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Aspire Achieve Excel

Literacy
KNOWLEDGE ORGANISER
Year 7



Contents

Unit Sheets	3
Powerful Knowledge	5
Literacy Marking Policy	10
Subject Spellings	11
Practice Papers	18
Word of the Week	37
Revision Tools.....	48
Reading Log	60
12 before 12	96

Unit Sheets

This section of your Knowledge Organiser contains the unit sheets for each topic. Use them to make sure you know what is required at each stage of your learning.

Literacy - What's it all about?

This knowledge organiser is all about the skills needed to communicate clearly and effectively. Without these skills, writing can be unclear and may not express what it needs to. Good literacy allows writers to express ideas more concisely, so they will end up writing less. These skills should be 'always on' when we write. They are not just for English lessons.

Punctuation

Punctuation marks show where sentences, clauses and phrases begin and end. Correct punctuation will make sure writing makes sense and is clear to anyone reading it. Punctuation is important to building sentences and can signal a difference in meaning, such as girls vs. girl's.

Paragraphs

Paragraphs are used to show readers the order of writing. They let readers know when one idea has finished and a new one is beginning. New topics, places and times can be signalled by a change in paragraph.

Spelling

Accurate spelling helps make writing clear. Lots of words in English share sounds and this can make choosing the right spelling tricky. Different subjects may also use the same word in different ways, like *compound* or *conduct*. When the right word is chosen, it makes writing more accurate.

POWERFUL KNOWLEDGE

In this section you can find the key information your teachers want you to know, understand and be able to recall.

Punctuation		
Full stop	.	Indicates that a sentence has finished.
Capital letters	A...	Capital letters indicate that a new sentence has been started. They are also needed for names, places, organisations, days and months.
Comma	,	Separates phrases in a sentence. Separates clauses in a complex sentence and items in a list.
Question mark	?	Goes at the end of a question instead of a full stop.
Exclamation mark	!	Goes at the end of a dramatic sentence instead of a full stop to show surprise or shock. Only one is required at the end of a sentence if you are using it.
Apostrophe	'	Shows that letter(s) have been left out or indicates possession.
Speech marks	" "	Indicates direct speech - a character is talking. Remember to start a new line for a new speaker.
Quotation marks	' '	When writing non-fiction texts, words inside quotation marks are ones you have taken from another source.
Colon	:	Introduces a list, a statement or a quote in a sentence.
Semicolon	;	Separates two clauses that are related and of equal importance.
Dash	-	Separates extra information from the main clause by holding words apart. Used as a linking device in a sentence (e.g. 1914-1918). Can be used in dialogue when a speaker is interrupted.
Brackets	()	They separate extra information from the main clause and can be used by authors to add their own comments.
Ellipsis	...	To show a passage of time, to hook the reader and create suspense. Used in speech when the speaker does not finish their sentence. Also used when quoting in an essay to skip over irrelevant evidence.
Hyphen	-	Used to divide, combine and join words. Used to create compound adjectives (top-class) and for all compound numbers from twenty-one to ninety-nine.
Single inverted commas	' '	The titles of books, poems, movies, plays, games and television shows should be placed in single inverted commas.

Paragraphs

Paragraphs are the building blocks of a piece of writing. Each paragraph should be seen as a 'packet' of information, and this information is made up of sentences. All the information that belongs in that 'packet' should be kept in that paragraph. There isn't a set length that paragraphs should be; you should move to the next paragraph when you have finished with the idea that the paragraph is about.

Look at the following example:

The first sentence (topic sentence) should signal what the paragraph is about. It may need connecting to the paragraph before.

Although the Tiger tank has been called an outstanding design for its time, its design caused many problems for the German army. It has been called over-engineered, using expensive materials and labour-intensive production methods. The Tiger was also prone to certain types of track failures and breakdowns and was limited in range by its high fuel consumption. It was expensive to maintain, difficult to transport and vulnerable to immobilisation when mud, ice, and snow froze between its overlapping pattern road wheels, often jamming them solid. This was a problem on the Eastern Front in the muddy season and during periods of extreme cold.

