and done ◊ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	vocabulary ◊ discussing their favourite words and phrases ◊ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: ◊ drawing on what they already know or on background information and vocabulary provided by the teacher ◊ checking that the text makes sense to them as they read and correcting inaccurate reading ◊ making inferences on the basis of what is being said and done ◊ answering and asking questions ◊ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Year 3 Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: ◊ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ◊ reading books that are structured in different	◊ discussing words and phrases that capture the reader's interest and imagination ◊ recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: ◊ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ◊ asking questions to improve their understanding of a text ◊ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ◊ predicting what might happen from details stated and implied ◊ identifying main ideas drawn from more than one paragraph and summarising these ◊ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Year 5 and 6 Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: ◊ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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		ways and reading for a range of purposes ◊ using dictionaries to check the meaning of words that they have read ◊ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ◊ identifying themes and conventions in a wide range of books ◊ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ◊ discussing words and phrases that capture the reader's interest and imagination ◊ recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: ◊ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ◊ asking questions to improve their understanding of a text ◊ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ◊ predicting what might happen from details stated and implied ◊ identifying main ideas drawn from more than one paragraph and summarising these ◊ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read	◊ reading books that are structured in different ways and reading for a range of purposes ◊ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ◊ recommending books that they have read to their peers, giving reasons for their choices ◊ identifying and discussing themes and conventions in and across a wide range of writing ◊ making comparisons within and across books ◊ learning a wider range of poetry by heart ◊ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: ◊ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ◊ asking questions to improve their understanding ◊ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ◊ predicting what might happen from details stated and implied ◊ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ◊ identifying how language, structure and
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for themselves, taking turns and listening to what others say

presentation contribute to meaning

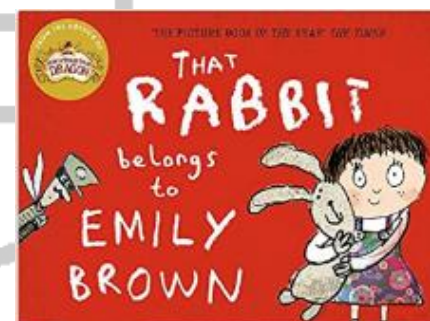
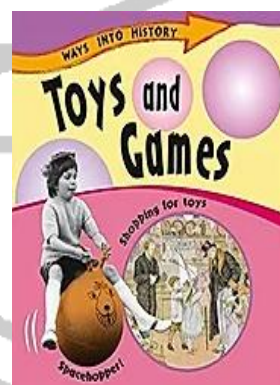
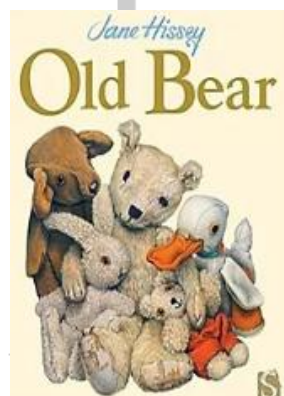
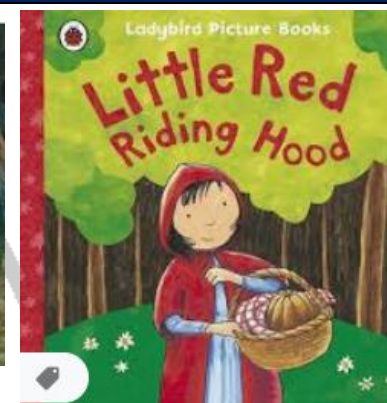
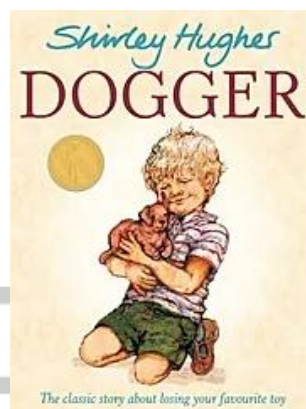
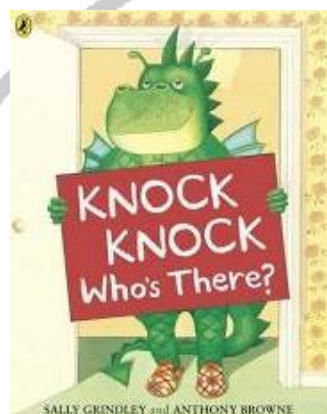
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Ambergate Reading Spine linked to topics

Class 1

Cycle A

Toys and people who help us



Magic Grandad series

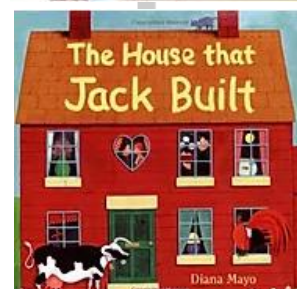
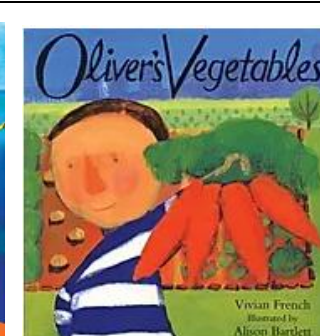
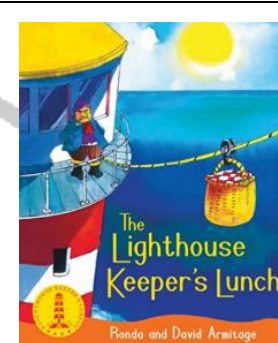
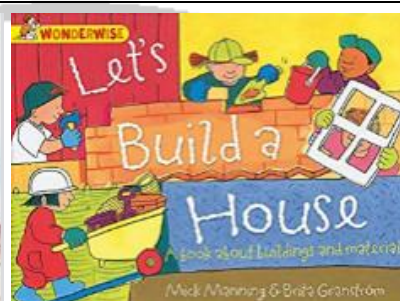
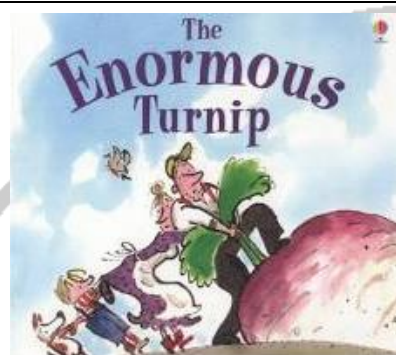
Winnie the Pooh books and film

Display books in the reading area with links to toys and teddies. Display old and new books for the children browse. After half term display traditional tales and have CDs for the children to listen to.

