

Publisher permissions: Please check current permissions with individual publishers for sharing books online.

Archived sequences: We have archived a few of our older sequences particularly if the books have been out of print for several years. If you want a sequence that no longer features in these lists, please contact jennycore@theenglishteam.uk for a copy but bear in mind that archived material will not have been updated in recent years.

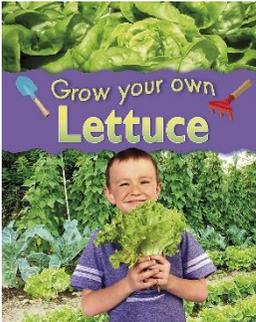
Updates: We have reviewed and updated many of our older sequences recently and the newest versions are now on the subscription website. You will see on the *BookWrites* lists that this is indicated in the following way:

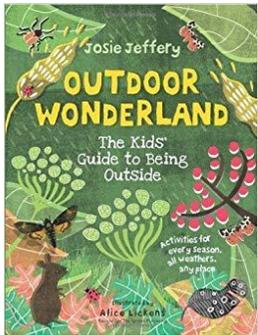
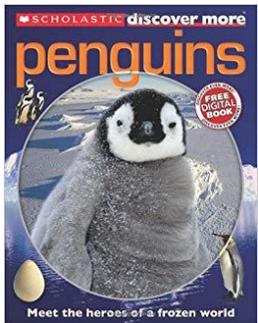
- 'Updated': minor amendments and corrections have been made.
- 'Rewritten': the sequence has been completely rewritten and we would recommend using this version.

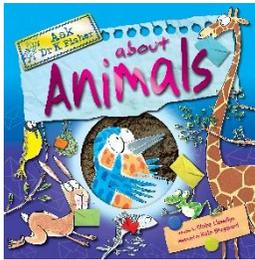
Year 3 and Year 4 Non-Fiction

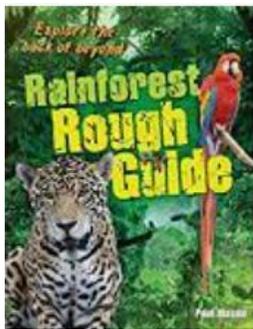
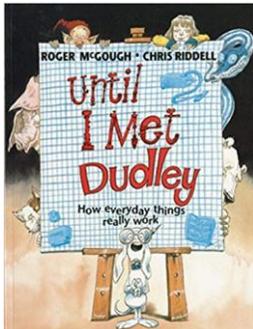
To support teachers with selecting appropriate texts for their year groups, the list has been annotated to indicate suitability for Y3, Y4 or both. Teachers may find that earlier texts are more suitable for the beginning of the year while those towards the end of the list are more complex in either language or concepts and therefore could be more appropriate towards the end of the year. Texts noted specifically as Y3 or Y4 are particularly useful for teaching specific grammar objectives for that year group.

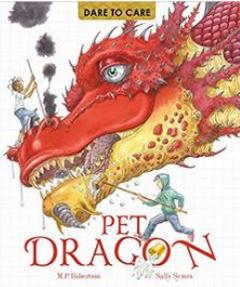
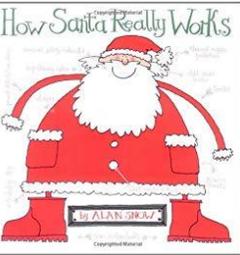
Please note, however, that all the sequences have been written to suit the two-year Y3/4 English curriculum and are not intended to be taught in a set sequence. In all cases, teachers need to make text choices based on the individual needs of their classes: almost all of these texts have been used successfully across both year groups in different contexts.