The other sentences in the paragraph should expand on the topic, giving specific ideas. Think about the order the details go in - least to most important, time order, smallest to biggest.

The final sentence should show why the topic is important to the text.

Use the **TIPTOP** rule.

You move onto a new paragraph when you change:

Time: hours later, days later - even years later!

Person: when you focus on a different person or when a new person speaks.

Topic: when the focus of your writing changes.

Place: moving from one location to another.

To start a new paragraph, go to the next line and indent your first word. Do not skip a whole line.

Spelling

- Sound out the word.
- Think about how it looks.
- Think about a similar word.
- Is there a memory sentence for the word?
e.g. **B**ig **e**lephants cannot **a**lways **u**se **s**mall **e**xits = because
One collar, two **s**leeves = **n**ecessary
- Are there words you recognise within the word?
 - There is a 'lie' in 'believe'.
- Find the word, check:
 - the key words list,
 - the classroom display,
 - your own word bank,
 - a dictionary or spell checker.
- Ask a friend or teacher.
- To learn it: look, cover, write & check.
- Once you've solved it add the correct spelling to your own word bank on page

Common Homophones

Have - means to own or experience something.

You should have written the letter.

Of - expresses the relationship between a part and a whole.

It was a matter of time before he was caught.

Your is in relation to someone the speaker is addressing.

Your dog has run away.

You're is short for you are.

You're always chasing your dog.

To - indicates intention, direction or status.

I am going to the shop.

Two - is the number '2'.

There are two owls in the tree.

Too - indicates something extreme or in addition to.

There are too many owls.

Can I come too?

There shows position or indicates something.

Your seat is over there.

There are five boys in the class.

Their shows that 'they' own something.

Their blazers are navy.

They're is short for they are.

They're revising every day.

Other homophones to look out for:

affect	effect
except	accept
hear	here
whether	weather
Allowed	aloud

Literacy Marking Policy

Teachers will use these symbols when marking your written work:

p - this shows that you have missed out or used punctuation incorrectly (full stops, question marks etc.)

c - this shows that you have not used capital letters where required.

// - this means that you needed to start a new paragraph (indented when written and leave a line when typed)

sf - this means that what you have written is not in a properly formed sentence.

sp - you have spelt a word incorrectly and need to check the correct spelling in a dictionary (or if it is technical or subject specific language then this should be corrected by the teacher). **Record it in your corrections grid** - page

? - does this part make sense? Read it through to check.

Remember to improve your work once your teacher has marked it.

Subject Spellings**Maths**

negative

positive

sequence

time

probability

parallelogram

trapezium

decimals

fractions

perimeter

expanding

rotation

symmetry

angles

estimate

multiply

square

polygon

translation

Art

colour

shape

composition

painting

primary

secondary

describe

evaluate

explain

perspective

analyse

drawing

observation

sculpture

audience

relief

annotating

stimuli

stippling

Dance

action
dynamics
levels
unison
style
trio

energy
group
react
isolation
transition
creativity

independence
physical
process
accuracy
communication
rhythm

Geography

Asia
climate
diversity
economic
biome
latitude

communication
consequence
economy
environment
globalisation
agriculture

consequence
deindustrialisation
diverse
globalisation
remittances
temperature

History

castle

decade

rebellion

medieval

religion

causes

enemies

consequence

hierarchy

monarchy

democracy

equality

inference

peasantry

continuity

justify

progress

stagnation

English

because

feelings

reader

writer

create

opinion

excited

worried

experience

narrative

analysis

illustrate

persuasive

sympathy

inquisitive

morose

sympathetic

terrified

Music

bass

rhythm

crotchet

quaver

samba

brass

chord

group

cello

dynamics

ensemble

semibreve

crotchet

notation

treble clef

choir

metronome

orchestra

PE

goal

tackle

ruck

scrum

dribble

travel

twist

analysis

cartwheel

circuit

distance

backhand

burpees

forehand

javelin

fartlek

maul

persevere

RE

believe

prayer

respect

worship

festival

idol

temple

Christianity

Hinduism

mandir

prayer

afterlife

Baptism

devotion

Ganesh

Bethlehem

crucifixion

karma

monotheistic

Science

kinetic

particle

react

control

evaporate

measure

predict

bulb

switch

average

evaporation

filtration

repeatable

variable

amplitude

frequency

thermometer

vibrate

Drama

actor
curtain
rehearse
theatre
costume
express

freeze
position
voice
character
exit
light

character
theatrical
inspire
dramatisation
lighting
movement

ICT

disk
computer
mouse
program
click
graphics
spreadsheets
spyware
virus
algorithm
cyberstalking
decomposition