Christmas books read and displayed in the lead up to Christmas.

Craft books in the creative area displayed linked to the theme of toys.

Homes and Gardens



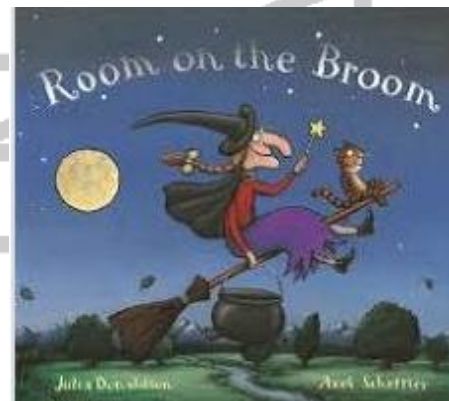
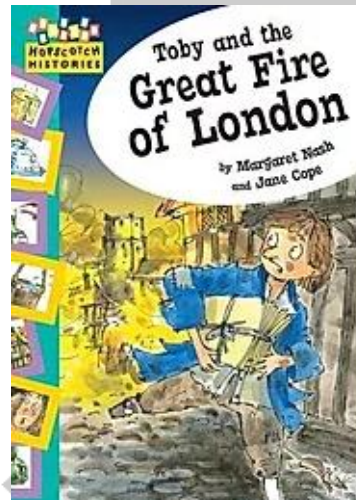
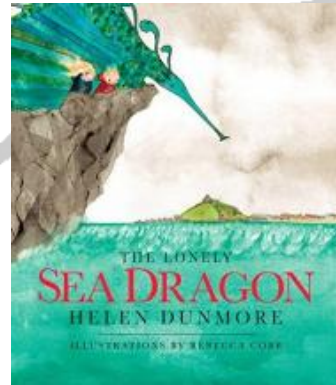
Display books in the reading area with links house and gardens in the UK

Display maps and atlases for the children browse.

Easter books read and displayed in the lead up to Easter.

Craft books in the creative area displayed linked to the theme of houses, gardens and Easter.

Stop! Drop! Roll!



Pete's dragon film.

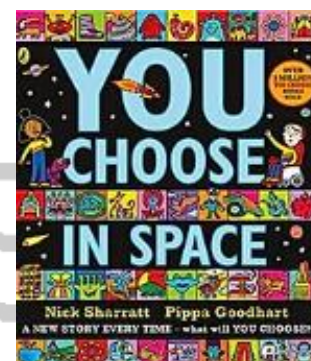
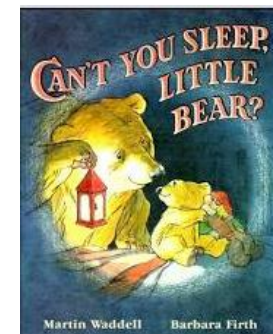
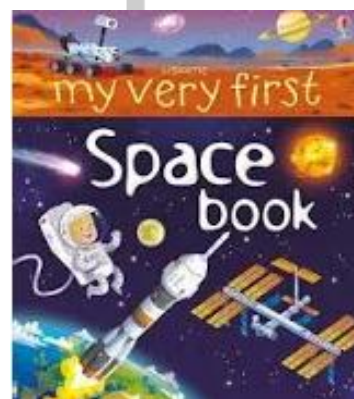
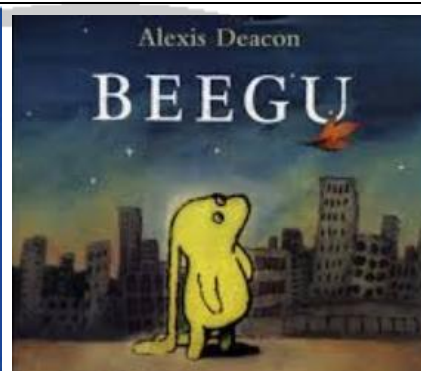
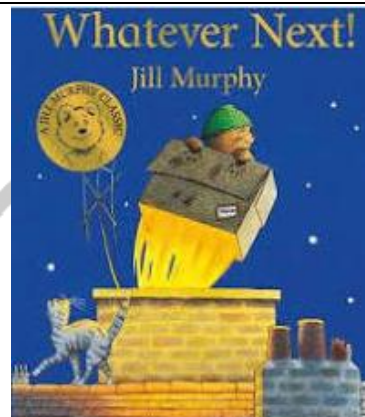
Display books in the reading area with links to Tudors, Fire of London, dragons.

Display Julia Donaldson books.

Display maps and atlases for the children browse.

Craft books in the creative area displayed linked to the theme fire, London and dragons.

One Small Step...



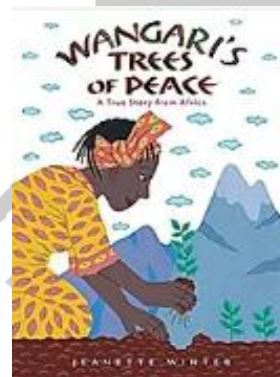
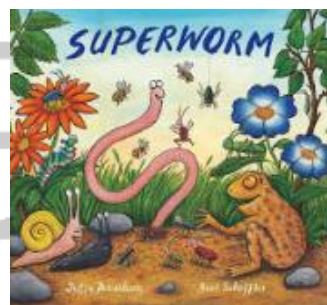
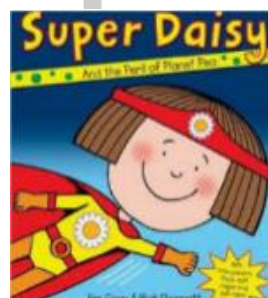
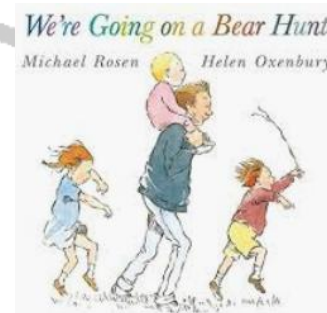
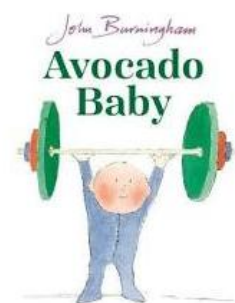
Non-fiction books about space and light

Display books in the reading area with links to space, aliens, light and festivals.

