



# St Mawes Reading Spine and Reading Progression

Our reading spine is a collection of recommended books which are considered to be 'must-reads' for everyone. The books in this collection consist of class core texts, recommended independent reads and class shared texts. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all St Mawes pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

The aim of this reading spine is to provide an extensive list of books across EYFS, KS1 and KS2 which will be used by class teachers to support the teaching of reading in their classroom. At St Mawes School we teach children to read so, in turn, they can read to learn.

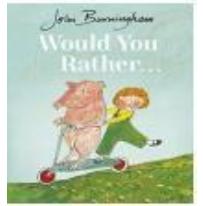
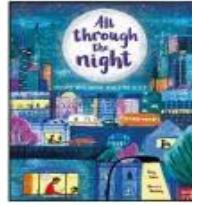
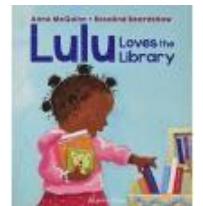
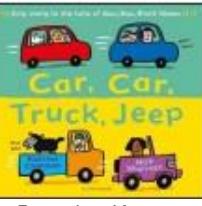
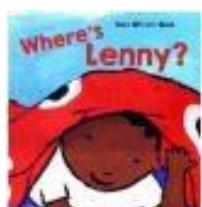
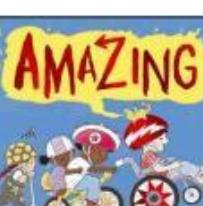
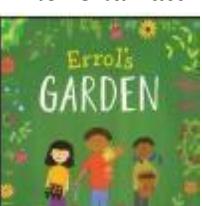
Reading for pleasure is at the heart of our reading spine and we strive to include a range of texts that will allow our children to progressively broaden their knowledge of the world around them and develop a rich, wide vocabulary that will carry them into secondary school as successful readers. Our text selection allows for a broad and balanced range of authors, text types and genres.



## Nursery-Foundations for a love of reading

The Foundations for a Love of Reading books foster a strong Reading for Pleasure culture in our Early Years setting, while developing children's language.

From the start of Nursery, our pupils have lots of opportunities to engage with books that fire their imagination and interest, as well as immersing them in language they would not otherwise be exposed to. They are also be provided with a range of high-quality books to choose and read (in their own words), as well as to share with an adult.

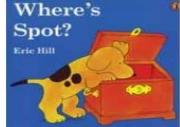
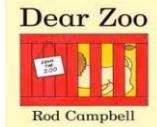
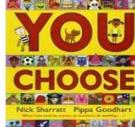
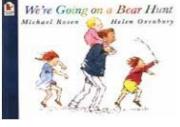
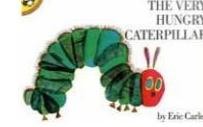
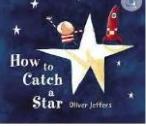
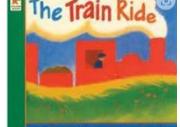
Autumn	Spring	Summer
 <p>Kindness Makes Us Stronger by Sophie Beer</p>	 <p>Would You Rather by John Burningham</p>	 <p>All through the night by Polly Faber and Harriet Hobday</p>
 <p>Monster Clothes by Daisy Hirst</p>	 <p>Lulu Loves the Library by Anna McQuinn</p>	 <p>Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt</p>
 <p>Where's Lenny? By Ken Wilson-Max</p>	 <p>Amazing written by Steve Antony</p>	 <p>Errol's Garden written by Gillian Hibbs</p>

## Nursery-Rhyme Time

We lay the best possible foundations in Nursery for Phase 2 phonics in Reception with our nursery rhyme activities, phonological awareness and oral blending games.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>1,2,3,4,5, Once I Caught a Fish Alive  A Sailor Went to Sea  Baa, Baa, Black Sheep  Down at the Station Hickory, Dickory, Dock  Hey, Diddle, Diddle</p> <p>Pat-a-cake  Row, Row, Row Your Boat  Twinkle, Twinkle Little Star  Humpty Dumpty  Incy Wincy Spider</p>	<p>Ring-a-ring-a-roses  The Grand Old Duke of York  Wind the Bobbin Up  Jack and Jill  Mary, Mary, Quite Contrary</p> <p>Miss Molly Had a Dolly One, Two, Buckle My Shoe  Round and Round the Garden The  Wheels on the Bus  Old King Cole</p>	<p>Old Mother Hubbard  There Was an Old Lady  I'm A Little Teapot  If You're happy and You Know it  It's Raining, Its Pouring</p> <p>Five Green Speckled Frog  Mary Had a Little Lamb  Pop! Goes the Weasel  Head, Shoulders, Knees and Teas  This Old Man</p>