iteration
selection
antivirus
firewall
malware
pseudocode

Food

diet

prepare

knife

sieve

slicing

balanced

cleanliness

healthy

instructions

ingredients

recipe

scramble

surface

whipping

whisking

cutlery

spatula

PRACTICE PAGES

In this section of your Knowledge Organiser you will be able to work on practice examples – in class and at home as independent tasks.

Punctuation

Full Stops and Capital Letters

Look at the following example:

The start of the sentence needs a capital letter.

Every Sunday, Sue buys her mother a bunch of flowers.

Days need capital letters, as do people's names.

A full stop shows the sentence has ended.

Correct the following examples by putting in capital letters and full stops:

1. i've got tickets to see manchester city play liverpool on Saturday
2. paris is the capital city of france
3. my mum told me off for being late for sunday dinner
4. we studied queen victoria in history
5. she bought a coca-cola from macdonald's

A sentence must make sense on its own. Look at this example:

These are separate simple sentences. They both contain a main verb and need their own full stop. They make sense on their own.

I catch the bus in the morning. It arrives at 8am.

Now correct the following examples by adding or removing full stops:

1. She packed her suitcase it was full to bursting
2. He finished his drink. In one gulp.
3. Chocolate is Jane's favourite food however she also likes marshmallows
4. Blowing through the trees. The wind bullied the branches.
5. "What a mess" he said "It's about time someone cleaned up"

More Full-Stop Therapy:**Put full stops into the following:**

I found him in the garage on a Sunday afternoon It was the day after we moved into Falconer Road The winter was ending Mum had said we'd be moving just in time for the spring Nobody else was there Just me The others were inside the house with Doctor Death, worrying about the baby He was lying there in the darkness behind the tea chests, in the dust and dirt It was as if he'd been there forever He was filthy and pale and dried out and I thought he was dead I couldn't have been more wrong I'd soon begin to see the truth about him, that there'd never been another creature like him in the world

Put full stops and capital letters in the following:

an old legend says that in 1100bc a king called brutus came from troy and settled in britain he travelled around and finally found a spot on banks of the thames to be his capital he called it new troy he was buried at the white hill where the tower of london is today he defeated two giants called gog and magog and took them back to london to guard the gates of the city

Fix the following with full stops and capital letters:

There are similarities between plant and animal cells and a bacterium they all share a cell membrane and cytoplasm bacterium also have a cell wall around them, like plant cells however unlike most plant and animal cells, it has no nucleus instead, it has a circular strand of DNA, called a plasmid, that floats in the cytoplasm

Commas

Look at the following examples:

The items in a list can be separated with commas.

The doctor's uniform consisted of a white coat, stethoscope, gloves and mask.

The final item is connected with 'and'.

Adverbials at the front of a sentence will need a comma.

At the end of the game, the referee blew his whistle, showing that the match had finished.

Separate dependent and independent clauses with commas.

Take a light approach to commas. If in doubt, leave it out!

Correct the following examples:

1. Being first to arrive he sat down in the front row.
2. Frightened by the tremendous explosion the soldiers bolted to their dug-out.
3. After the party she went straight to bed.
4. Under the table tucked in a bag a stash of chocolate awaited discovery.
5. Bruce told her to be quiet but she started to growl roar howl and scream

More comma therapy:**Choose the correct sentence from the following:**

- a) My pens are blue and red, yellow, green.
- b) My pens are blue, red, yellow, green.
- c) My pens are blue, red, yellow and green.

- a) The cake had cherries, currants, and icing.
- b) The cake had cherries, currants and icing.
- c) The cake had cherries and currants, icing.