Christmas books read and displayed in the lead up to Christmas.

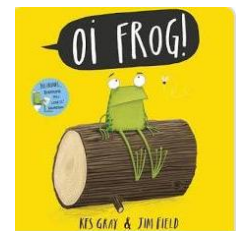
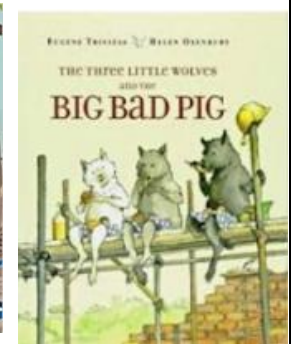
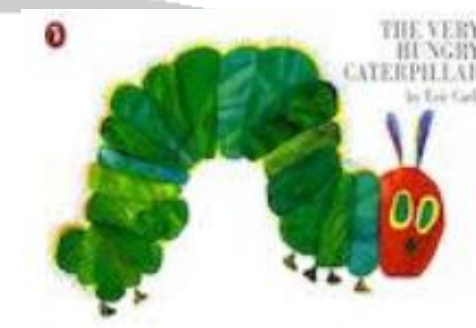
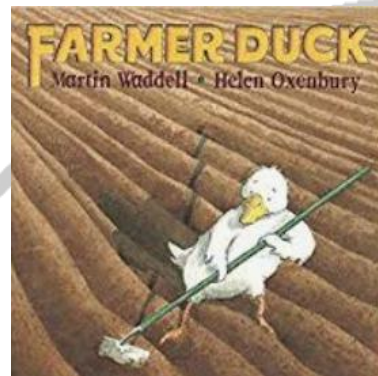
Craft books in the creative area displayed linked to the theme of space and festivals.

Up, Up and Away!



Non-fiction books about flight.
 Display books in the reading area with links to flying, balloons, superpowers.
 Easter read and displayed in the lead up to Easter.
 Film – Up!

On the Farm



Non-fiction books about farms, minibeasts, animals.
Display books in the reading area with links to farms, animals and minibeasts.
Film - Charlotte's Web/Babe

Mummy Madness



Pharaoh's Fate: Solve the ancient Egyptian mystery by Camille Gautier **£12.43** Pepi and the Secret Names: Help Pepi Crack the Hieroglyphic Code by Jill Paton Walsh

Miu and the Pharaoh Paperback Sally Wallace-Jones **£5.99**

Tutankhamun's Tomb (I Was There) - **Sue Reid 144 pages £6.91**

The Plot on the Pyramid (Egyptian Tales) Terry Deary 64 pages **£2.60**

Jeff Brown's Flat Stanley: The Great Egyptian Grave by Sara Pennypacker **£4.49**

Ancient Egypt: Tales of Gods and Pharaohs – Myths and tales Comic strip style Marcia William **£5.63**

An Egyptian Adventure (The Histronauts) comic style **£6.99**

Non fiction – potentially use some of these for non-fiction guided reading?

You Wouldn't Want to Be a Pyramid Builder! Jacqueline Morley **£7.79 Usborne**

If I Were a Kid in Ancient Egypt: Children of the Ancient World Hardcover by Cobblestone Publishing

Everything: Ancient Egypt Paperback by National Geographic Kids **£6.71**

The Story of Tutankhamun Hardcover by Patricia Cleveland-Peck **£14.99** (64 pages)

Ancient Egypt: Tales of Gods and [tales of gods and pharaohs](#) by Marcia Williams **£5.63**

Egypt **Usborne** Rob Lloyd Jones **£9.99**

Websites/videos

Virtual video Tutankhamun, London <https://tutankhamun-london.com/see-do/> Bookshart Egyptian videos

<https://www.bookshark.com/blog/movies-egypt>

Horrible Histories - Awful Egyptians Compilation https://youtu.be/T7Whlybg_Qo

BBC bitesize <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382>

10 learner guides plus 12 clips <https://www.bbc.co.uk/bitesize/topics/zg87xnb>

The Egyptian Cinderella By: Shirley Climo · The Time-Travelling Cat and the Egyptian Goddess By: Julia Jarman · The Red Pyramid By: Percy Jackson · Egyptology: Search for the Tomb of Osiris By: Emily Sands · Flat Stanley: The Great Egyptian Grave Robbery By: Sara Pennypacker · Ancient Egypt: Tales of Gods and Pharaohs By: Marcia Williams · Egyptian Things to Make and Do By: Emily Bone · The Scarab's Secret By: Nick Would · If I Were a Kid in Ancient Egypt By: Cobblestone Publishing · The Plot on the Pyramid By: Teary Deary · Casting the Gods Adrift By: Geraldine McCaughrean · Anthony and Cleopatra By: Andrew Matthews and Tony Ross · Pharaoh's Egypt By: Mick Manning · If I was there Tutankhamun's Tomb By: Sue Reid · Everything Ancient Egypt By: National Geographic · Ma'at's Feather By: Juliet Desailly · There's a Pharaoh in Our Bath By: Jeremy Strong · See Inside Ancient Egypt By: Rob Lloyd Jones · Miu and the Pharaoh By: Sally Wallace Jones · Ancient Egypt (Eyewitness) by DK
<https://www.ks2history.com/egyptians-books>