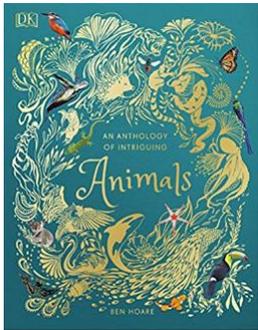
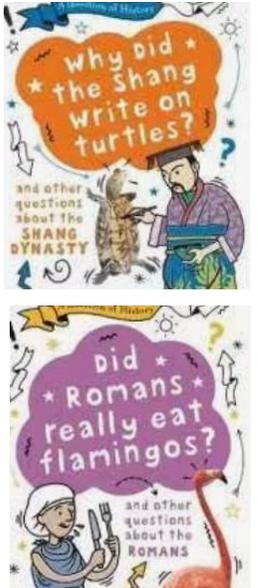
Text	Overview and possible curriculum links	Grammar	Y3	Y4	Digital or online version
	<p>Grow Your Own Lettuce by Helen Lanz (Franklin Watts) Y2/3</p> <p>A set of instructions about growing lettuce, surrounded by other information such as types of lettuce, harvesting and a calendar. There is a set of instructions about sowing lettuce seed but in fact the whole book is a set of extended instructions. A really useful book to move away from the one-page set of simple instructions.</p> <p>Planned outcome/focus: to write a double page spread which includes detailed information and a set of instructions.</p> <p>Possible curriculum links: Science – How plants grow and mature, requirements for growth.</p> <p>Sequence rewritten 2023</p>	<p>Sentence types: commands</p> <p>Verbs- imperative</p> <p>Subordination</p> <p>Adverbials</p> <p>Layout and organisation</p>	<input checked="" type="checkbox"/>		

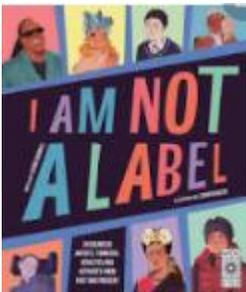
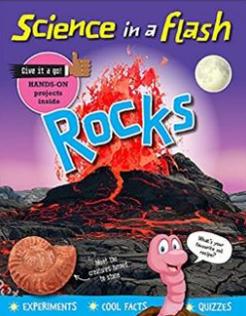
	<p>Outdoor Wonderland by Josie Jeffery and Alice Lickens (Ivy Books)</p> <p>Y2/3</p> <p>This information text is packed full instructions for things to make or do outside. Each double page spread has an introduction, contextual information and instructions. You will need to ensure that the children have had sufficient experience of making things for their outcome.</p> <p>Planned outcome/focus: to write a similar page for an information book including a set of instructions.</p> <p>Possible curriculum links: Geography – physical geography/field work; DT – designing and making</p> <p>Sequence updated 2023</p>	<p>Sentence types: statements, questions, commands (Y2)</p> <p>Apostrophes for contraction (Y2)</p> <p>Multi-clause sentences with co-ordination using 'and' (Y2)</p> <p>Multi-clause sentences with subordination (Y2/3)</p> <p>Prepositional phrases (adverbial use) (Y3)</p> <p>Layout and organisation (Y3)</p>	<p><input checked="" type="checkbox"/></p>		
	<p>Penguins by Penelope Arlon and Tory Gordon-Harris (Scholastic)</p> <p>This is a lovely book, organised non-chronologically but with sections that are chronological such as the development of a penguin from emperor egg to chick. The images are stunning and so layout on a page would be something for children to explore.</p> <p>Planned outcome/focus: to create an information text about a different group of animals / people / objects of interest.</p> <p>Possible curriculum links: Science - animals and habitats; Geography - human/physical</p> <p>Sequence rewritten 2023</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Expressing time, place and cause with conjunctions</p> <p>Grouping material in paragraphs / sections</p> <p>Heading and sub-headings</p> <p>Apostrophes for singular/plural possession</p>	<p><input checked="" type="checkbox"/></p>		<p>Can be 'borrowed' from Open Library: Welcome to Open Library Open Library</p>