# Nursery Reading Spine and Progression of skills

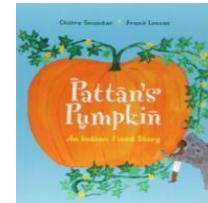
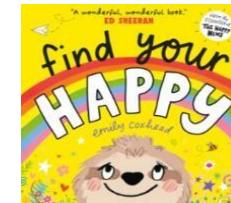
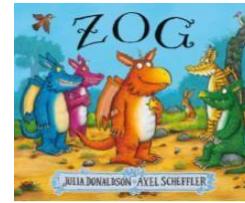
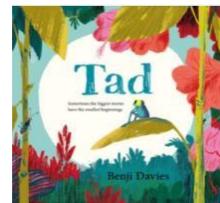
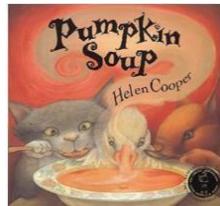
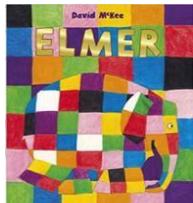
Nursery Progression					
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of sounds	satpin	mdgocke	urhbflj	vwyzquch	ckxshthngnk
Autumn		Spring		Summer	
<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Use a wider range of vocabulary.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Sing a large repertoire of songs.</li> </ul> <b>Literacy (Reading)</b> <ul style="list-style-type: none"> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>-print has meaning</li> <li>-the names of the different parts of a book</li> <li>-print can have different purposes</li> <li>-page sequencing</li> <li>-we read English text from left to right and from top to bottom</li> </ul> </li> </ul>		<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <b>Literacy (Reading)</b> <ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in a word</li> </ul> </li> <li>Recognise words with the same initial sound, such as money and mother.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>		<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Use longer sentences of four to six words.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <b>Literacy (Reading)</b> <ul style="list-style-type: none"> <li>Understand the five key concepts about print</li> <li>We read English text from left to right and from top to bottom</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in a word</li> </ul> </li> <li>Recognise words with the same initial sound, such as money and mother</li> </ul>	
<p>This is a collection of recommended books which are considered to be 'must-reads' for Nursery</p> <p><b>Favourite story time books</b></p>					
					
					

