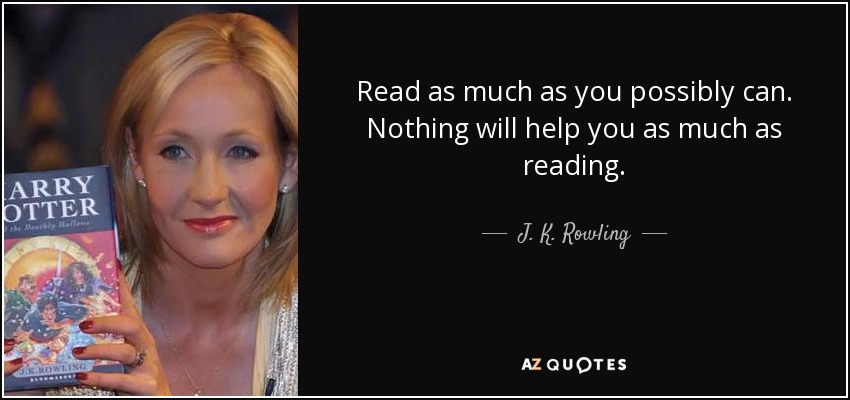


St Mary’s R.C. Primary

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**English Teaching Units of Work EYFS – Year 6**

**Year Six**

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| **Autumn 1 ‘SOUTH AMERICA’** |  | **Autumn 2 ‘THE VICTORIANS’** |  |
| **‘Leisure’ by WH Davies**  Using a poem written in 1911, children explore the features of poetry and use this knowledge to create their own filled with figurative language. | **2**  **weeks** | **The Nowhere Emporium**  Reading comprehension looking at how to map a story. Collecting language, emotions of characters and progression of story. End with a setting description. | **2**  **weeks** |
| **The Boy who Biked the World**  **Setting description-** learning to use descriptive language  **Non-chronological report-** build on descriptive language to create writing on a country in South America | **2**  **weeks** | **Narrative writing (Short story writing)** Using the information collected in the reading week, Y6 learn how to write their own wonder, similar to those in the class novel. This writing will inform how they create a full narrative later in the year. | **2**  **weeks** |
| **Instruction writing –** Using forest school, children will build a fire as discussed in the text and then create a set of instructions. | **2**  **weeks** | **Newspaper writing** Considering events in the novel, children build on knowledge gained in previous year groups to create a newspaper. Audience and purpose will determine language choices and children will be shown how to create shifts in formality within a piece of work. | **2**  **weeks** |
| **‘The Raven’ Edgar Alen Pow (Read & Comp & Perform)** | **1week** |

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| **Spring 1 ‘WWII’** |  | **Spring 2 ‘WWII’** |  |
| **Rose Blanche**  Through freeze-framing and inference, children explore how characters are feeling and create a setting description to demonstrate understanding. | **2**  **weeks** | **Anne Frank**  Using a segment of Anne Frank’s diary, children collect the most powerful adjectives and then choose one to create an acrostic poem which they will perform and turn into art work. | **2 weeks** |
| **Letter writing (writing in role)** Having considered how characters are feeling throughout the story, children write in role as Rose to the children behind the barbed wire fence. | **2**  **weeks** | Diary writing (writing in role) | **2 weeks** |
| **Narrative writing** Children create an alternative ending to the story having explored what could happen, orally. Children work in groups to create an ending and then move towards independence. | **2**  **week** | Explanation text (How to survive an air raid) | **2**  **weeks** |

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| **Summer 1 ‘LOCAL STUDY’** |  | **Summer 2 ‘LONDON’** |  |
| **Explanation Text – about the meaning / symbolism of the cowrie shell necklace (with diagram) -** see Frankie piece C **(write) after models - plan draft write edit publish** | **3**  **weeks** | **Narrative –** **‘When Hitler stole pink rabbit’ by Judith Kerr** **Read & Comp) (write) sections of narrative eg. character – map the themes / events / character’s emotions etc. story board** | **3**  **weeks** |
| **Narrative Poem – ‘The Raven’** by Edgar Allan Poe  **(Read & Comp) language choices and literary devices by author and the effect of these on the reader** | **1**  **weeks** | **Narrative Writing – Box up ‘When Hitler stole pink rabbit’ short narrative (Write) after models – alternative characters and setting - plan draft write edit publish** | **2**  **weeks** |
| **Write own narrative poem in the style of ‘The Raven’ (write) after models - plan draft write edit publish** | **1**  **week** | **Poem – Jabberwocky by Lewis Carroll - Read & Comp) identify the grammatical function of the unknown words/phrases (teacher models) - plan draft write edit publish own stanza** | **1**  **week** |