Marvellous Modern Europe



Fiction

[The Storm Leopards: 3 \(Winter Animal Stories\)](#) by Holly Webb

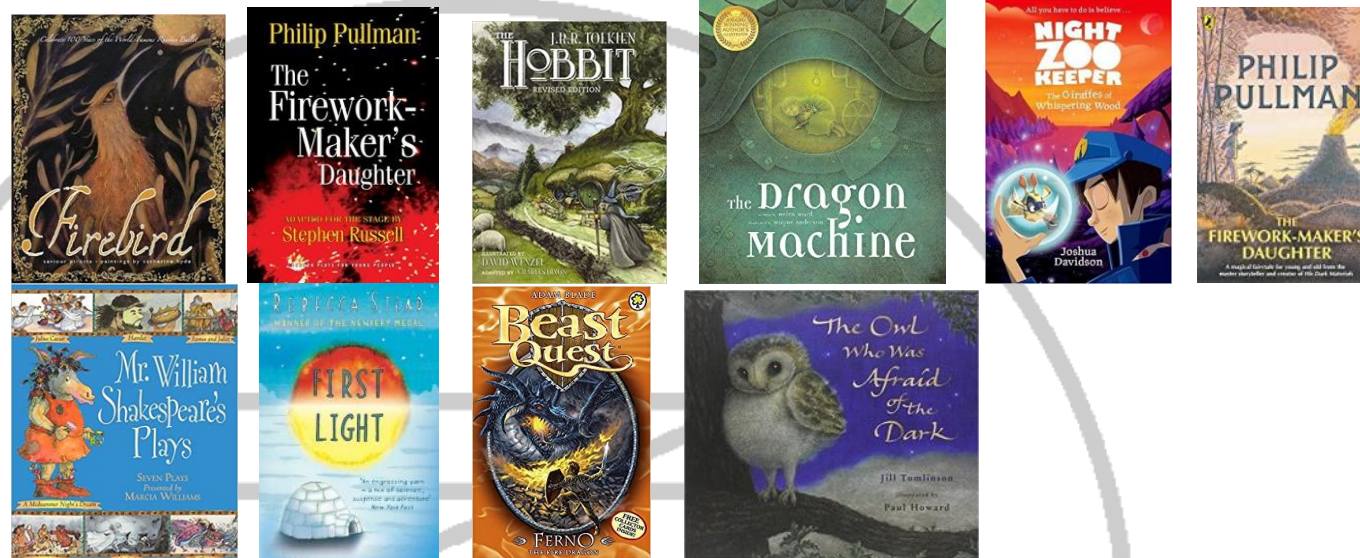
[The Winter Wolf](#) by Holly Webb

East of the Sun and West of the Moon - Old Tales from the North

Non-fiction

New KS2 Discover & Learn: Geography - Europe Study Book

Light, Camera Action!



Fiction

The Dark, Dark Night M Christina Butler

Owl Babies Martin Waddell (Y2)

Can't you sleep, Little Bear? (Y2)

Oscar and the Moth: A book about Light and Dark (Start with Science) Geoff Waring

The Bunny's Night-Light: A Glow in the Dark Search Geoffrey Hayes

Amy's Light Robert Nutt

Night Light: A story for Children Afraid

Firefly Hollow Alison McGhee of the Dark Jack Duto

The boy who grew dragons Andy Shepherd

Keesha's idea – Eleanor May – fiction but linked to saving energy

Playscript – write a script for the shadow play in science.

Write the sun's story in first person in science. 'I wake up in the east every morning...'

Non fiction:

First News – subscribe so we have a number or photocopy single copies available from supermarkets (eg Morrisons)

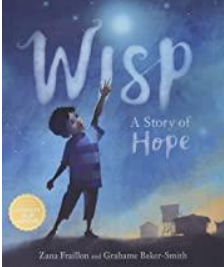
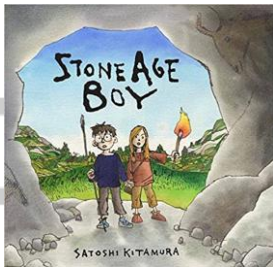
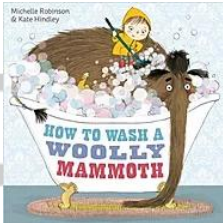
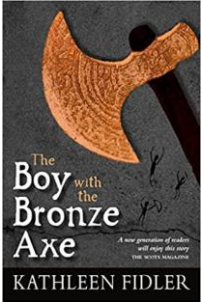
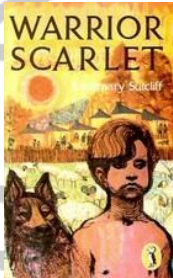
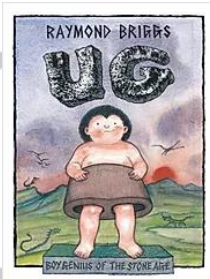
Sun up, Sundown

<https://www.amazon.co.uk/Cats-Guide-Night-Sky/dp/1786270722>

Websites/videos

<https://www.youtube.com/watch?v=QR18UC04oxE> (Firebird performance)

Trailer for book Firebird: <https://www.spirotta.com/firebird/>

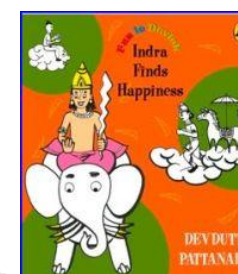
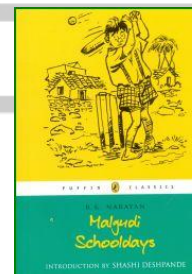
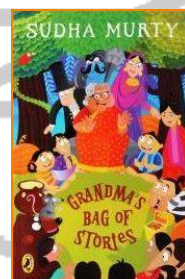
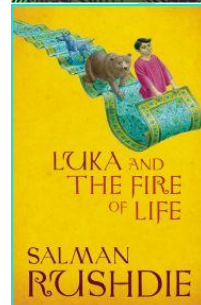
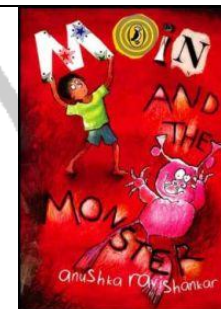
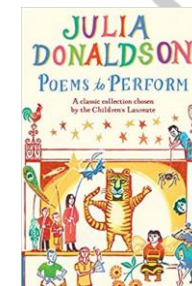
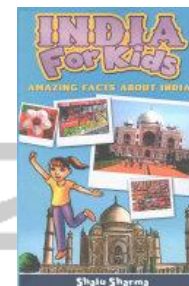
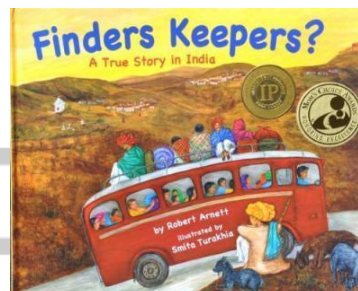
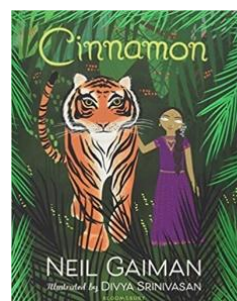
		https://www.literacyshed.com/the-fantasy-shed.html – potential writing stimulus Firework Maker's Daughter extract – good ntro: https://www.bbc.co.uk/teach/class-clips-video/english-ks1--ks2-the-firework-makers-daughter-by-philip-pullman/zhxhy9q Intro to the opera for Firework Maker's Daughter (discusses shadow puppetry – science link: https://www.youtube.com/watch?v=B1n6HVTv4GQ Extract from the opera nsdrf on Firework Maker's Daughter: https://www.youtube.com/watch?v=Ggp518Mu0jA Intro (cartoon) re book to bring characters to life https://www.youtube.com/watch?v=mO3O2fdBxyw
Cycle B	Who lives in a house like	       The First Drawing by Mordicai Gerstein. ... The Boy With The Bronze Axe by Kathleen Fidler. ... How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley. ... Stig Of The Dump by Clive King. ... Ug: Boy Genius Of The Stone Age And His Search For Soft Trousers by Raymond Briggs. <i>Stone Age Boy</i> by Satoshi Kitamura Chronicles of Ancient Darkness Michelle Paver Stone Age Boy By: Satoshi Kotamora • Ug: Boy Genius of the Stone Age By: Raymond Briggs • How to wash a Woolly Mammoth By: Michelle Robinson and Kate Hindley • Stig of the Dump By: Clive King (Read and Respond Book) • Wolf Brother By: Michelle Paver • The boy with the Bronze Axe By: Kathleen Fidler • The History Detective Investigates: Stone Age to Iron Age By: Clare Hibbert • The Secrets of Stonehenge By: Mick Manning • Stone age Bone age By: Mick Manning • Look inside the stone age By: Abigail Wheatley • The first