# Reception Reading Spine and Progression of Skills

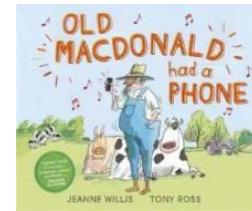
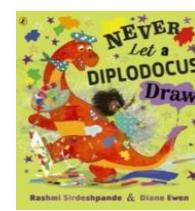
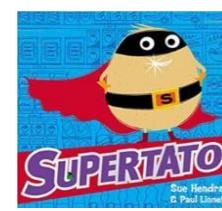
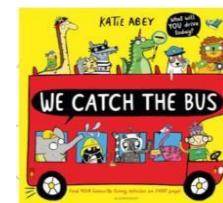
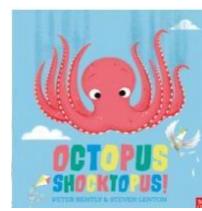
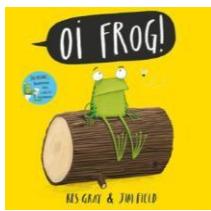
Autumn Term	Spring Term	Summer Term
<b>Phase 2 Graphemes</b> satpinmdgockckeurhbf ffllssjvwxyzzqu words with -s /s/ added at the end (hats sits)ch sh th ng nk	<b>Phase 3 Graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp	<b>Phase 4</b> short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC, longer words compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est, long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC,
<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> <li>Engage in story times.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Engage in non-fiction books.</li> <li>Engage in story times.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<b>Communication and Language (linked to reading)</b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
<b>Literacy (Comprehension) End of year expectation:</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>		
<b>Autumn Term Topic Linked Books</b> <i>Nice to Meet You!</i> <ul style="list-style-type: none"> <li><b>The Colour Monster</b> Anna Llenas</li> <li><b>Only One You</b> Linda Kranz</li> <li><b>Super Duper You</b> Sophy Henn</li> <li><b>What Makes Me A Me?</b> Ben Faulks</li> <li><b>Little Red Riding Hood</b> Traditional</li> <li><b>Giraffe is Left Out</b> Sue Graves</li> </ul>	<b>Spring Term Topic Linked Books</b> <i>Do You Remember When...?</i> <ul style="list-style-type: none"> <li><b>The Smartest Giant in Town</b> Julia Donaldson</li> <li><b>The Emperor's New Clothes</b> Traditional</li> <li><b>Aliens Love Underpants</b> Claire Freedman</li> <li><b>Rosie's Hat</b> Julia Donaldson</li> <li><b>Lost in the Toy Museum</b> David Lucas</li> <li><b>Dogger</b> Shirley Hughes</li> </ul>	<b>Summer Term Topic Linked Books</b> <i>Ready, Steady, Go!</i> <ul style="list-style-type: none"> <li><b>The Little Red Hen</b> Traditional</li> <li><b>Jack and the Beanstalk</b> Traditional</li> <li><b>The Very Hungry Caterpillar</b> Eric Carle</li> <li><b>Supertato</b> Paul Linnet/Susan Hendra</li> <li><b>The Runaway Pea</b> Kjartan Poskitt</li> <li><b>The Extraordinary Gardener</b> Sam Boughton</li> </ul>
<b>Autumn Term Topic Linked Books</b> <i>Big Adventures with Little Feet</i> <ul style="list-style-type: none"> <li><b>Handa's Surprise</b> Eileen Browne</li> <li><b>What the ladybird heard</b> Julia Donaldson</li> <li><b>You can't take an elephant on the Bus</b></li> <li><b>One day on our blue planet</b></li> <li><b>My Gumpy's Outing</b></li> <li><b>Rumble in the Jungle</b></li> </ul>	<b>Spring Term Topic Linked Books</b> <i>How Big is Big?</i> <ul style="list-style-type: none"> <li><b>Big Bear, Little Bear</b> - David Bedford and Jane Chapman</li> <li><b>A Dinosaur Called Tiny</b> by Alan Durant</li> <li><b>Big Bear, Little Brother</b> by Carl Norac</li> <li><b>The Boy Who Built the Boat</b> by Ross Mueller and Craig Smith</li> <li><b>The Little Storm Cloud</b> by Chuck Goodwin</li> <li><b>Giant Tess</b> by Dan Yaccarino</li> </ul>	<b>Summer Term Topic Linked Books</b> <i>I Wonder What's at the Seaside?</i> <ul style="list-style-type: none"> <li><b>The Lighthouse Keepers Lunch</b> by David Armitage and Ronda Armitage</li> <li><b>The Snail and the Whale</b> by Julia Donaldson</li> <li><b>Sharing a Shell</b> by Julia Donaldson</li> <li><b>Billy's Bucket</b> by Kes Gray</li> <li><b>Animal facts (non-fiction)</b></li> <li><b>First book of the sea (anthology of poems)</b></li> </ul>

In addition to the topic linked books, this is a collection of recommended books which are considered to be 'must-reads' for Reception.

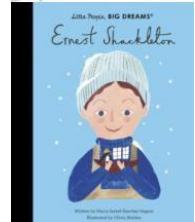
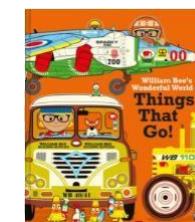
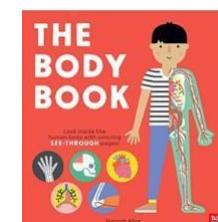
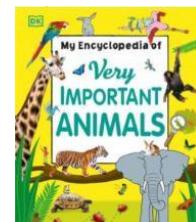
### Favourite story time books