**Key to colours**

Reading  Writing



Poetry



**Reading Weeks 16**

**Writing Weeks 21**

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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **19** | **51%** |
| **Non-Fiction** | **13** | **35%** |
| **Poetry** | **5** | **14%** |

**Year Five**

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| **Autumn 1 ‘THE VIKINGS’** |  | **Autumn 2 ‘SPACE’** |  |
| **Poetry – ‘An elementary classroom in a slum’** – **Stephen Spender** **(Read & Comp) write in the style of poem choosing an alternative to the wolf (teacher models)** | **2**  **weeks** | **EMial in character** | **2** |
| **Non-CHron** | **2**  **weeks** | **Persuasive poster** | **1** |
| **Character description**  **Instructions** | **2**  **1** | **Non-Chron** | **2**  **weeks** |

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| **Spring 1 ‘THE TUDORS’** |  | **Spring 2 ‘THE TUDORS’** |  |
| **Recount – Diary Entry –** as main character from ‘The Mozart Question’ (see school examples) **(write) after models - plan draft write edit publish – his dilemma of sneaking off to play his violin** | **2 weeks** | **Narrative ‘Treason’ by Berlie Doherty (Read & Comp & Perform) - map the events as characters /emotions/events/ plot/theme – comprehension activities** | **3 weeks** |
| **Narrative Writing – Box up ‘The Mozart Question’ – write own short narrative (write) after models - plan draft write edit publish with an alternative setting / characters / events – based on a talent/secret** | **2**  **weeks** | **Narrative Writing – Box up - short narrative (write) after models - plan draft write edit publish alternate problem / characters etc.** | **2 weeks** |
| **Article for a magazine – following the interview with Paolo Levi write the article as though they are the journalist following the interview – (after models) plan draft write edit publish – moral debate discuss** | **3**  **week** | **Poetry – Poem ‘I Remember. I Remember** by Thomas Hood - **(Read & Comp) write about what they remember an additional verse** | **1**  **week** |

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| **Summer 1 ‘RIVERS’** |  | **Summer 2 ‘AUSTRALIA’** |  |
| **Narrative Poem – ‘The Lady of Shallot’-** by A. Lord Tennyson – **(Read & Comp) write an** alternative verse for the end where she escapes with Sir Lancelot – link to the story of Rapunzel | **2**  **weeks** | **Narrative –Oranges in no-man’s land Elisabeth Laird - link to history map the events as characters /emotions/events/ plot/theme – comprehension activities** | **3**  **weeks** |
| **Legend – King Arthur** (Ladybird) - **(Read & Comp) discuss features of a legend. What is a legend? Comprehension activities / timelines / events** | **1**  **weeks** | **Narrative Writing – Box up– write own short narrative (write) after models - plan draft write edit publish with an alternative setting / characters / events focus upon the market place and Ayesha’s struggle** | **2**  **weeks** |
| **Newspaper Report – of Excalibur being pulled from the stone by local hero - (Write) after models - plan draft write edit publish** | **2**  **week** | **Poetry – Practical Cats** TS Eliot **(Mr Mistoffelees)** - **(Read & Comp) write an additional verse in the same style.** | **1**  **week** |

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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **22** | **58%** |
| **Non Fiction** | **10** | **26%** |
| **Poetry** | **6** | **16%** |



**Key to colours**

Reading Writing

Poetry

**Reading Weeks 20**

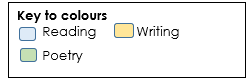
**Writing Weeks 18**

**Year Four**

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| **Autumn 1** |  | **Autumn 2** |  |
| Poetry - Narrative Poem - The Song of Hiawatha by Longfellow - (Read & Comp) write in the style of (teacher models)include repetitive refrain | **2**  **week** | **Poetry – Please Mrs Butler - modelling from teacher (R&C&W) produce writing of own poem** | **2**  **weeks** |
| **Narrative –- Roman Quests Caroline Laurence(Read & Comp) take each aspect –** comprehension questions – plot the events – characters/ setting/ problem/ resolution – story map | **3**  **weeks** | **Playscript – Shakespeare –Romeo & Juliet- (R&C&Perform) map the events as a story character/emotions/events – comprehension activities** | **3**  **weeks** |
| **Narrative writing – Roman Quests – box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **2**  **weeks** | **Recount – Letter – from Juliet to Romeo expressing her love and feelings of conflict - (modelling from teacher) - plan draft write edit publish** | **2**  **weeks** |