drawing By: Mordicai Gerstein • The stone age: hunters, Gatherers and Woolly Mammoths By: Marcia Williams • Stone Age Sentinel - English Heritage Edition By: Paul Dowswell • KS2 Discover & Learn: History - Stone Age to Celts Study Book, Year 3 & 4 by CGP Books • KS2 Discover & Learn: History - Stone Age to Celts Activity Book, Year 3 & 4 by CGP Books • KS2 Discover & Learn: History - Stone Age to Celts Teacher Book, Year 3 & 4 (for the New Curriculum) (HCT21) CGP

Film - The BBC version of Stig is excellent - stars a young Thomas Sangster. Stays fairly true to the story too.

Fabulous Finish: Watch The Croods

India



A Children's History of India by Subhadra Sen Gupta, Manisha Sethi

Indian Tales **Hardcover** by [Shenaaz Nanji](#)

Ganesha's Sweet Tooth **Paperback** by [Sanjay Patel](#)

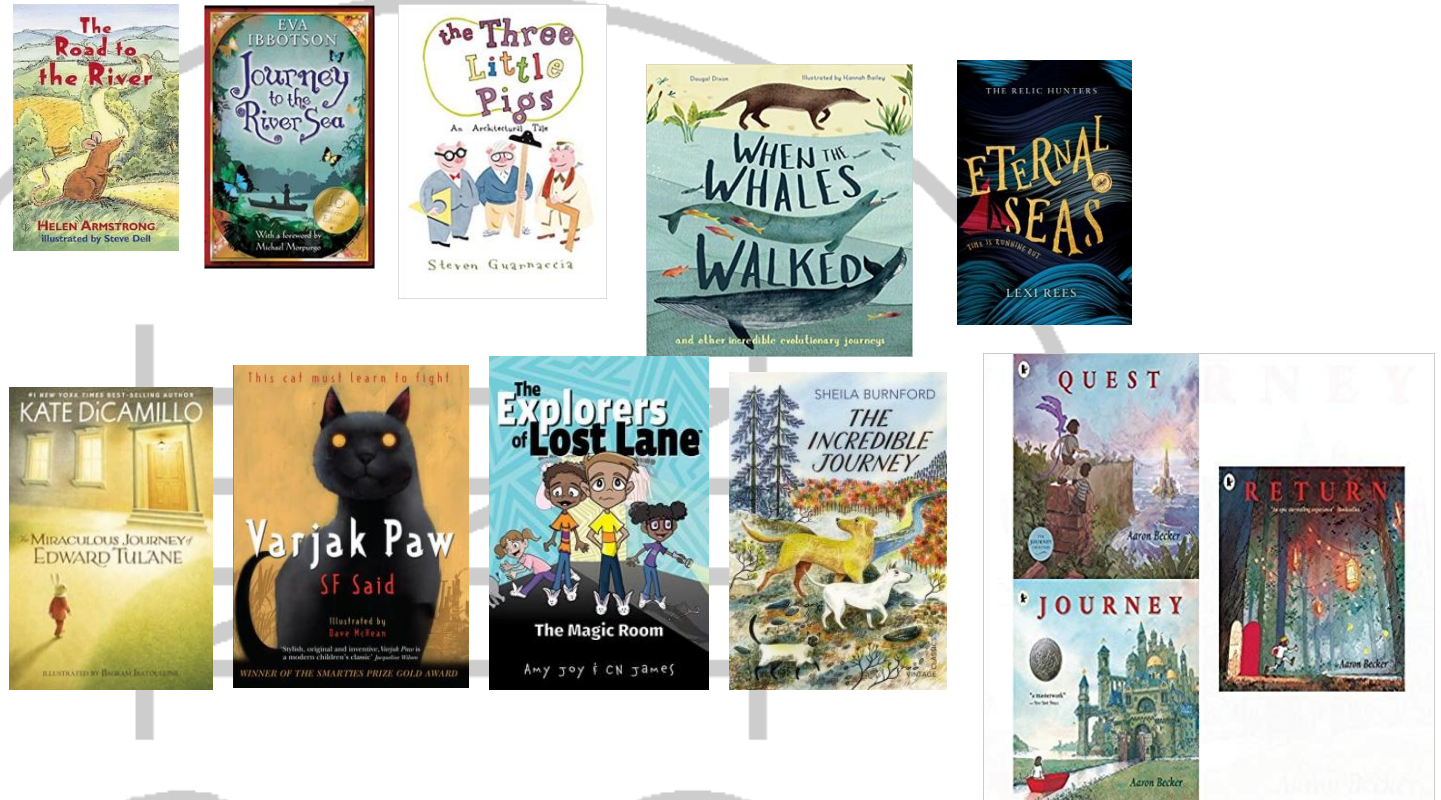
The Jungle Book by [Rudyard Kipling](#)

Illustrated Stories from India by [Anja Klauss](#) compelling tales and ancient stories of trickery

The Jungle Book [1967] cert U

[The Jungle Book \[2016\] cert PG](#) but useful for writing prompt

Journeys



Anno's Journey by [Mitsumasa Anno](#)

Journey to the Centre of the Earth by [Sarah Courtauld](#) (Jules Verne original re-written for younger readers)

The Explorer by Katherine Rundell

Bear Grylls Adventure Collection

Cycle City by [Alison Farrell](#) – picture book but could be useful for developing story telling.