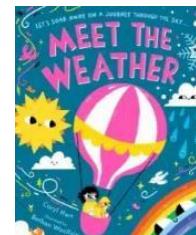
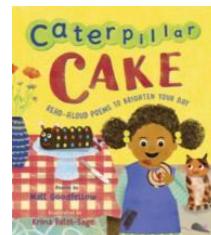
### Funny books



### Non-fiction



### Poems and Rhymes



# KS1 Reading Spine and Progression of Skills

KS1		
<b>Little Wandle Year 1 Overview *See Progression document</b>		
<p>All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. The expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.</p>		
<u>Reading for Pleasure Progression</u>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<ul style="list-style-type: none"> <li>➤ Know there are different kinds of books.</li> <li>➤ Know the difference between a story and information book.</li> <li>➤ Find the title, author and illustrator of a book.</li> <li>➤ Know some familiar stories.</li> <li>➤ Recognise familiar story language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Say what they like/dislike about a book.</li> <li>➤ Say if a story reminds them of another story or experience.</li> <li>➤ Listen to others ideas about a book.</li> <li>➤ Read familiar story language in stories read to me.</li> <li>➤ Retell key stories.</li> <li>➤ Recognise rhyming language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Say whether they agree or disagree with others' ideas.</li> <li>➤ Say why they agreed or disagreed.</li> <li>➤ Recognise repeated patterned language in poems and rhymes they know. Know some poems and rhymes off by heart.</li> </ul>
<b>KS1 Autumn Term Topic Linked Books</b> <i>Home and Away</i>	<b>KS1 Spring Term Topic Linked Books</b> <i>The Big Build</i>	<b>KS1 Summer Term Topic Linked Books</b> <i>All Aboard</i>
<b>Handa's Surprise</b> by Eileen Browne <b>Mousehole Cat</b> by Antonia Barber <b>The Mermaid of Zennor</b> by Charles Causley <b>The Tyger</b> by William Blake <b>Mama Panya's Pancakes</b> by Mary and Rich Chamberlain	<b>The Three Little Pigs</b> (Traditional Tale) <b>How was that built?</b> -Stories behind awesome structures by Roma Agrawal <b>See inside famous buildings-</b> by Rob Lloyd Jones <b>What We'll Build: Plans For Our Together Future</b> by Oliver Jeffer <b>Let's build a house</b> by Mick Manning	<b>Grace Darling</b> (non-fiction) <b>Lighthouse Keepers Lunch</b> by David Armitage <b>The Snail and the Whale</b> by Julia Donaldson <b>Mr. Gumpy's Outing</b> by John Burningham <b>The Owl and the Pussycat</b> by Edward Lear
<b>KS1 Autumn Term Topic Linked Books</b> <i>Who am I?</i>	<b>KS1 Spring Term Topic Linked Books</b> <i>Dress to Impress</i>	<b>KS1 Summer Term Topic Linked Books</b> <i>The Circle of Life</i>
<b>Little Red Riding Hood</b> (traditional tale) <b>Confetti</b> by Dean Atta <b>Who am I?</b> (poem) <b>The Gruffalo's Child</b> by Julia Donaldson <b>The Rainbow Fish</b> by Marcus Pfister <b>The Nativity Story</b>	<b>The Smartest Giant in Town</b> by Julia Donaldson <b>Aliens Love Underpants</b> by Claire Freedman <b>Materials</b> (non-fiction) <b>The Quangle Wangle's Hat</b> by Edward Lear <b>Mrs Noah's Pockets</b> by Jackie Morris <b>The Emperor's New Clothes</b> (traditional tale)	<b>Let's go to the zoo</b> (poetry) <b>The Wind in the Willows</b> by Kenneth Grahame <b>Animal Lifecycles</b> (non-fiction) <b>The Squirrels who Squabbled</b> by Rachel Bright <b>Anansi the Spider</b> (traditional tale from another culture)

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### Favourite story time books