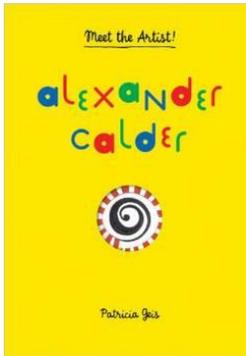
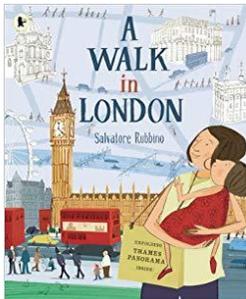
	<p>Ask Dr K Fisher about Animals by Claire Llewellyn (Kingfisher)</p> <p>A non-chronological text based on letters between Dr K Fisher and animals with problems. Very funny!</p> <p>Planned outcome/focus: to write another letter and response but the context could be anything.</p> <p>Possible curriculum links: Science - animals and habitats</p> <p>Sequence updated 2021</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Formal/informal language</p> <p>Word play for humour</p>	<input checked="" type="checkbox"/>		<p>Can be 'borrowed' from Open Library: Welcome to Open Library Open Library</p> <p>(Slight text changes as American version.)</p>
	<p>The Big Book of Blooms by Yuval Zommer (Thames & Hudson)</p> <p>In this book, produced in association with the Royal Botanic Gardens Kew, flower facts are engagingly presented in short sections amid bright, bold illustrations. It opens with several introductory spreads, e.g. on plant anatomy, before moving on to explore characteristics of selected flowering plants and plant families, then rounds off with information on conservation.</p> <p>There are several other titles in the series (<i>Bugs</i>, <i>Beasts</i>, <i>the Blue</i>), all by the same author (although these may require different grammar focuses).</p> <p>Planned outcome/focus: to write an information text about a plant or group of plants, comprised of short sections with subheadings. Some children might write additionally about an aspect of plants' relationship with humans.</p> <p>Possible curriculum links: Science – Y3 Plants (functions of flowering plant parts; life cycles) and Y4 Living things and their habitats.</p> <p>Sequence published 2022</p>	<p>Heading and sub-headings</p> <p>Nouns and expanded noun phrases for precision and clarity (pre-modification)</p> <p>Prepositional phrases used adverbially</p> <p>Simile</p>	<input checked="" type="checkbox"/>		

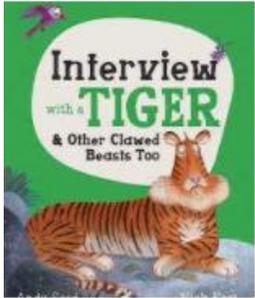
	<p>Rainforest Rough Guide, Paul Mason (A & C Black)</p> <p>This text is a hybrid text that recounts an expedition to the Amazon. Diary and more formal email letters are the main forms.</p> <p>Planned outcome/focus: to write a class 'rough guide' with diary, email and fact file based on an imaginary expedition to a different environment where there are environmental threats.</p> <p>Possible curriculum links: Geography - location (in the UK or elsewhere); human and physical geography; Science – Living things and habitats</p> <p>Sequence rewritten 2022</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Expressing cause with conjunctions</p> <p>Nouns and pronouns for clarity and cohesion (Expanded noun phrases revised)</p> <p>Different ways of presenting information</p> <p>Present perfect form instead of simple past tense</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>Until I Met Dudley by Roger McGough (Frances Lincoln)</p> <p>An explanatory text based on an imaginary way something works and then the real way. Short chunks of writing which allow children to focus on sequencing ideas logically, sentence construction using subordination and precise word choice. Writing in the different styles is a good way to begin to explore formality.</p> <p>Planned outcome/focus: to create a new explanation in both forms for an everyday object of their choosing.</p> <p>Possible curriculum links: Science or technology</p> <p>Sequence updated 2023</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbials, fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Different ways of presenting information</p> <p>Cohesion</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Can be 'borrowed' from Open Library: Welcome to Open Library Open Library</p>