The Jumblies by Edward Lear. A POEM!!

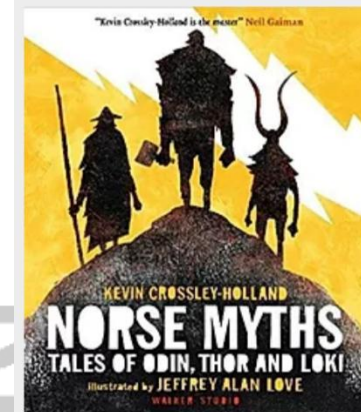
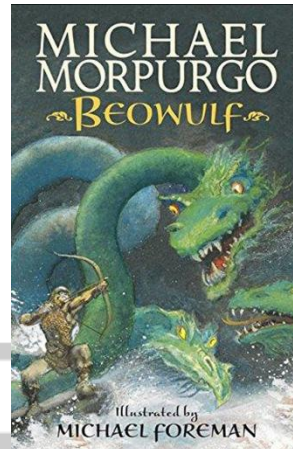
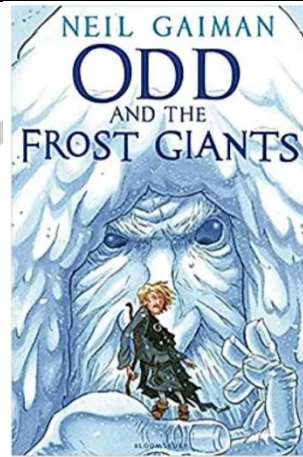
Naughty Bus by [Jan Oke](#)

The Hundred Decker Bus by [Mike Smith](#)

Class 3

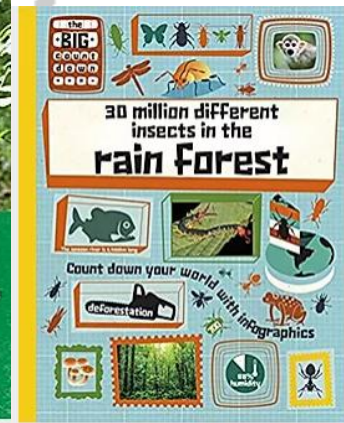
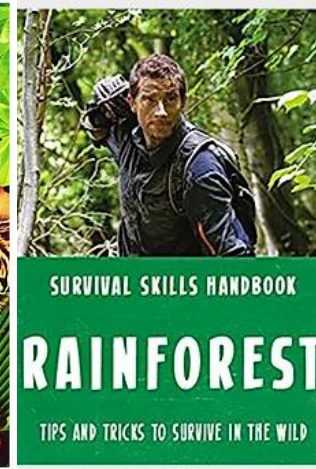
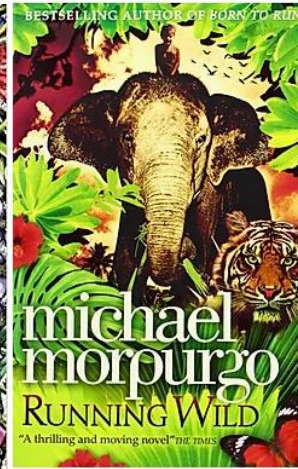
Cycle A

Invaders and Settlers



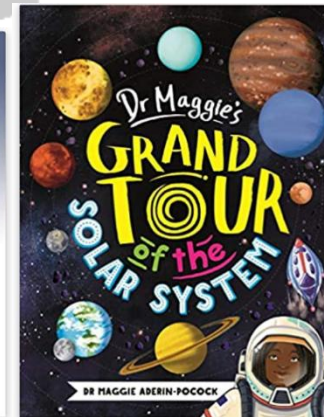
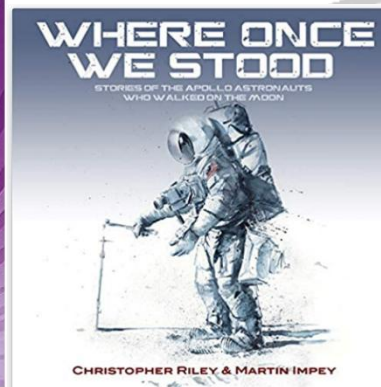
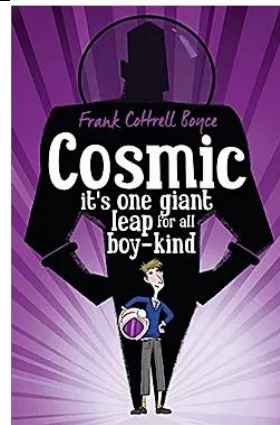
Beowulf – Michael Murpurgo
 Defenders: Killing Ground – Tom Palmer
 Viking Boy – Tony Bradman
 Riddle of the Runes – Janina Ramirez
 Vikings – DKFindout!
 Vikings (History in Infographics) – Jon Richards
 I Was There... - Stuart Hill
 Vikings in 30 Seconds – Philip Steele
 Arthur and the Golden Rope – Joe Todd Stanton