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| **Spring 1** |  | **Spring 2** |  |
| **Narrative**– **Anglo Saxon legend – Beowulf**  **(Read & Comp) map story on story mountain etc. take each aspect –** comprehension questions – plot the events – emotions of character –  **map story events/problem /solution /outcome etc.** | **2.5**  **weeks** | **Narrative - The Hodgeheg -** by Dick King Smith - **(Read & Comp) story plot / theme etc. take each aspect –** comprehension questions – **map story events/problem solution** | **2 weeks** |
| **Narrative writing – Beowulf – box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **2.5**  **weeks** | **Narrative writing – The Hodgeheg– box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **2 weeks** |
| **Poetry - Haiku poem – syllable stress – based on Beowulf narrative – emotions of? – write in role** | **1**  **week** | **Instructional Procedural – how to cross the road safely – bearing mind all the different methods of crossing – zebra – pelican – traffic lights – toucan – puffin – the highway code rules for pedestrians – (model)** | **2**  **weeks** |

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| **Summer 1** |  | **Summer 2** |  |
| **Narrative – Viking Legend – Sigurd the Dragon slayer - (Read & Comp) discuss features of a legend. What is a legend? Comprehension activities / timelines / events / map story line** | **2**  **weeks** | **Narrative – The Blackbury Park Statues -** by Terry Pratchett collection of stories – **comprehension activities / timelines / events / map story line / character feelings / motives / actions/ inference** | **2**  **weeks** |
| **Newspaper Report –a dragon has got loose in the local area and is causing havoc in Heywood - (modelling from teacher) - plan draft write edit publish** | **2**  **weeks** | **Discussion moral debate suffragette re: Emily Pankhurst**  **Recount – write a journal entry based on the events witnessed by one of the statues in the park during the day and how it felt to come alive at night from ‘The Blackbury Park Statues’ plan draft write edit publish** | **3**  **weeks** |
| **Narrative writing – Sigurd The Dragon Slayer – box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **1**  **week** | **Poetry – The Tiger** by William Blake - **(Read & Comp) write in the style of (teacher models) choose a different animal** | **1**  **week** |



**Reading Weeks 18**

**Writing Weeks 20**

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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **21** | **57%** |
| **Non Fiction** | **10** | **27%** |
| **Poetry** | **6** | **16%** |

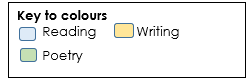
**Year Three**

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| **Autumn 1 ‘SPAIN’** |  | **Autumn 2 ‘STONE AGE TO IRON AGE’** |  |
| **Poetry (Using dialect to enhance performance)** Looking at poems written in a Carrabean voice versus poems written in standard English, Y3 consider how dialect can enhance the meaning of poetry, | **2**  **weeks** | **Playscript – Shakespeare – Much Ado About Nothing - (R&C&Perform) map the events as a story character/emotions/events – comprehension activities** | **3**  **weeks** |
| **Reading comprehension** In this unit, children will revist Y2 objectives of checking what they have read and asking questions. They will demonstrate this understanding by creating fact file. | **2**  **weeks** | **Report – information leaflet about Much Ado About Nothing- reviewing the play – characters** (**model writing) - plan draft write edit publish** | **2**  **weeks** |
| **Narrative writing (alternative ending)** | **3**  **weeks** | **Narrative –– The boy with the bronze axe (Read & Comp) map story on story mountain etc. time is important eg. length of the war / plot events - comprehension activities** | **2**  **weeks** |

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| **Spring 1 ‘STONE AGE TO IRON AGE’** |  | **Spring 2 ‘JOURNEYS’** |  |
| **Discussion – debate the moral issues relating to –– The Boy with the Bronze Axe ‘– pupils to produce a diary recount as though they were the daughter - (modelling from teacher) - plan draft write edit publish** | **2 weeks** | **Poetry –nonsense poetry- modelling from teacher (R&C&W) produce writing of own verse - plan draft write edit publish** | **2**  **week** |
| **Narrative – magical devices – ‘The Witches Vacuum Cleaner’ –** by Terry Pratchett - **(Read & Comp) map story events/problem solution etc. take each aspect –** comprehension questions – | **2**  **weeks** | **Escape from Pompeii** – Christina Balit **(Read & Comp) discuss features of a story based upon fact Comprehension activities / timelines / events** | **2 weeks** |
| **Narrative writing – The Witches Vacuum Cleaner– box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **2**  **week** | **Discussion of ethics** – ‘should the senators have said it was safe to live near the volcano’  **Explanation** **leaflet** of why a volcano erupts it etc.  **(modelling from teacher) - plan draft write edit publish** | **2**  **weeks** |