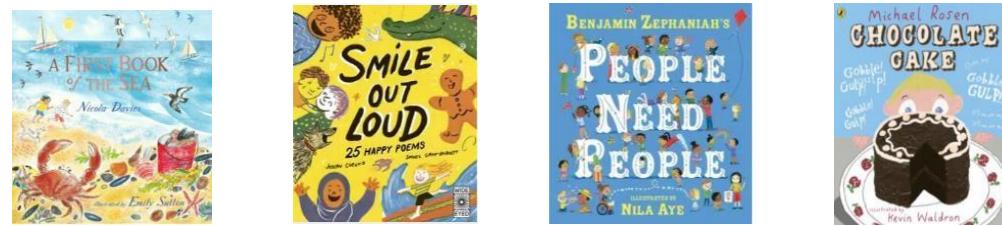
### Classic Picture books



### Non-fiction

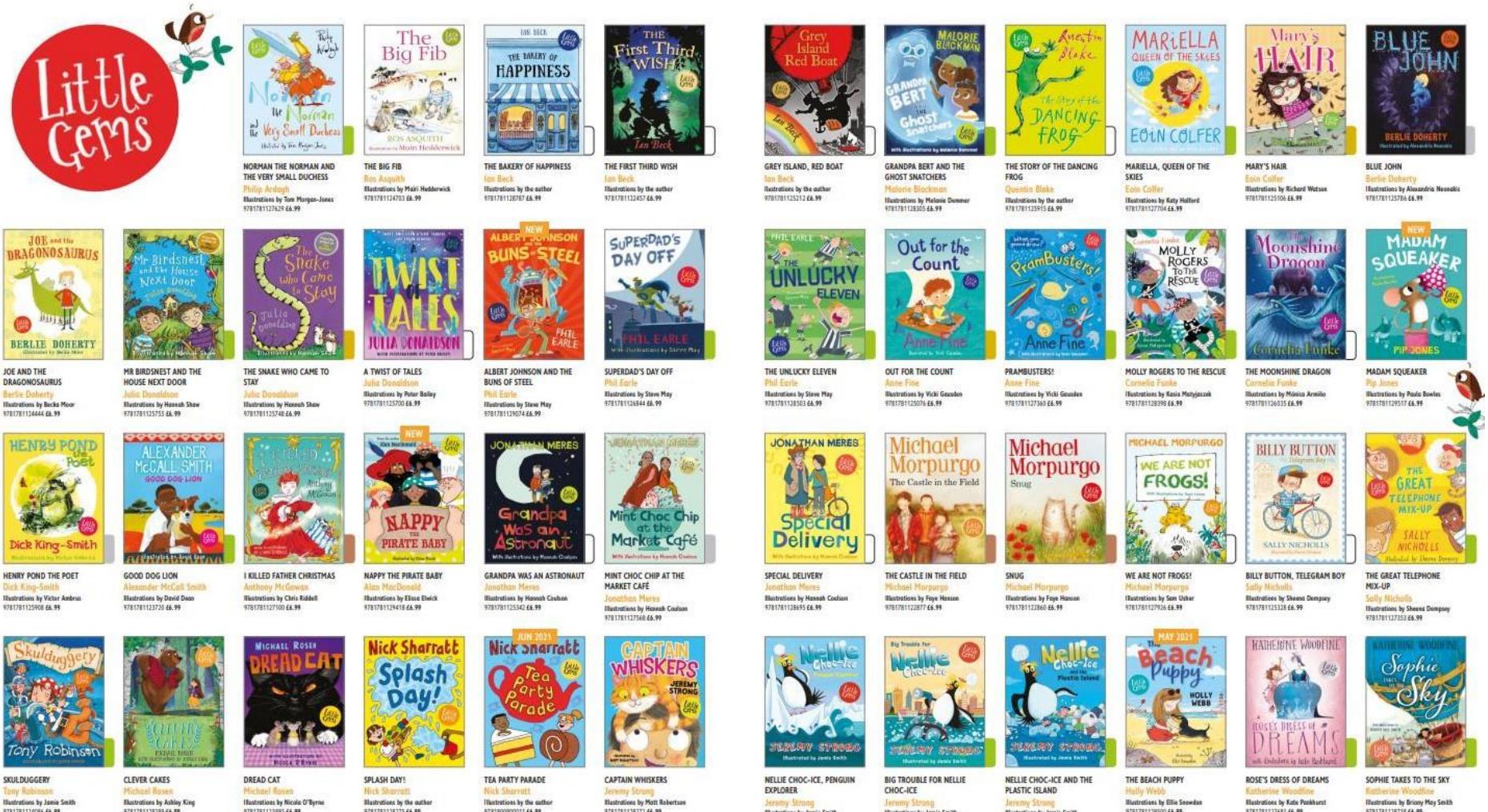


### Poems and Rhymes



# LITTLE GEMS – FIRST CHAPTER BOOKS and Year 2 Progression of Skills

We have invested in this set of books for the children who have completed the Little Wandle programme. This range of fully-illustrated first chapter books will build children's reading speed and stamina, helping them to access longer texts. Special features include a child-friendly chunky format, gently-tinted heavy paper and well-spaced layouts.



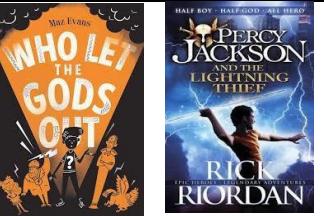
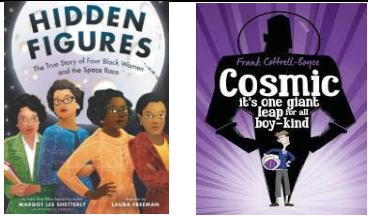
## Year 2

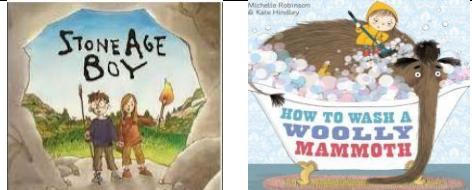
	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<u>Sample question stems</u>
<b>V</b> <b>Vocabulary</b>	To check that the text makes sense to them. If it doesn't, then re-read it.	I can identify words which I am unsure of. I can read the rest of the sentence to help me decide what they word might mean.	I can discuss language and decide what it means.	Can you find a noun/verb/adjectives that shows you...? Why do you think the author chose this word to describe....? Find adjectives to describe....
<b>I</b> <b>Inference</b>	To be provided with a clue and make an inference, for example 'He is wearing a coat' so it must be cold.	To decide how a character is feeling or know why they might do something, based on a clue in the text.	To look for clues in a text to tell me about a character's feelings, thoughts and motives.	What do you think .... means? When do you think? How do you think?