- a) The weather was dull and misty and, wet and cloudy.
- b) The weather was dull, misty and wet and cloudy.
- c) The weather was dull, misty, wet and cloudy.

Look at these sentences and decide whether they need a comma or not. Either put the comma in the correct place or tick the sentence:

1. I chased the purse-snatcher but he got away.
2. I chased the purse-snatcher but lost him.
3. He thought quickly but still did not answer correctly.
4. Yesterday was her brother's birthday so she took him out to dinner.
5. He walked all the way home and he shut the door.
6. If you are ill you ought to see a doctor.
7. The cat scratched at the door while I was eating.
8. When the snow stops falling we'll clear the driveway.
9. For a change I had toast for breakfast.
10. He went to bed because he was tired.

Apostrophes for possession

Look at the following examples:

Apostrophes show possession of an object or quality.

Sarah's anger was getting worse. It was always her brother's fault.

His phone's screen was broken beyond repair.

When plural, the apostrophe follows the -s.

The twins' only difference was their hair colour.

The people's votes have been cast.

This does not count when the plural is made without an -s (children, women, men).

Correct the following examples (treat as singular):

1. The cats whiskers are covered in milk.
2. I will go with you to Colins house.
3. I put the dogs bowl in the cupboard.
4. Janes clothes are always in style.
5. The old ladys house was made of sweets.

Correct the following examples (treat as plural):

1. The cats whiskers are covered in milk.
3. The childrens toys need to be put away.
4. I put the dogs bones in the cupboard.
5. The girls bathing suits are in the dryer.
6. Mr Jones lessons were always interesting.

Apostrophes for Omission

Look at the following examples:

When using contractions, an apostrophe shows where letters have been missed out.

They haven't brought their equipment.

He won't listen to their excuses.

Some words change their form when contractions are used (will not = won't)

Correct the following examples with apostrophes:

- 1. I cant go with you.
- 2. Lets go.
- 3. I dont think so.
- 4. Im going to head down to Cabot Circus.
- 5. Youll save money online.

What contractions could you use in these sentences?

- 1. Those are not the droids you are looking for. _____
- 2. We have been having lots of fun in science classes. _____
- 3. Why is the dog eating from the cat's dish? _____
- 4. I have always wanted to be able to run fast. _____
- 5. Jade has been swimming since she was 6 months old! _____

Speech Marks

Look at the following example:

When using direct speech, the words that are spoken go between the speech marks. If using a reporting clause, this will end in a comma.

The reporting clause (said...) will end in a full stop.

"Come on now," said the man. "Where's the money?"

"Don't give it to him," said the woman. "Don't give it to him Billy."

"Give it to me." The father advanced on the boy, his teeth showing under his big moustache. "Where's the money?" he almost whispered.

The boy looked him straight in the eyes.

"I lost it," he said.

A new speaker needs a new line.

Correct the following by adding speech punctuation:

1. Ouch You're standing on my foot Jim said
2. Mmm said Lizzie I've been looking forward to this chocolate all day
3. Hurry! The bus is about to leave Percy said
4. Go yelled Tim Rangers get out of here
5. I wonder remarked the scientist if this will work

Write a sentence containing direct speech for each of the following:

1. Ordering a pizza _____
2. Telling someone off _____
3. Meeting a friend _____
4. Realising you're late _____
5. Asking for help _____

Brackets

Look at the following example:

Brackets are used to add extra information to a sentence.
If removed, the sentence should still make sense.

Joe Biden (who would go on to become the 46th president in 2020) served as Barack Obama's vice-president.

Place brackets around the correct parts of the following:

1. KFC formerly known as Kentucky Fried Chicken is a popular fast food chain.
2. Jurassic Park 1993 was the first in the series of dinosaur-themed blockbusters.
3. Elton John real name Reginald Dwight is a famous musician.
4. New York City still New Amsterdam in 1655 had swelled to 1,500 residents.
5. It turns out that Star Lord's father is an evil planet yes, really who wants to use his son to conquer the universe.

Semi-colons

Look at the following example:

Semi-colons are used to separate two closely related sentences. They do not need a capital letter after them.

The story was thrilling; the whole class were gripped from start to finish.