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| **Summer 1 ‘ANCIENT EGYPT’** |  | **Summer 2 ‘LIGHT AND SHADOW’** |  |
| **Poetry –The Listeners by Walter De La Mare- modelling from teacher (R&C&W) produce writing of own verse** | **1**  **week** | **Narrative – Greek Myth – The Wooden Horse – (Read & Comp) map story on story mountain etc. time is important eg. length of the war / plot events - comprehension activities** | **2**  **week** |
| **Narrative – magical devises - The Queen’s Nose –** by Dick King Smith - **(Read & Comp) map story events/problem /solution etc. take each aspect – character feelings** comprehension questions – | **3**  **weeks** | **Discussion – debate the moral issues relating to ‘The Wooden Horse’ – pupils to produce a diary recount as though they were a Greek soldier in the horse waiting to attack Troy - (modelling from teacher) - plan draft write edit publish** | **2**  **weeks** |
| **Narrative writing –The Queen’s Nose– box up with different problem/characters and setting (modelling from teacher) - plan draft write edit publish** | **2**  **week** | **Instruction/procedural based on the Wooden Horse** – how to build a wooden horse**(modelling from teacher) - plan draft write edit publish** | **2**  **weeks** |

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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **23** | **61%** |
| **Non-Fiction** | **9** | **26%** |
| **Poetry** | **5** | **14%** |



**Reading Weeks 21**

**Writing Weeks 17**

**Year Two**

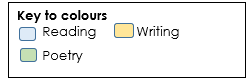
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| **Autumn 1 ‘AROUND THE WORLD’** |  | **Autumn 2 ‘THE GREAT FIRE OF LONDON’** |  |
| **Poetry – learning about repetition using ‘Bright Bursts of Colour’ by Matt Goodfellow.** In this unit, year 2 will begin to learn the features of poetry, starting with the use of repetition to create their own poem. | **2**  **Weeks** | **Reading comprehension (retrieve and record information)** For this week, Y2 will look closely at the class text, ‘Toby and the Great Fire of London’, learning how to retrieve and record information given in the text creating an acrostic poem demonstrating their understanding. | **2**  **weeks** |
| **Instruction writing**  Using the book, ‘Paddington Bear’, year 2 will be learning how to make a jam sandwich. | **2**  **weeks** | **Writing in role (diary entry)** In this unit, Y2 will consider audience and purpose as they write a diary entry in role as Toby from the class text. Using the information they gathered in the reading week, children will learn how to convey how the character is feeling. | **2**  **weeks** |
| **Narrative writing (alternative ending)** After reading this familiar text several times, children will learn how to create their own ending to the story. | **3**  **weeks** | **Narrative writing (historical recount)** After being immersed in the history topic, The Great Fire of London, children in Y2 will learn how to write a historical recount. This will begin with an oral recount of the events, followed by a written narrative. | **3**  **weeks** |
| **Paddington Bear** Comprehension, characters feelings, character description. | **1**  **Week** |

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| **Spring 1 ‘LOCAL AREA’** |  | **Spring 2 ‘MAPS’** |  |
| **Reading comprehension (diary writing in role)** Using the class texts, ‘Dear Greenpeace’ and ‘The Storm Whale’, children learn to infer how characters are feeling demonstrating understanding by writing a diary entry in role as an animal. | **2 weeks** | **Reading comprehension** In this reading week, children are exposed to a variety of newspapers in preparation for writing their own. They will consider structure, audience, purpose, features and complete a shared write with the teacher to create a WAGOLL. | **2 weeks** |
| **Non-chronological report** Immersed and informed with information from the reading week, Y2 create a non-chronological report all about how we can save the planet. | **2**  **weeks** | **Newspaper writing** Using the text, ‘Snail and the Whale’ as inspiration children learn how to write a newspaper for the first time. They will be informed by the work done in the reading week. | **2 weeks** |
| **Poetry – Repeated Line Poetry** Revisiting the learned skill of repetition in poetry, children create their own piece of independent work. | **1**  **week** | **Narrative writing** Having looked at the book in detail, Y2 create their own story about an animal on a journey. | **2**  **weeks** |