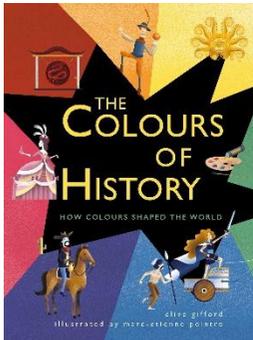
	<p>Dare to Care: Pet Dragon by Mark Robertson and Sally Symes (Frances Lincoln)</p> <p>This guide tells you all you need to know for the challenge of keeping a dragon as a pet, from selecting the right sort of egg thief, to rearing your dragon, together with important cautionary notes. Information is organised in sections using different forms, e.g. labelled diagrams, captioned illustrations, fact files, prose.</p> <p>Planned outcome/focus: to create a page of advice on looking after a creature or object, real or imagined.</p> <p>Sequence updated 2024</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Expressing time, place and cause with conjunctions, adverbs and prepositions</p> <p>Heading and sub-headings</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>Available free on our website! Christmas BookWrites sequences</p> <p>How Santa Really Works by Alan Snow (Simon and Schuster)</p> <p>If you know and love 'How Dogs Really Work' by the same author, then this book is one for you. The whole text is an explanation but with other elements included. Wonderful!</p> <p>Planned outcome/focus: to write an explanatory text about an imaginary object e.g., Santa's sleigh.</p> <p>Possible curriculum links: RE - festivals (Christmas)</p> <p>Sequence updated 2023</p>	<p>Nouns and pronouns for clarity and cohesion</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Punctuation of multi-clause sentences</p> <p>Paragraphing</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Can be 'borrowed' from Open Library: Welcome to Open Library Open Library</p>

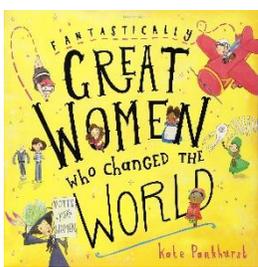
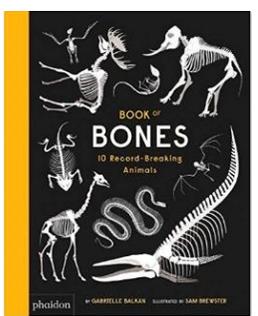
	<p>An Anthology of Intriguing Animals by Ben Hoare (Dorling Kindersley)</p> <p>This stunning book is a visual delight. Each double page spread features a different animal with intriguing and surprising facts that keep the reader turning the pages. The element of surprise is compounded by the organisation of content, and the inclusion of a wide range of both common and more unusual species. Ideal to use when studying animal characteristics and habitats.</p> <p>Planned outcome/focus: to write an information text about three different animals.</p> <p>Possible curriculum links: Science - animals and habitats</p> <p>Sequence published 2019</p>	<p>Multi-clause sentences with subordinating conjunctions (revise single clause and coordination)</p> <p>Adverbials (prepositional phrases)</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>(There are many instances of apostrophes for contraction and possessive apostrophes - singular and plural - although the sequence does not include specific activities on this.)</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>A Question of History Series by Tim Cooke (Wayland)</p> <p>This series covers all of the main periods of history studied in the National Curriculum. The books are arranged around questions. The layout of the pages and the humour make these very engaging. The sequence uses The Shang and The Romans texts but you can use a different text: choose a different period of history to the one you want to write about.</p> <p>Planned outcome/focus: to create questions and double page spreads of information to answer them.</p> <p>Possible curriculum links: History - any topic</p> <p>Sequence published 2022</p>	<p>Simple organisational devices and different ways of presenting information</p> <p>Headings and subheadings</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbs and adverbials including fronted adverbials</p> <p>Nouns and pronouns for clarity and cohesion</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