Rainforests



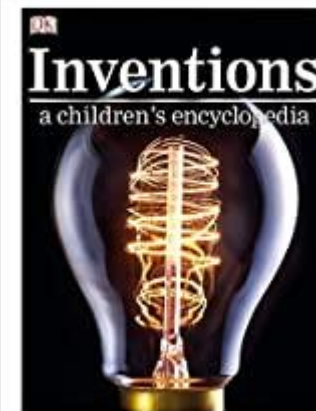
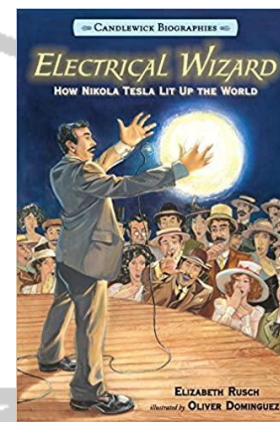
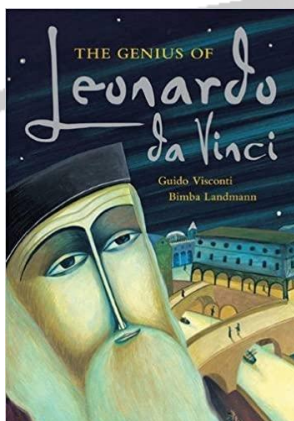
The Great Kapok Tree – Lynne Cherry
 The Shaman's Apprentice – Lynne Cherry & Mark Plotkin
 Wild Animals of the South – Dieter Braun
 Rainforests in 30 Seconds – Jen Green & Stephanie Murphy
 Journey to the River Sea – Eva Ibbotson
 Lifesize: Rainforest – Anita Ganeri & Stuart Jackson-Carter
 Where the Forest Meets the Sea – Jeannie Baker
 Slowly, Slowly, Slowly, Slowly, said the Sloth – Eric Carle
 Amazon Adventure: Unfolding Journeys – Stewart Ross & Jenni Sparks
 The Vanishing Rainforest – Richard Platt & Rupert van Wyk
 Eyewitness Amazon – DK
 100 Facts: Rainforests – Camilla de la Bedoyere

To Infinity and Beyond



The Jamie Drake Equation – Christopher Edge
 Fortunately, the Milk... - Neil Gaiman and Chris Riddell
 The Skies Above My Eyes – Charlotte Guillain & Yuval Zommer
 George's Secret Key to the Universe – Lucy and Stephen Hawking
 Curiosity: The Story of a Mars Rover – Markus Motum
 The International Space Station – Clive Gifford and Dan Schlitzkus
 Hidden Figures – Simon Bartram
 A Maths Journey Through Space – Anne Rooney
 Ground See You in the Cosmos – Jack Cheng
 Control to Major Tom – Clive Gifford
 Space Poems – Gaby Morgan
 Space: The Whole Whizz-Bang Story – Glenn Murphy

Inventions



The Little Inventors Handbook - Dominic Wilcox and Katherine Mengardon

Inventions: A Children's Encyclopedia – DK

Inventions: Leonardo Da Vinci – David Hawcock

A Series of Unfortunate events – Lemony Snickett

George's Marvellous Medicine – Roadld Dahl

The Imagination Box – Martyn Ford

Demelza & The Spectre Detectors – Holly Rivers

Rosie Revere, Engineer - Andrea Beaty and David Roberts

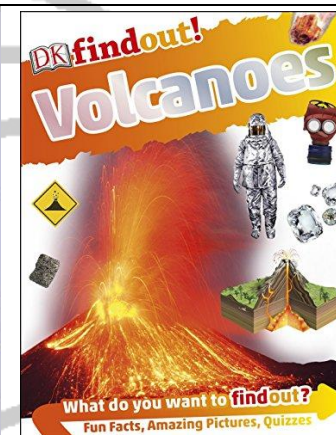
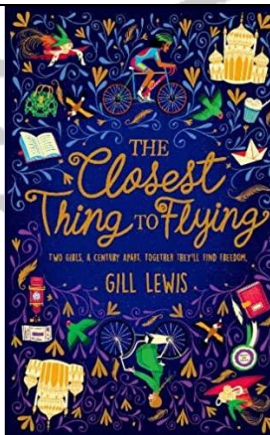
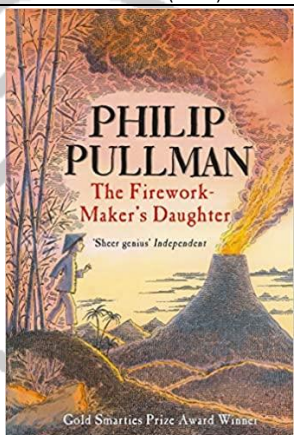
Back to the Future (film)

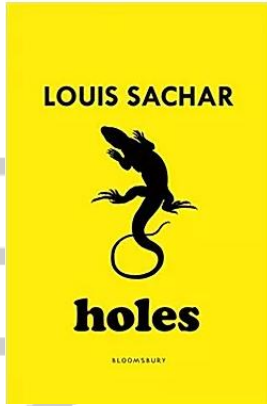
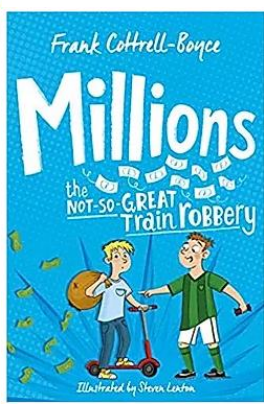
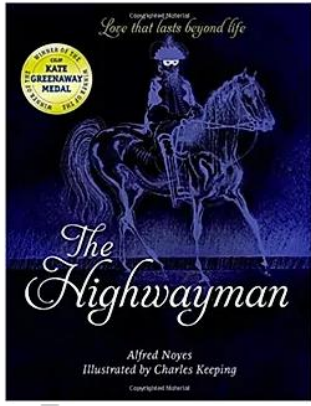
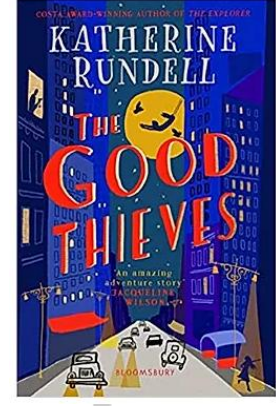
Big Hero 6 (film)

Cloudy With a Chance of Meatballs (film)

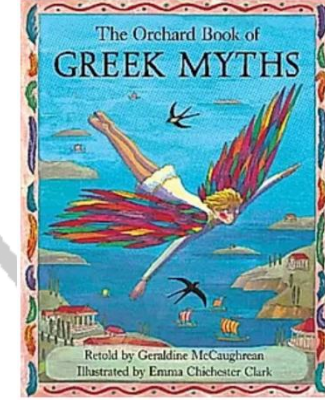
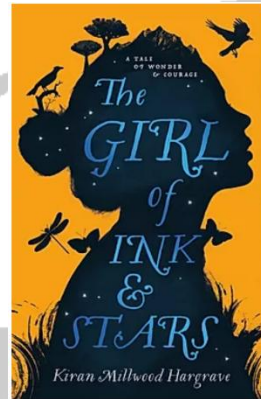
Honey, I Shrunk the Kids (film)