Join up the pairs of clauses correctly. Use a semi-colon to separate them:

I love her _____

however, some would not.

The play was boring _____

it was really interesting.

He was feeling nervous _____

she means the world to me.

I read a book _____

I fell asleep half way through.

Many would agree _____

his mouth felt very dry.

Spellings

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Word of the Week

IN ACTION

Blank box for writing the word in action.

SEE IT

Blank box for drawing or illustrating the word.

Blank box for writing the word.

DEBATE IT

Dotted lines for writing a debate.

USE IT

Dotted lines for writing the word in context.

IN ACTION

Blank box for writing the word in action.

SEE IT

Blank box for drawing or illustrating the word.

Blank box for writing the word.

DEBATE IT

Dotted lines for writing a debate.

USE IT

Dotted lines for writing the word in context.

IN ACTION	SEE IT
DEBATE IT	USE IT
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

IN ACTION	SEE IT
DEBATE IT	USE IT
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

IN ACTION	SEE IT

DEBATE IT	USE IT
.....

IN ACTION	SEE IT

DEBATE IT	USE IT
.....

<i>IN ACTION</i>	<i>SEE IT</i>
<i>DEBATE IT</i>	<i>USE IT</i>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<i>IN ACTION</i>	<i>SEE IT</i>
<i>DEBATE IT</i>	<i>USE IT</i>
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REVISION TOOLS

Use this section of your Knowledge Organiser to support you with revision.