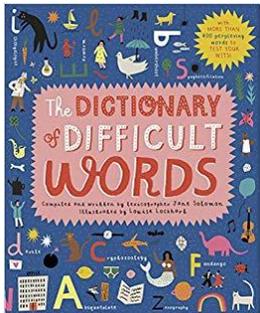
	<p>I am Not a Label by Cerrie Burnell and Lauren Baldo (Wide Eyed Editions)</p> <p>Fascinating biographical recounts of the lives of people who have overcome disability to have incredible lives and careers.</p> <p>Planned outcome/focus: to write a biographical recount about a different inspiring person.</p> <p>Possible curriculum links: PSHE - resilience, motivation, overcoming adversity.</p> <p>Sequence updated 2023</p>	<p>Multi-clause sentences with subordinating conjunctions (revise coordination)</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Sentence patterning</p> <p>Expanded noun phrases (pre-modification)</p> <p>Adverbials including fronted adverbials</p> <p>Possessive apostrophe (singular and plural)</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>Rocks by Georgia Amson-Bradshaw (Science in a Flash series, Franklin Watts)</p> <p>This is an engaging text with everything you need to know about rocks. The layout is simple to follow but really attractive. The sequence has been written to link with Y3/4 science.</p> <p>Planned outcome/focus: to write about sedimentary rocks and/or fossils as an outcome.</p> <p>Possible curriculum links: Science - rocks, fossils and soils; Geography – physical</p> <p>Sequence published 2021</p>	<p>Nouns and expanded noun phrases for precision and clarity (can include prepositional phrases)</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Adverbials (where) including fronted adverbials</p> <p>Prepositional phrases (adverbial)</p> <p>Paragraphs around a theme</p> <p>(There is also scope to teach subordination but this is not included in the sequence.)</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>Meet the Artist! Alexander Calder by Patricia Geis (Princeton Architectural Press)</p> <p>This is a delightful biography of the artist Alexander Calder. The book takes you through his life and the different types of art he has made, including some that you can too. The paragraphing is clear and easy to imitate. There are several in the series. The Pablo Picasso biography would be suitable for upper KS2.</p> <p>Planned outcome/focus: to write a biography about another person of interest.</p> <p>Possible curriculum links: Art – study of an artist/sculptor</p> <p>Sequence published 2017</p>	<p>Nouns and pronouns for clarity and cohesion</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Fronted adverbials</p> <p>Paragraphs around a theme</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>A Walk in London (Walker)</p> <p>This is a dual-voiced text about a trip around London. The main voice is the excited child, the second voice being information about the various places. Great for securing dialogue and comparing different types of writing.</p> <p>Planned outcome/focus: to write a similar style text about a place visited.</p> <p>Possible curriculum links: Geography - location in the UK</p> <p>Sequence published 2017</p>	<p>Using and punctuating direct speech</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbials</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

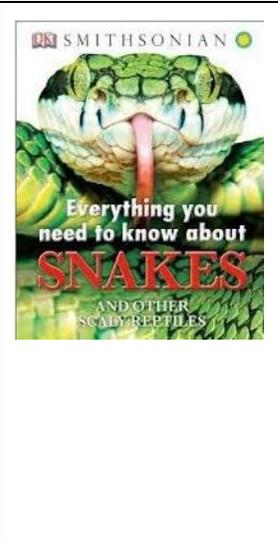
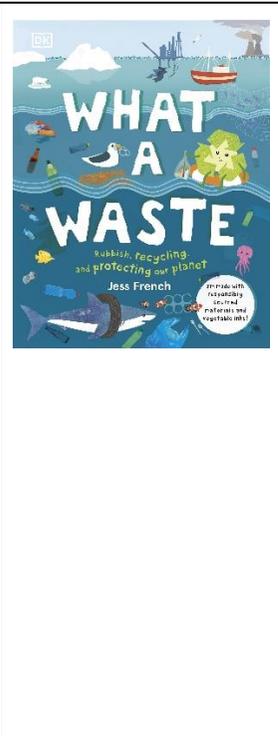
	<p>Interview with a Tiger and Other Clawed Beasts Too by Andy Seed and Nick East (Wellbeck Children's Publishing)</p> <p>This is a hilarious book where you get to imagine animals with big personalities. The interview style creates the voice of the animals but you learn lots of accurate information too.</p> <p>Planned outcome/focus: to create interviews with other creatures/objects.</p> <p>Possible curriculum links: This text can link with almost any area of the curriculum as the outcome could be an interview with anything!</p> <p>Sequence published 2021</p>	<p>Prepositional phrases:</p> <ul style="list-style-type: none"> • as part of expanded noun phrase to add detail after the noun • used adverbially <p>Nouns and pronouns for clarity and cohesion</p> <p>Using dictionaries for definitions</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Watch our interview with Andy Seed by following the link on our website! Meet the authors - Support for schools and settings (devon.gov.uk)</p>
---	---	---	-------------------------------------	-------------------------------------	---