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| **Summer 1 ‘AFRICA’** |  | **Summer 2 ‘SIGNIFICANT PEOPLE’** |  |
| **Narrative – Aesop’s Fables** - **(Read & Comp) map story on story mountain etc. take each aspect –** what makes a fable/cautionary tale? Share features… | **2**  **weeks** | **Play scripts – Shakespeare – Midsummer Night’s Dream – (R&C&Perform)**  **map the events as a story character/emotions/events – comprehension activities** | **3**  **weeks** |
| **Narrative writing –Their Own Cautionary Tale or Fable – box up with different magic/ problem /characters and setting (modelling from teacher) - plan draft write edit publish** | **3**  **weeks** | **Information Report – information leaflet** based on 3 characters from the play – reviewing their appearance and character (**model writing) - plan draft write edit publish** | **2**  **weeks** |
| **Poetry nonsense rhymes - (Read, comp and perform)** | **1**  **week** | **Poetry by heart – choral poetry whole class and groups (Read, comp and perform)** | **1**  **week** |



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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **21** | **60%** |
| **Non Fiction** | **9** | **26%** |
| **Poetry** | **5** | **14%** |



**Reading Weeks 18**

**Writing Weeks 20**

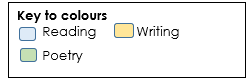
**Year One**

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| **Autumn 1 ‘MARVELLOUS ME!’** |  | **Autumn 2 ‘LOCAL AREA’** |  |
| **‘Poems to Perform’ by Julia Donaldson**  In this unit, year 1 are learning how to perform rhyming poems as well as writing their own list poetry. | **2**  **weeks** | **Narrative (retell) using ‘Bog Baby’ by Jeanne Willis**  In this unit, children are immersed in the story of Bog Baby looking at character emotions and answering comprehension questions. They will then retell the narrative. | **2**  **weeks** |
| **Instruction writing using ‘Billy and the Beast’ by Nadia Shireen**  Using this text, children create a set of instructions on how to make a terrible soup to help Billy escape being put in the Beasts own creation. | **2**  **weeks** | **Instruction writing**  Following on from the previous unit, children revisit instruction writing and begin to consolidate their skills. | **2**  **weeks** |
| **Diary writing**  Once children have read the book several times and gotten to know the main character, they will learn how to write a diary entry in role as Billy. | **2**  **weeks** | **Recount writing**  Children go on a trip to visit a wood, just like Bog Baby. Upon their return, they will learn how to write a recount of their adventure. | **3**  **weeks** |

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| **Spring 1 ‘COLD PLACES’** |  | **Spring 2 ‘SPACE’** |  |
| **Free Verse Poetry**  In this unit, year 1 are learning how to make descriptive sentences and then use them to create their own free verse poetry. | **1 weeks** | **Character description**  Children will learn how to use descriptions in the text to create a character description of Beegu. | **2 weeks** |
| **Postcard**  Children study the text to understand what life is like in Antarctica. They create a postcard in role to demonstrate understanding. | **2**  **weeks** | **Non-chronological report writing**  Following on from the previous unit, children will re-visit non-chronological report writing, creating a guide to Earth for Beegu. | **2 weeks** |
| **Non-chronological report writing**  Once the children have a secure understanding of Antarctica, they will learn how to create a tourist guidebook. | **2**  **week** | **Narrative (retell)**  At the end of this unit, children will orally re-tell the story of Beegu and some will write it down. | **2**  **weeks** |

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| **Summer 1 ‘RAINFORESTS’** |  | **Summer 2 ‘STEAM TRAINS’** |  |
| **Free Verse Poetry**  Using the text, ‘One Day on Our Blue Planet’ by Ella Bailey, children will learn about the layers of the rainforest to create their own free verse poem. | **1**  **week** | **Narrative writing**  For the final topic of year 1, children will discover what it means to be GIANT. Through classic texts such as ‘Jack and the Beanstalk’ and ‘The Smartest Giant in Town’, the children will create their own narrative about something giant. | **3**  **weeks** |
| **Fact file writing**  Children will learn how to create a fact file all about a day in the life of a spider monkey. | **2**  **weeks** | **Narrative (retell)**  After being immersed in a wealth of stories about being giant, children will learn how to retell those tales but in different forms or with subtle plot twists. | **3**  **weeks** |
| **Setting description**  Consolidating skills learned across the year, children will create a detailed setting description. | **2**  **weeks** | **Poetry – Cultural poems** from around the World, shape poetry)  (**R&C) write own verse of poem after modelling by the teacher** | **1**  **week** |

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| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **20** | **55%** |
| **Non Fiction** | **12** | **34%** |
| **Poetry** | **4** | **11%** |