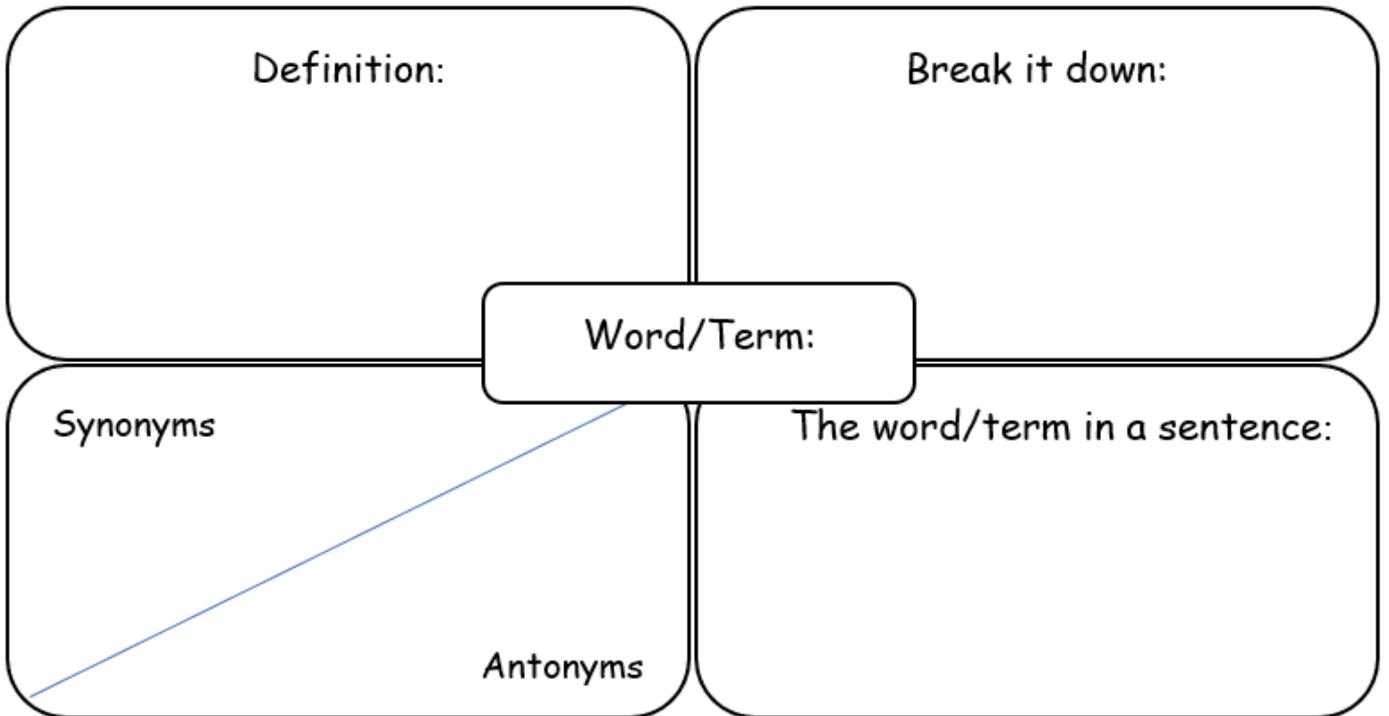
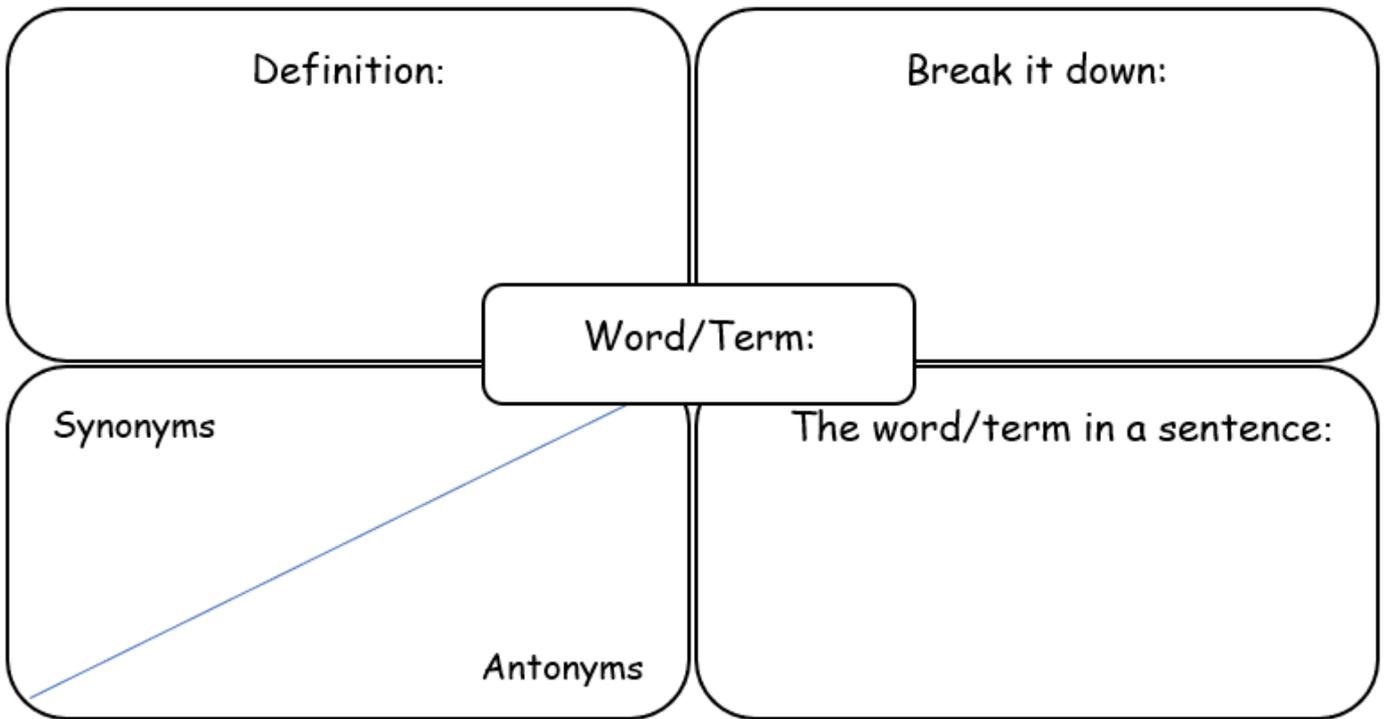
Test yourself and then use the revision resources to help you fill the gaps in your knowledge.

New Vocabulary

Use Frayer grids to help you learn new words.