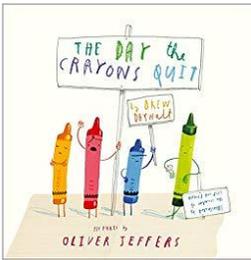
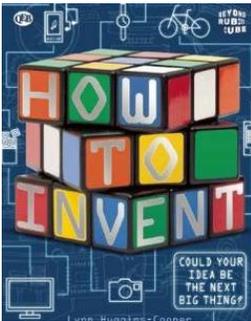
	<p>The Colours of History: How Colours Shaped the World by Clive Gifford and Marc-Etienne Peintre (QED Publications)</p> <p>A vibrant book (winner of the 2019 Blue Peter Book Awards, 'Best Book with Facts' category)! It's chock-a-block with fascinating facts about colours – their origins, uses throughout history, symbolism and influence on daily life. Information is clearly grouped, organised and attractively illustrated – highly engaging.</p> <p><i>Note: this book can also be used as a great stimulus for poetry, particularly if choosing to explore vocabulary in more depth, but this is not the focus for this teaching sequence.</i></p> <p>Planned outcome/focus: to write a two-page spread on a colour (or other feature) through history.</p> <p>Possible curriculum links: Computing – using search technologies & evaluating content; History – study of a trend over time; local history study; Art – colour! Art history, famous painters and their paintings</p> <p>Sequence published 2020</p>	<p>Expanded noun phrases</p> <p>Adverbials, including fronted adverbials</p> <p>Prepositional phrases used adverbially)</p> <p>Commas after fronted adverbials</p> <p>Headings and subheadings; presentation and layout</p> <p>Paragraphs around a theme</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
---	--	--	-------------------------------------	-------------------------------------	--