Volcanoes



		A Volcano in My Tummy: Helping Children to Handle Anger - Whitehouse & Pudney Funky Chickens – Benjamin Zephaniah Talking Turkeys – Benjamin Zephaniah There's a Boy in the Girls' Bathroom – Louis Sachar The Boy at the Back of the Class – Onjali Q. Rauf The Goldfish Boy – Lisa Thompson Expedition Volcano – BBC FOUR
	Crime and Punishment	    The Highway Rat – Julia Donaldson & Axel Scheffler The Secret Diary of Kitty Cask, Smuggler's Daughter - Philip Ardagh & Jamie Little The Tulip Touch - Anne Fine A Photographic View of Crime and Punishment (Past in Pictures) - Alex Woolf Dick Turpin: Legends and Lies - Terry Deary & Stefano Tambellini Hacker - Malore Blackman High Rise Mystery – Sharna Jackson Forensic Science – DK Publishing Holes (film) Millions (film)

Ancient Greece



Who Let the Gods Out? – Maz Evans

The Ancient Greek Mysteries - Saviour Pirotta & Freya Hartas

Fleeced! – Julia Wills

Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece – Dr. Stephen Kershaw and Victoria Topping

The Iliad and The Odyssey – Marcia Williams

So You Think You've Got it Bad? A Kid's Life in Ancient Greece -Chae Strathie & Marisa Morea

A Visitor's Guide to Ancient Greece – Lesley Sims

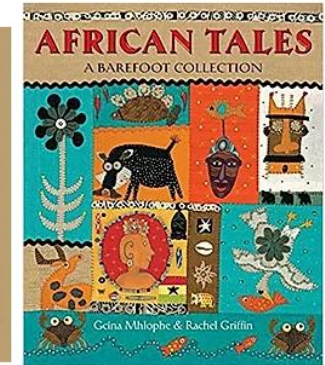
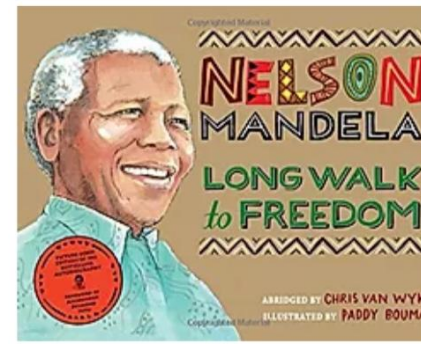
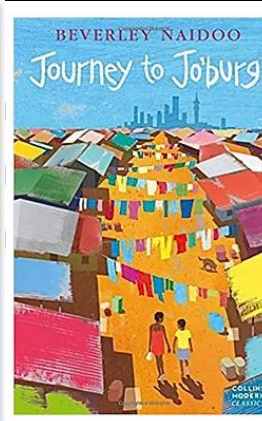
Avoid Entering the Ancient Greek Olympics! (Danger Zone) - Michael Ford

Percy Jackson and the Greek Heroes – Rick Riordan

The Tale of Troy – Roger Lancelyn Green

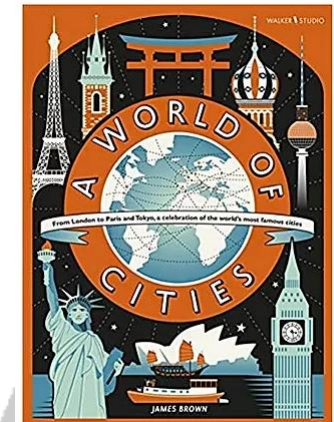
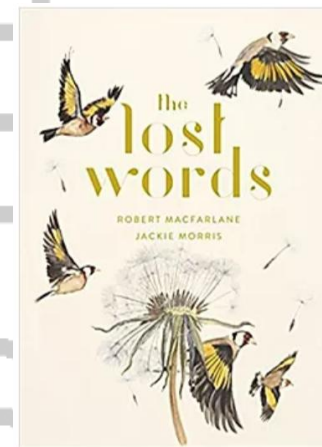
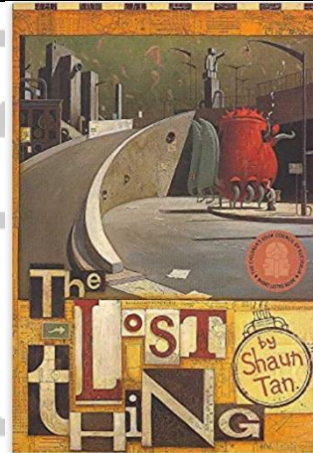
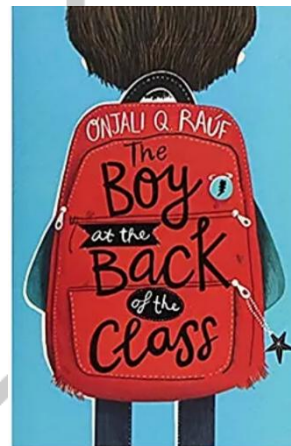
Helping Hercules – Francesca Simon

Africa



The Akimbo Adventures – Alexander McCall Smith
 The White Giraffe – Lauren St. John
 Lila and the Secret of Rain – David Conway and Jude Daly
 The Hunter – Paul Geraghty
 Sleep Well, Siba and Saba - Nansubuga Nagadya Isdahl & Sandra van Doorn
 The Fastest Boy in the World – Elizabeth Laird
 Africa: Everything You Wanted to Know – Clive Gifford
 Tales From Africa – Kathleen Arnett
 Africa is Not a Country – Mark Melnicove and Margy Burns Knight
 Anansi the Spider – Gerald McDermott
 Chicken in the Kitchen Paperback - Nnedi Okorafor and Mehrdokht Amini
 One Plastic Bag – Miranda Paul and Elizabeth Zunon
 The Butterfly Lion – Michael Morpurgo
 The Lion King (film)

Our place in the world



Belonging – Jeannie Baker
 The Arrival – Shaun Tan
 Boy 87 – Ele Fountain
 Overheard in a Tower Block – Joseph Coelho
 My Name is Not Refugee – Karen Milner
 Teacup – Rebecca Young & Matt Ottley
 Illegal – Eoin Colfer, Andrew Donkin & Giovanni Rigano
 Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions – Michael Rosen & Annemarie Young
 The Island – Armen Greder