<b>P</b> <b>Predict</b>	To predict what might happen next.	To predict what might happen to a character, based on what I know about them.	To predict what might happen based on what I have read.	Where do you think... will go next? What will they say/do? How will this end?
<b>E</b> <b>Explain</b>	To know the word setting, character and plot.	To discuss what I liked or disliked about a text.	To discuss what I have read as a class.	What is the same/different about the characters? Explain why they did that.
<b>R</b> <b>Retrieve</b>	To know how to scan a text to find a key word.	To scan a text to find a key word to answer a question.	To retrieve information from a text.	Who is the main character? When/where was the story set? Tell me three facts you have learnt from the text
<b>S</b> <b>Summarise</b>	Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	To discuss what happens in a text.	I discuss what happens in a text in detail.	What happens at the beginning, middle and end? What is the dilemma? Explain what happens in 1 sentence.

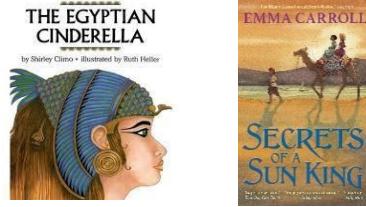
# KS2 Reading Spine and Progression of skills

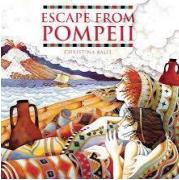
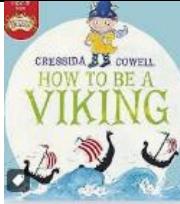
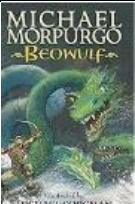
\*See the separate progression of skills document to show what should be taught/assessed and when.