	<p>Fantastically Great Women Who Changed The World by Kate Pankhurst (Bloomsbury)</p> <p>This very accessible and fascinating book contains thirteen biographies of women from different periods of history. It includes well-known people such as Anne Frank and Amelia Earhart but also other less known women such as Agent Fifi and Sacagawea. The layout invites and intrigues the reader with visual details and pathways through the text.</p> <p>Planned outcome/focus: to write a biography of a famous person.</p> <p>Possible curriculum links: History - important people</p> <p>Sequence published 2018</p>	<p>Expanded noun phrases</p> <p>Adverbials (time and place)</p> <p>Prepositional phrases (adverbial)</p> <p>Paragraphs around a theme</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>Book of Bones: 10 Record Breaking Animals by Gabrielle Balkan (Phaidon Press)</p> <p>Ten record-breaking animal bones are introduced through a series of superlatives set up as a guessing game with clues. Readers examine animals' skeletons and guess to whom they belong; the answers are revealed in vibrant, full-colour scenic habitats, with easily understood — and humorous — explanations.</p> <p>Planned outcome/focus: to create a class book about another amazing group.</p> <p>Possible curriculum links: Science - animals and habitats</p> <p>Sequence published 2019</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Possessive apostrophe</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>The Dictionary of Difficult Words by Jane Solomon and Louise Lochhart (Frances Lincoln)</p> <p>This is a book to spend considerable time with! It's attractively presented, packed full of wonderfully unusual and interesting words. Guaranteed to encourage logophilia and satisfy the already word curious.</p> <p><i>Note: there is also a Y5/6 teaching sequence written around this text, with quite different suggested activities and focus, but the book could be enjoyed by a whole key stage class.</i></p> <p>Planned outcome/focus: to produce a page(s) of a dictionary in a similar style.</p> <p>Possible curriculum links: History - roles/jobs in different historical periods</p> <p>Sequence published 2020</p>	<p>Vocabulary</p> <p>Multi-clause sentences with subordinating conjunctions (when/if)</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Commas after fronted adverbials</p> <p>Presentation and layout</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams and James Weston Lewis (Wayland)</p> <p>Information on the historic events of 1666 told through different sections: an introduction to set the scene; dated reports; charted changes to firefighting; significant people and places. Set off by dramatic illustrations in a palette of oranges and blues.</p> <p>Planned outcome/focus: to write a chronological sequence of reports about a historic event.</p> <p>Possible curriculum links: History - specific period of history (Tudors & Stuarts) or significant events</p> <p>Sequence published 2019</p>	<p>Adverbs and adverbial phrases</p> <p>Fronted adverbials</p> <p>Multi-clause sentences with subordinating conjunctions</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>Wheels: Cars, cogs, carousels and other things that spin by Tracey Turner and Fatti Burke (Kingfisher)</p> <p>A fascinating book tracing the history of wheels. The eclectic range incorporates the colour wheel, monster truck wheels as well as chariot wheels and the penny-farthing. A perfect text to align with a history study to look at a particular invention at a specific point in history. The sequence includes activities on research and note-taking.</p> <p><i>Note: although the text is more suitable for Y3/4 the sequence could also be used for whole KS2.</i></p> <p>Planned outcome/focus: to write an information text about a man-made invention that has changed over time, linked to a particular historical period.</p> <p>Possible curriculum links: History – different historical periods; connections and contrasts over time; an aspect or theme in British history.</p> <p>Sequence published 2021</p>	<p>Y3/4</p> <p>Paragraphs around a theme</p> <p>Nouns and pronouns for clarity and cohesion</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbs/adverbials with prepositional phrases</p> <p>Y5/6</p> <p>Expanded noun phrases with relative clauses</p> <p>Modal verbs</p> <p>Passive voice</p> <p>Paragraphs: links between</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>Everest by Sangma Francis and Lisk Feng (Flying Eye)</p> <p>‘This is... the story of the mountain that is tallest of them all...’ This information book makes use of several different text types to communicate a sense of awe and wonder about Everest and the many aspects of this special place, past and present.</p> <p>Planned outcome/focus: to write one or more sections in a class information book about another special place studied.</p> <p>Possible curriculum links: Geography - physical/human</p> <p>Sequence published 2019</p>	<p>Expanded noun phrases</p> <p>Prepositional phrases (as part of noun phrase)</p> <p>Present perfect verb form</p> <p>Nouns and pronouns for clarity and cohesion</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>Everything you need to know about SNAKES by John Woodward (Dorling Kindersley)</p> <p>Whole KS2</p> <p>This is a sequence that can be used with a whole KS class or a Y3/4 one. The book is a fascinating look at scaly reptiles and contains a range of text types. It is a visual delight.</p> <p>Planned outcome/focus: to write a hybrid text about a subject of choice.</p> <p>Possible curriculum links: Science - animals and habitats, plants</p> <p>Sequence published 2015</p>	<p>Y3/4</p> <p>Paragraphs around a theme</p> <p>Expanded noun phrases</p> <p>Headings/sub-headings</p> <p>Y5/6</p> <p>Paragraphs: links within</p> <p>Verb forms (including passive and modal)</p> <p>Expanded noun phrases including relative clauses</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	<p>What A Waste: Rubbish, recycling and protecting our planet by Jess French (Dorling Kindersley / Penguin Random House)</p> <p>This book has a lively layout to engage the reader in learning about the environmental issue of waste. Each double-page spread is packed with information – facts, figures, sound advice – that examines the causes of problems, such as single-use plastic, deforestation, water waste, and presents some solutions.</p> <p>Planned outcome/focus: to design and write a double-page spread of information on an aspect of ‘rubbish, recycling and protecting our planet’ that might be appropriately included in Jess French’s book.</p> <p>Possible curriculum links: Geography – human/physical; Science – living things and their habitats</p> <p>Sequence published 2022</p>	<p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbials, fronted adverbials</p> <p>Commas after fronted adverbials</p> <p>Expressing time, place and cause with conjunctions and adverbials</p> <p>Headings and sub-headings</p> <p>Different ways of presenting information</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	<p>The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers (Harper Collins)</p> <p>Whole KS2</p> <p>Although this book may not look very complicated on first glance, the way the humour is conveyed is more sophisticated. For example, understanding about the colour beige is necessary to appreciate the letter from the beige crayon. This is a fiction text, but the writing the children produce is persuasive albeit in an imaginary context. The sequence focuses on creating different points of view and levels of formality.</p> <p>Planned outcome/focus: to create a similar sequence of letters from a different set of everyday objects.</p> <p>Sequence rewritten 2023</p>	<p>Y3/4</p> <p>Multi-clause sentences with a range of conjunctions</p> <p>Punctuation of multi clause sentences</p> <p>Expressing time, place and cause with conjunctions, adverbs and prepositions</p> <p>Adverbials, fronted adverbials</p> <p>Commas after fronted adverbials</p>	<p><input checked="" type="checkbox"/></p>	<p>Can be 'borrowed' from Open Library: Welcome to Open Library Open Library</p> <p>Opening extract available from LoveReading4Kids (free registration): https://www.lovereadings4kids.co.uk/extract/12377/The-Day-the-Crayons-Quit-by-Drew-Daywalt.html</p>
	<p>How to Invent (beyond the Rubik's Cube) by Lyn Huggins-Cooper (QED Publications)</p> <p>This book has a range of text types included in it such as chronological and non-chronological reports all organised chronologically by the steps necessary to become an inventor. This is a perfect book for giving children the choice about how they present their work.</p> <p>Planned outcome/focus: to write their own invention/inventor portfolio and timeline.</p> <p>Possible curriculum links: History - important people or impact of historical invention</p> <p>Sequence published 2016</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases (pre-modification)</p>	<p><input checked="" type="checkbox"/></p>	