**Reading Weeks 18**

**Writing Weeks 20**

**Reception Core Texts**

**Fiction: 21 weeks  
Non-Fiction: 9 weeks**

**Poetry: 7 weeks**

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| **Autumn 1** | **Weeks** | **Autumn 2** | **Weeks** |
| RWI assessment on entry ready for phonics groups and lessons | **1** | Poetry – **Bonfire Night Poems** learn/read/recite/analyse – rhyme onomatopoeia – supported composition | **1** |
| Poetry – **Nursery Rhymes** week 1 learn/recite/read/analyse  Week 2 – writing labels, missing words, supported sentences | **2** | Narrative – **The Story of Rama & Sita -** week 1reading and analyse  Week 2 writing week – guided retell/instructions for a diva lamp | **2** |
| Narrative – **Amazing** Steve Antony week 1 reading and analyse  Week 2 writing week – supported sentences | **2** | Non-Fiction – ORT **Family Festivals** week 1 reading/analysis  Week 2 Writing labels and captions | **2** |
| Non –Fiction – ORT **My Family** week 1 reading/analysis  Week 2 Writing labels and captions | **2** | Narrative – **The Jolly Christmas Postman** Allan Ahlberg week 1reading and analyse Week 2 writing week – short letter for the postman | **2** |
|  | | | |
| **Spring 1** | **Weeks** | **Spring 2** | **Weeks** |
| Narrative **- The Bog Baby** Jeanne Willis week 1 reading/analysis  Week 2 Writing simple newspaper article of bog baby lost | **2** | Narrative **Jack & the Beanstalk** reading/analysis  Week 2 box it up -story retell | **2** |
| Narrative – **The Tiger who Came for Tea** Judith Kerr  week 1 reading/analysis  Week 2 Writing a shopping list & menu for the cafe | **2** | Non-Fiction **Broad Bean Diary** read/analyse/write an explanation leaflet – how to grow a broad bean | **2** |
| Poetry – **Playground chants and rhymes** learn/read/recite/analyse – write– create a new chant for the yard | **1** | Narrative **The Enormous Watermelon** – Judith Smith week 1 reading/analysis Week 2 Writing box it up narrative new vegetable/fruit | **2** |
| Non –Fiction – **Old Toys** – read/analyse/write new page for a toy | **1** |  |  |
|  | | | |
| **Summer 1** | **Weeks** | **Summer 2** | **Weeks** |
| Poetry – **Rumble in the Jungle/Commotion in the Ocean** Giles Andrae  New verse for an animal poem environment comparison linked to non-fiction geography | **2** | Poetry – **Mad about Minibeasts** –Giles Andrae learn/read/recite/analyse – rhyme onomatopoeia – additional verse of one poem | **2** |
| Narrative – **Handa’s Surprise** Eileen Browne week 1 reading/analysis Week 2 Writing box it up narrative new fruit | **2** | Narrative –**The Very Hungry Caterpillar** Eric Carle week 1 reading and analyse Week 2 writing week – recount of the week of the hungry caterpillar | **2** |
| Narrative – **The Tempest** William Shakespeare learn/recite/write lines to perform | **1** | Narrative –**What the Ladybird Heard** Julia Donaldson week 1 reading and analyse week 2 – writing narrative what the \*\*\* heard | **2** |
| Non –Fiction – **Seasons** – read/analyse/write presentation for a weather forecast | **1** | Non –Fiction – **Minibeast Encyclopaedia** – read/analyse/write caption for a creature create a tree diagram to follow |  |