Definition:	Break it down:
Word/Term:	
Synonyms Antonyms	The word/term in a sentence:

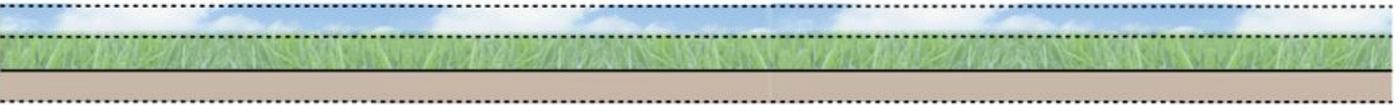
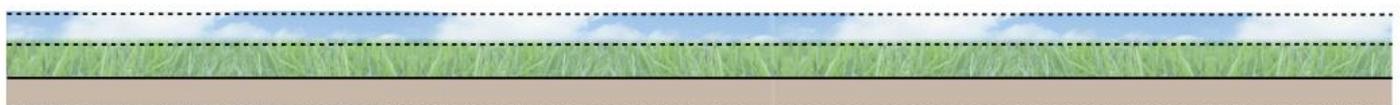
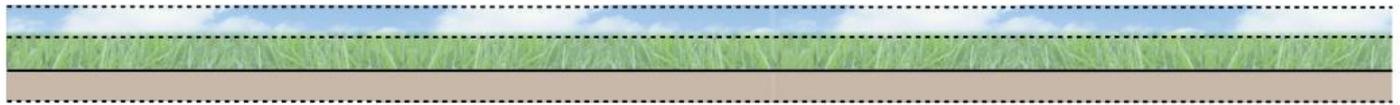
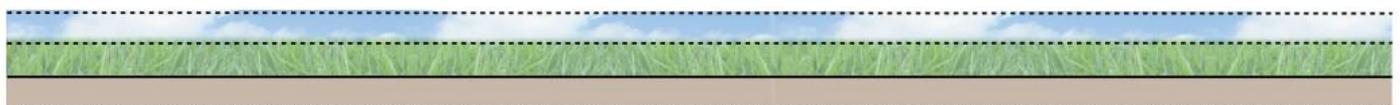
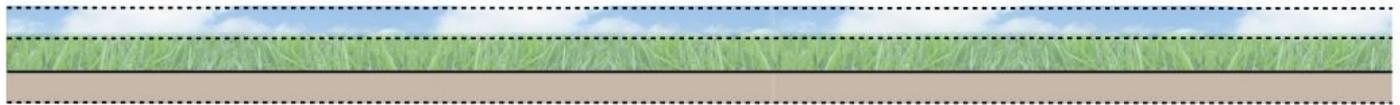
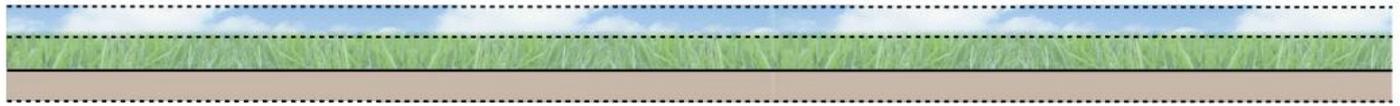
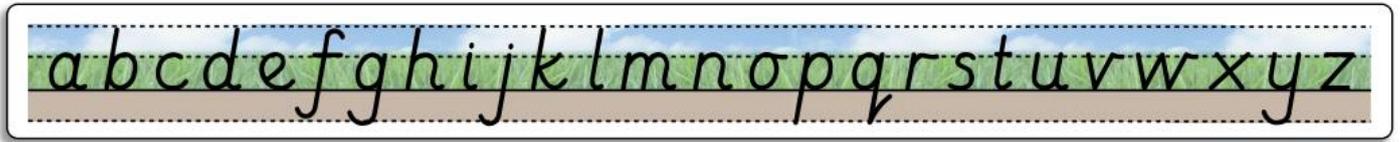
Definition:	Break it down:
Word/Term:	
Synonyms Antonyms	The word/term in a sentence:



Handwriting

Practise your handwriting. Use the ground, grass and sky lines to help form your letters.