## Topic Linked Texts

Year A	Autumn Term <i>Cornwall</i>	Spring Term <i>Ancient Greeks</i>	Summer Term <i>To the Stars</i>
<b>Class Text (Fiction)</b>			
This book is read daily to the whole class for 15 minutes. This text is also used for whole-class reading lessons or as a writing stimulus.			
<b>Poetry</b>	<b>The poetry of Charles Causley</b>	<b>Siren Song</b> Rachel Piercy	<b>My shadow</b> Robert Louis Stevenson
<b>Non-Fiction</b>	<b>The Book of St Mawes</b> Chris Pollard	<b>Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greece</b>	<b>Hidden Figures: The Untold Story of the African American Women Who Helped Win the Space Race</b>

Year B	Autumn Term <i>Britain in the Blitz</i>	Spring Term <i>The Stone Age</i>	Summer Term <i>Circle of Life</i>
<b>Class Text (Fiction)</b>			
This book is read daily to the whole class for 15 minutes. This text is also used for whole-class reading lessons or as a writing stimulus.			
<b>Poetry</b>	<b>Dulce et Decorum Est</b> Wilfred Owen <b>Dawn After the Raid</b> Timothy Corsellis	<b>I was born in the Stone Age</b> Michael Rosen	<b>Invictus</b> William Ernest Henley
<b>Non-Fiction</b>	<b>First News: Concentration Camps</b>	<b>A Pebble in My Pocket- A History of Our Earth-</b> Meredith Hooper	<b>The Variety of Life</b> by Nicola Davies

Year C	Autumn Term <i>Amazing Amazon</i>	Spring Term <i>Ancient Egypt</i>	Summer Term <i>Transport</i>
<b>Class Text (Fiction)</b>			
This book is read daily to the whole class for 15 minutes. This text is also used for whole-class reading lessons or as a writing stimulus.			
<b>Poetry</b>	<b>I Asked the River-</b> Valerie Bloom	<b>Ancient Egypt Poems</b> Grammarsaurus	<b>From a Railway Carriage-</b> Robert Louis Stevenson
<b>Non-Fiction</b>	<b>Amazon Adventure: Unfolding Journeys</b>	<b>So You Think You've Got It Bad: A Kid's Life in Ancient Egypt</b> Marisa Morea.	<b>A Street Through Time</b>

Year D	Autumn Term <i>The Romans</i>	Spring Term <i>The Coast</i>	Summer Term <i>The Dark Ages</i>
	 	 	 
<p>This book is read daily to the whole class for 15 minutes. This text is also used for whole-class reading lessons or as a writing stimulus.</p>			
<b>Poetry</b>	<b>I am a Roman Soldier-</b> Josiah Wedgwood	<b>The Sea</b> James Reeves	<b>The Ruin</b> Unknown
<b>Non-Fiction</b>	<b>We Are the Romans: Meet the People Behind the History</b>	<b>A Drop in the Ocean: The Story of Water</b>	<b>Avoid Being in a Medieval Castle!</b>

In addition to the topic linked books, we have also invested in the following library books.