**Nursery Core Texts**

**Fiction: 20 weeks  
Non-Fiction: 11 weeks**

**Poetry: 6 weeks**

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| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | | | **Autumn 2** | | |
| **Text** | **Wks** | **Writing opportunities in CP & Focus Teach** | **Text** | **Wks** | **Writing opportunities in CP & Focus Teach** |
| Poetry - **Nursery Rhymes** | **3** | Own name, mark making in CP areas | Narrative -**Room on the Broom** Julia Donaldson | **2** | Own name, mark making in CP areas, supported write of a spell for the pot |
| Narrative - **Owl Babies** Martin Wadell | **2** | Own name, mark making in CP areas, labels for animals | Poetry – **Action Rhymes** | **1** | Own name, mark making in CP areas, initial sounds – onset + rime |
| Non-Fiction -**Marvellous Me** | **2** | Own name, mark making in CP areas, labels for body parts | Non-Fiction **-The First Nativity** by Rod Campbell | **2** | Own name, mark making in CP areas, names & labels to add to picture sequence |
|  |  |  | Narrative **-Laura’s Christmas Star –** Klaus Baumgart **SSh Santa!** Julie Sykes | **2** | Own name, mark making in CP areas – letter to Santa, lists and cards |
|  | | | | | |
| **Spring 1** | | | **Spring 2** | | |
| Narrative – **The Great Race** Emily Hiles  Non-Fiction **Lanterns and Firecrackers** Jonny Zucker | **2** | Own name, mark making in CP areas,  Labels for animal names and simple instructions for a lantern | Non-Fiction **Emergency!** Margaret Mayo  Poetry – Historical rhymes **London’s Burning Ring o Ring o Roses** | **2** | mark making in CP areas, labels for emergency vehicles, |
| Non-Fiction **- See Inside Castles** Usborne | **2** | Own name, mark making in CP labels and captions for non -fiction page areas, | Non Fiction –ORT **People Who Help Us** | **2** | CP mark making Modelled doctor’s prescription, appointment book, |
| Narrative **There was an old dragon** Penny Parker Klostermann | **2** | Own name, mark making in CP areas, story scribing for a story retell | Narrative **Mog and the Vee Ee Tee** Judith Kerr | **2** | CP Mark making Story scribing for a story retell |
|  | | | | | |
| **Summer 1** | | | **Summer 2** | | |
| Poetry **- Commotion in the Ocean** Giles Andrae **Penguins** Nat geo & **Lost & Found** Oliver Jeffers environment comparison – marine & frozen land | **2** | CP Mark making, rhyming words and guided verse for a sea creature | Narrative **The Three Little Pigs** | **2** | CP Mark making Story scribing for a story retell labelling house design/instructions for house build |
| Narrative **The Pirate Cruncher** Jonny Duddle**/Pirates Love Underpants** Claire Freidman | **3** | CP Mark making, labels for map making, simple directions scribe/guide& story scribe | Non-Fiction ORT **Homes around the World** | **2** | CP Mark making labels for map/countries, caption for country |
| Non Fiction **Rain and Rainbows** books about the water cycle | **1** | CP Mark making, diagram labelling, non-fiction captions | Narrative **Sleeping Beauty** | **2** | CP Mark making labelling castle design/Story scribing for a story retell |

**Percentage of time fiction / non-fiction and poetry across school**

|  |  |  |
| --- | --- | --- |
| **Nursery** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **20** | **54%** |
| **Non Fiction** | **11** | **30%** |
| **Poetry** | **6** | **16%** |

|  |  |  |
| --- | --- | --- |
| **Reception** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **21** | **57%** |
| **Non Fiction** | **9** | **24%** |
| **Poetry** | **7** | **19%** |

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| --- | --- | --- |
| **Year One** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **20** | **57%** |
| **Non Fiction** | **12** | **34%** |
| **Poetry** | **3** | **9%** |

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| --- | --- | --- |
| **Year Two** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **21** | **60%** |
| **Non Fiction** | **9** | **26%** |
| **Poetry** | **5** | **14%** |

|  |  |  |
| --- | --- | --- |
| **Year Three** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **23** | **61%** |
| **Non Fiction** | **9** | **24%** |
| **Poetry** | **6** | **16%** |

|  |  |  |
| --- | --- | --- |
| **Year Four** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **21** | **57%** |
| **Non Fiction** | **10** | **27%** |
| **Poetry** | **6** | **16%** |

|  |  |  |
| --- | --- | --- |
| **Year Six** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **19** | **51%** |
| **Non Fiction** | **13** | **35%** |
| **Poetry** | **5** | **14%** |

|  |  |  |
| --- | --- | --- |
| **Year Five** | | |
| **Text Type** | **Weeks** | **% Time** |
| **Fiction / Plays** | **22** | **58%** |
| **Non Fiction** | **10** | **26%** |
| **Poetry** | **6** | **16%** |