 <p>Will you join the RSPB from Q20 a year and help to secure the future for the UK's wild birds?</p> <p>Dear friend,</p> <p>Perhaps, like me, you have paused to take in the haunting melody of a song thrush at dusk, or enjoyed the noisy and energetic squabbling of these sparrows under the eaves. But have you ever considered how easily all our parks and gardens would seem without their meaningful sounds? Or how easily we could be if we didn't catch a glimpse of these common birds? Without your help this terrible vision of that future could become reality. There couldn't be any more of our wild birds.</p> <p>UK-wide decline</p> <p>The figures are shocking and it's some of our most loved birds which are under threat. Despite a small recent improvement, there are less than half the number of song thrushes in the UK than in 1970. In Herring Gulls, central London, there were over 2,000 squawking in 1970, but by 2007 it had fallen to 100. There were only eight squawking in the nightjar garden in 2002. Common nuthatch drops in the population are harder to appreciate. Chiffchaffs are still found in many parts of the UK, but their numbers have fallen by 75% since 1993. We must all do our bit in order to keep these birds in all our lives. Without your help, birds like house sparrows could disappear from some parts of the UK altogether.</p> <p>Take action now and help our wild birds.</p> <p>The list is hundreds of some of our wild birds is not exhaustive. There is something you can do right now to help address this terrible situation. You can join the RSPB today for £25 a year which works out at just £2.5 a month. Your membership could help help stop running out for some of our inspirational wild birds.</p>	<p>Persuasive letter: RSPB (Charity letter from the RSPB)</p> <p>Y4/5</p> <p><i>Text available with teaching sequence</i></p> <p>A charity letter persuading people to join the RSPB but can be used to persuade in a whole range of situations. Strongly patterned at word, sentence and text level.</p> <p><i>Note: this sequence is written for Years 4 and 5 and can therefore be also accessed from the Y5/6 BookWrites list.</i></p> <p>Planned outcome/focus: to write a persuasive letter about an issue children are passionate about.</p> <p>Possible curriculum links: Science - animals and habitats; Geography - human impact</p> <p>Sequence published (rewritten) 2020</p>	<p>Y3/4</p> <p>Expanded noun phrases</p> <p>Adverbials</p> <p>Paragraphs around a theme</p> <p>Y5</p> <p>Modal verbs</p> <p>Expanded noun phrases including relative clauses</p> <p>Paragraphs: links within and between</p>	<p><input checked="" type="checkbox"/></p>	
--	--	--	--	--