**Text We Like in Year 6: recommended by Literacy Leaders of Kent Summer 2016**

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| **Year 6** | Book Title | Author if known | Good text for … |
|  | The Watertower | Gary Crew and Steven Woolman | Character and motive; inference; missing parts of the story; point of view; simile/metaphor; narrative writing; description; suspense |
|  | The Viewer | Gary Crew and Shaun Tan | Fantastical tale; metaphors and symbols of seeing and watching |
|  | The Kingdom Revealed | Rob Ryan | Old fashioned storytelling combined with art; about a boy who doesn’t want to be king; varied tenses; rich language |
|  | The Highwayman | Alfred Noyes | Similar/metaphor; narrative writing; description; suspense and tension |
|  | Stig of the Dump | Clive King | Character development; setting |
|  | Artemis Fowl | Eoin Colfer | Imaginative writng; figurative language |
|  | White Giraffe | Laurence St. John | Cross-curricular links |
|  | How to Live Forever | Colin Thompson | Inference, issues for discussion, visual literacy |
|  | Skellig | David Almond | Description; setting; predict the ending; suspense; difficult issues; relationships; equality |
|  | Street Child | Berlie Doherty | Topic links; character study |
|  | Daughter of the Sea | Berlie Doherty | Vocabulary and descriptive writing |
|  | Wonder | R.J. Palacio | Links to PSHE; use of colons |
|  | Tribes | Catherine MacPhail | Character description and changes; diary writing; letter of complaint; newspaper articles, recounts, suspense; links to PSHE and Shakespeare’s Romeo and Juliet (antisocial behaviour and gang disputes) |
|  | Kensuke’s Kingdom | Michael Morpurgo | Link to History topic; empathy with character’s POV; lots of grammar development; letter writing; diary; expanded noun phrases; news report; flashback writing; good for highlighting how to read a text aloud, use intonation and pace; using punctuation in a variety of ways, including semi-colons, colons, dashes and brackets; |
|  | War Horse | Michael Morpurgo | Link to History topic; lots of grammar development |
| Be aware; many secondary schools use this text | Private Peaceful | Morpurgo | History topic link; |
|  | The Sleeping Sword | Morpurgo | Myths and legends; rich vocabulary; plot and language are complex |
|  | I Believe in Unicorns | Morpurgo | Imaginative; viewpoints about the world; discussion |
|  | Beowulf  Youtube has a good animated version narrated by Derek Jacobi | Morpurgo | Links to Anglo-Saxon topic; building tension; short sentences; character and setting; story writing; rich extended vocab; descriptive passages; hyphenated adjectives; |
|  | Shackleton’s Journey | William Grill | Explorers; non-fiction; autobiography |
|  | The Person controller | David Baddiel | Grammar: embedded clauses, dashes and brackets |
|  | Wolf Brother | Michelle Paver | Description; inspires a variety of writing genres; cross-curricular links to topic; personification; powerful language and imagery; suspense; can be used in group reading; wide range of rich vocabulary |
|  | Goodnight Mr Tom | Michelle Magorian | WW2 theme; apostrophes, missing letters, colloquialisms; text types include letters; build a shelter in DT |
|  | There’s a boy in the girls’ bathroom |  | PSHE; issues and discussion; predictions; issues; character contrasts |
|  | Coraline | Neil Gaiman | Quirky story about a girl with a huge imagination; quite dark and scary; settings; suspense; prediction |
|  | Journey to Jo’burg | Beverley Naidoo | Issues and dilemmas; postcard writing; continuation of chapter 10; different culture |
|  | Varjak Paw | S.F.Said | Variation and comparison of characters; atmosphere and mood in setting; description; |
| Be aware; many secondary schools use this | The Boy in the Striped Pyjamas | John Boyne | Links to History topic; very challenging issue of the Holocaust; (check local secondary schools are not using this in Year 7 or 8) |
|  | Floodland | Marcus Sedgewick | Distopian world; issues for discussion; prediction; inference; solid sentence structures for teaching |