Subject Reading Lists



French

Allons-y magazine

Bonjour magazine

Boule et Bill

Tintin

Le Petit Prince (bilingual edition)

History

The Middle Ages

Abigail Wheatley

A brief history of life in the middle ages

Martyn Whittock

Horrible Histories: Terrifying Tudors

Wicked Wales: The Troublesome Tudors and the Sleazy Stuarts

Catrin Stevens

The Industrial Revolution (All about)

Peter Hepplewhite

Industrial Revolution for Kids: The People and Technology

C Mullenbach

Geography

The Glass Collector

Anna Perera

A Long Walk to Water

Linda Sue Park

The Boy who Harnessed the Wind

William Kamkwamba

Swimming in the Monsoon Sea

Shyam Selvadurai

Bamboo people

Mitali Perkins

In the Shadow of the Banyan

Vaddey Ratner

The Carbon Diaries 2015

Saci Lloyd

The Carbon Diaries 2017

Saci Lloyd

Who are Refugees and Migrants

Michael Rosen

Refugee

Alan Gratz

Words in the Dust

Trent Reedy

Earth-Shattering Earthquakes (horrible geography)

Anita Ganeri

The Ones That Disappeared

Zana Fraillon

Africa, Amazing Africa
Between Shades of Gray

Atinuke
Ruta Sepetys

RE

The Lion, the Witch and the Wardrobe
The Boy in the Striped Pyjamas
Harry Potter and the Philosopher's Stone

C. S. Lewis
John Boyne
J. K. Rowling

Maths

Maths Games for Clever Kids

Sudoku for Teenagers: 200 sudokus with solutions
300+ Mathematical Pattern Puzzles (Improve your math fluency)
Tangrams: 50 Puzzles paperback
Blockhead: The Life of Fibonacci
What's the Point of Maths?
The Boy Who Loved Math
Sir Cumference and the Knights of the First Round Table

Gareth Moore and
Chris Dickason

Chris McMullern
R J Clarke
Josph D' Agnese
DK
Deborah Heiligman
Cindy Neuschwander

English

Hello Lighthouse
Merci Suarez Changes Gears
A Few Red Drops
The Poet X
Lark
Chinese Cinderella
Twelve Minutes to Midnight
Descriptosaurus
Descriptosaurus: Fantasy

Sophie Blackall
Meg Medina
Claire Hartfield
Elizabeth Acevedo
Anthony McGowan
Adeline Yen Mah
Christopher Edge
Alison Wilcox
Alison Wilcox

Descriptosaurus: Ghost Stories	Alison Wilcox
Descriptosaurus: Action and Adventure	Alison Wilcox
KS3 SPaG workbook	CGP
KS3 English Study Guide	CGP
KS3 Spag 10 min tests	CGP
KS3 Spag English study guide	CGP
Science	
A Short History of Nearly Everything (younger edition)	Bill Bryson
The Periodic Table Book	
Women in Science	
Horrible Science	
Look Inside Your Body	Usborne
Questions and Answers about Space	
Questions and Answers about Science	
On the Origin of Species (different edition)	Sabina Radeva
Beetle Boy	M. G. Leonard
Pig Heart Boy	Malorie Blackman
George's Secret Key to the Universe	Lucy and Stephen Hawking
Itch	Simon Mayo
The Diary of Curious Cuthbert	Jack Challoner
Product Design	
Making It: Manufacturing Techniques for P. D.	Chris Lefteri
Jonny Ive: The Genius Behind Apple's Greatest Products	Leander Kahney
Tim Cook: The Genius who took Apple to the Next Level	Leander Kahney

Contemporary Design, Classics of Modern Design	Catherine McDermott
Process: 50 Product Designs from Concept to Manufacture	Jennifer Hudson
The Eco-Design Handbook	Alistair Faud-Luke
The Arts & Crafts Companion	Pamela Todd
Bauhaus	Benedict Taschen
Memphis	Bigitte Fitoussi
Design Modelling - Visualising Ideas in 2D and 3D	John Bairstow
See Inside: How Things Work	Usborne
See Inside: Bridges, Towers and Tunnels	Usborne
See Inside: Inventions	Usborne
See Inside: Energy	Usborne