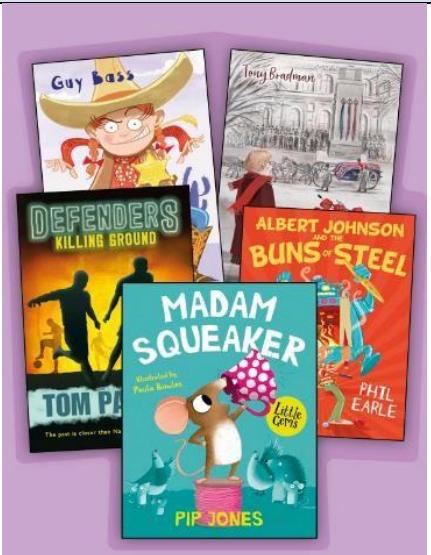
### Primary Empathy Collection



Reading Age: Mixture of 6, 7, 8

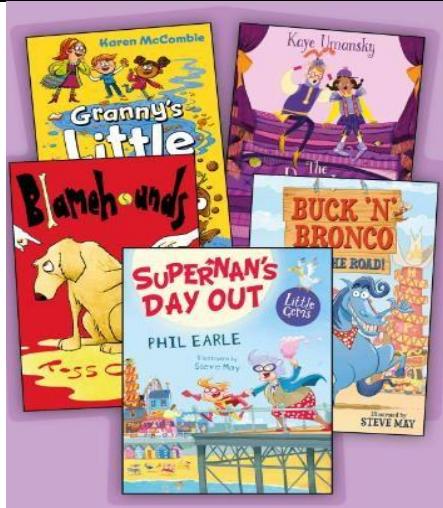
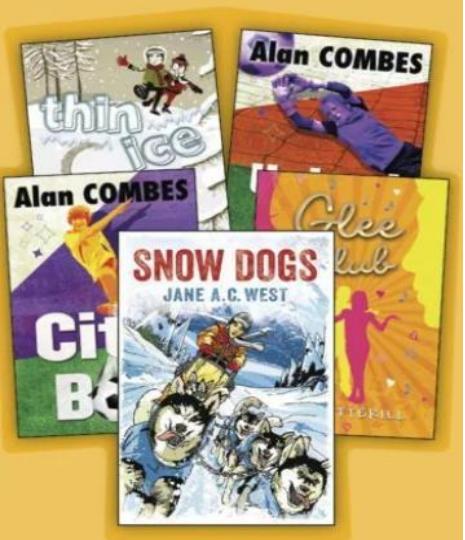
Dimple and the Boo  
 Mariella, Queen of the Skies  
 Mint Choc Chip at the Market Cafe  
 Pancake Face  
 Cherry Green, Story Queen  
 All About Ella  
 A Dangerous Game  
 Worry Angels  
 Five Ways to Make a Friend  
 All to Play For  
 The Dog That Saved the World (Cup)  
 Race to the Frozen North

### Favourite Author's Collection



For: Children aged 7-12

<u>Title</u>	<u>Author</u>
Daisy and the Unknown Warrior	Bradman
Dangerous Game	Blackman
Defenders: Killing Ground	Palmer
Sequin & Stitch	Dockrill
Remarkable Ear	Fine
All Sorts to Make a World	Agard
I Killed Father Christmas	McGowan
Laura Norder	Bass
McTavish on the Move	Rosoff
Norman the Norman from Normandy	Ardagh
Out for the Count	Fine
The Queen's Tale	Umansky
Wartman	Morpurgo
Bellas Den	Docherty
Griffin Gate	Hardy
Noodle the Doodle	Meres
Blamehounds	Collins
Madam Squeaker	Jones
Super Sub	Gibbons
Albert Johnson & the Buns of Steel	Earle

<b>Primary Funny Collection</b>																											
 For: Children aged 8-12	<table> <thead> <tr> <th></th><th style="text-align: right;"><b>Author</b></th></tr> </thead> <tbody> <tr><td>Mad in the Back</td><td style="text-align: right;">Rosen</td></tr> <tr><td>Clever Cakes</td><td style="text-align: right;">Rosen</td></tr> <tr><td>Supernan's Day Out</td><td style="text-align: right;">Earle</td></tr> <tr><td>Blamehounds</td><td style="text-align: right;">Collins</td></tr> <tr><td>Ted Rules the World</td><td style="text-align: right;">Cottrell Boyce</td></tr> <tr><td>Good Dog McTavish</td><td style="text-align: right;">Rosoff</td></tr> <tr><td>Granny's Little Monsters</td><td style="text-align: right;">McCombie</td></tr> <tr><td>Laura Norder</td><td style="text-align: right;">Bass</td></tr> <tr><td>Buck 'n' Bronco</td><td style="text-align: right;">Bass</td></tr> <tr><td>Norman the Norman and Small Duchess</td><td style="text-align: right;">Ardagh</td></tr> <tr><td>Skulduggery</td><td style="text-align: right;">Robinson</td></tr> <tr><td>The Peculiar Thing with the Pea</td><td style="text-align: right;">Umansky</td></tr> </tbody> </table>		<b>Author</b>	Mad in the Back	Rosen	Clever Cakes	Rosen	Supernan's Day Out	Earle	Blamehounds	Collins	Ted Rules the World	Cottrell Boyce	Good Dog McTavish	Rosoff	Granny's Little Monsters	McCombie	Laura Norder	Bass	Buck 'n' Bronco	Bass	Norman the Norman and Small Duchess	Ardagh	Skulduggery	Robinson	The Peculiar Thing with the Pea	Umansky
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