|  | The Adventures of Odysseus | Lupton, Morden and Balit | Non-fiction |
|  | Mouse, Bird, Snake, Wolf | David Almond and Dave McKean | Descriptive writing e.g. design own creature; inference; |
|  | The Savage | David Almond | Bullying; (be aware text includes death of father); PSHE book in which the boy writes a story, therefore good role model; edit and improve the boy’s story; newsreport |
|  | Cloud Busting | Malorie Blackman | Story told in first person verse |
|  | Pig Heart Boy | Malorie Blackman | Great for SPAG; point of view of different character; newspaper articles and diary writing |
|  | Cosmic | Frank Cottrell Boyce | Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Funny and engaging. Appeals to boys and girls. |
|  | Percy Jackman and the Lightning Thief | Rich Riordan | Novel and graphic novel and film! Very long text. Good vocabulary. |
|  | The Secret Garden | Frances Hodgson Burnett | Different types of sentences; word classes e.g. prepositions; suspense; emotive writing; conscience alley |
|  | Step by Wicked Step | Anne Fine | Older readers; suspense; |
| Can be used across year groups | Tuesday | David Weisner | Wordless text; inference and prediction; eye-witness report; news report, script |
|  | Rose Blanche | Roberto Innocenti | Conflicts and dilemmas promotes discussion and PSHE; vocabulary; prediction; inference; visual literacy; poetry writing |
|  | The Wedding Ghost | Leon Garfield and Charles Keeping | High level vocabulary |
|  | The Emperor’s Egg | Martin Jenkins | Brackets for parenthesis |
|  | One Tiny Turtle | Nichola Davies | Colons |
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|  | Moonbird | Joyce Dunbar | Dilemmas and issues – story of a deaf boy; discrimination; communication |
|  | The London Eye Mystery | Siobhan Dowd | Characterisation; (autistic narrator); first person; inference; monologues (dashes and ellipsis); adventure story; setting; information leaflets; suits all ability levels |
|  | One Dog and his Boy | Eva Ibbotson | About a boy who is told he must give back his dog; modern classic; rich language and vocabulary |
|  | Stormbreaker | Anthony Horowitz | Non-fiction writing e.g. news report; persuasive writing; lends itself to every genre for Year 6 - teachers loved it! |
|  | The Lie Tree | Frances Hardinge | Rich language; inference and deduction |
|  | The Valley of Secrets | Charmian Hussey/ Christopher Crump | Punctuation; complex sentences |
|  | Clockwork | Philip Pullman | Inspires all kinds of writing genres; author’s choice of language |
|  | Rooftoppers | Katherine Rundell | Poetic language; imagination; prize-winning book |
|  | The Viewer | Sean Tann and Gary Crew | Picture book; metaphors and symbols; inference |
|  | The Mystery of the Whistling Caves | Helen Moss | Easy to show how stories develop; character development |
|  | Where’s Wally | Martin Handford | Encourages expanded noun phrases |
|  | Gravity | Jason Chin | Earth and space topic; recounts |
|  | UFO Diary | Satoshi Kitamura | Earth and Space topic; explanation texts |
|  | The Arrival | Shaun Tan | Wordless text; mystery; dilemmas for discussion; fantasy; all genres of writing; belonging |
|  | The Rabbits | Shaun Tan | Inference |
| Be aware: many secondary schools use this | Holes | Louis Sacher | Range of cross-curricular work; fiction and non-fiction; flashbacks; diary; film available for comparison; non-chronological report; advertising campaign; setting; survival guide or instructions; passive voice; formal/informal; appeals to boys and girls; character analysis |
|  | The Hobbit (for most able readers) | Tolkein | Ethics, character discussion |
|  | Seabean (Trilogy) | S. Holding | Extended narrative |
|  | Tom’s Midnight Garden | Philippa Pearce | Meaning of unfamiliar words in context; finding synonyms; archaic language; broadening vocabulary (magpie words); use of all higher level punctuation; complex story structure; character development; building suspense; |