**Genres of text across all Year Groups**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Narrative** | **Traditional takes, modern fiction narrative**  **Narrative poems** | **Traditional takes, modern fiction narrative**  **Narrative poems** | **Tradition Classic**  **Classic Narrative (x3)** | **Adventure Narrative**  **Modern Fiction Narrative**  **Traditional Narrative**  **Fable** | **Fantasy Narrative Writing**  **Narrative Diary**  **Fantasy Writing**  **(x3)** | **Narrative Poem –**  **Historical Narrative**  **Beowulf - Legend Narrative (x5)**  **Traditional Narrative** | **Narrative Historical**  **Conflict Narrative**  **Adventure Narrative** | **Narrative Poem**  **Fantasy Narrative** |
| **Recount** | Narrative recounts verbally with sequencing images to support | Narrative recounts verbally with sequencing images to then write simple sentences  **Letter** for the jolly Christmas postman  **Recount** – The very hungry caterpillar | **Formal letter** to the Grinch to stop trying to prevent Christmas  **Diary entry** in role as character from Twelfth Night | **Newspaper Report** about the Gingerbread escaping  **Informal Diary entry** in role as the Great Fire of London witness  **Formal letter** to the Queen – what they would do with a Magic Finger to help the world | **Informal Diary recount** as the daughter of the family of the family – The Boy with the Bronze Axe  **Informal Diary Recount** as a Greek Soldier | **Informal Letter** from Juliet to Romeo expressing her love and dilemma  An **obituary** from Bonnie to Liza from Muck and Magic  **Journal entry** based on one of the statues from Blackbury Park | **Formal Letter** to the 3 witches from Macbeth cursing them for the prophecy they had made and the consequences  **Formal Diary Entry** as main character from The Mozart Question sneaking to play the violin  **Magazine article** based on the interview in the Mozart Question | **Descriptive autobiography** by Tim the Ostler from The Highwayman  **Formal Letter** – Hamlet to ask for help to make a decision following ‘to be or not to be soliloquy  **Diary entry** as the main character from Wonder |
| **Instruction / procedural** | **Potion/Recipe –** room on the broom | **Instructions –** making a Diva lamp | **Recipe** for making bread following the Little Red Hen |  | **The Wooden Horse** – How to build a wooden horse eg. Trojan Horse | **Information leaflet** **instruction** on how to cross the road safely from The Hodgeheg | **Detailed Instruction** on how to produce a clear map from The Girl of Ink & Stars |  |
| **Report** | **Class Information text**  based on castles, homes around the world and people who help us | **Class Information text**  based on castles, homes around the world and people who help us  **Newspaper report**  Missing bog baby  **List & menu** | **Information leaflet** on why a Hermit Crab needs a shell | **Information leaflet** based on three characters from Midsummer Nights Dream | **Information leaflet** form Much Ado About Nothing - reviewing the play – leaflet (critical review) | **Newspaper Report** stating that a Dragon is loose in Heywood from Sigurd the Dragon Slayer | **Newspaper Report** about Excalibur and King Arthur pulling it from the stone | **Newspaper Report** on The Giants Necklace |
| **Discussion**  **Persuasion** | **Moral debate:**  Verbal – should we label characters as bad? E.g. dragon on room on a broom, wolf in the three pigs | **Moral debate:**  Verbal - was Jack right to steal the harp, hen etc from the giant? | **Moral debate**: should his sister have given up her teddy for Dogger? | **Moral debate:** the Gingerbread man – trusting strangers (the fox) | **Moral debate** of war and the Trojan Horse (debate)  Escape from Pompeii **moral debate** living so close to a volcano knowing the dangers | **Moral debate** on suffragettes in particular Emily Pankhurst from the Blackbury Park Statures story | **Moral debate** on the persecution of the Jews by the Nazis following The Mozart Question  **Moral Debate:** conflict in Beirut  **Moral debate**: Racism | **Moral debate** on Hamlet as to whether he should act on the death of his father  **Moral debate** freedom / water safety \_ Giant’s Necklace |
|  |  |  | **Persuasive advert** or poster to try and find Dogger |  | **Persuasive letter:** encourage a Trojan to be inside the Trojan Horse |  |  | **Persuasive leaflet** from **Cogheart** – do machines have rights? |
| **Explanation** |  | **Broad bean leaflet**  How to grow a broad bean |  |  | Escape from Pompeii **explanation leaflet about volcanoes** |  |  | **Encyclopaedia entry** on the difference between America North/South divide |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Nursery Rhymes**  **Owl Babies** by Martin Waddell  **Marvellous Me –** non fiction | **Room on the Broom** by Julia Donaldson  **Action Rhymes**  **The First Nativity** by Rod Campbell  **Laura’s Star** by Klaus Baumgart | **The Great Race** by Emily Hiles  **Lanterns and Firecrackers** Jonny Zucker  **See Inside Castles** Usborne  **There was an old dragon** Penny Parker Klostermann  World maps - China | **Emergency!** By Margaret Mayo  Traditional playground Chants  **People who help us** by ORT  **Mog & the V-E-T** by Judith Kerr | **Commotion in the Ocean** by Giles Andreae  **The Pirate Cruncher by** Jonny Duddle  **Pirates love underpants** by Claire Freidman  **Raindrops & Rainbows** non-fiction | **The Three Little Pigs** by Mara Alperin  **Homes around the World –** ORT non-fiction  **Sleeping Beauty** by Josephine Collins |
| **Reception** | **Nursery/Action Rhymes**  **Amazing** by Steve Antony  **My Family –**ORT non fiction | **Bonfire Night poetry**  **Story of Rama & Sita**  By Malachy Doyle  **Family Festival** – ORT non fiction  **The Jolly Christmas Postman** by Allan Ahlberg | **The Bog Baby** by Jeanne Willis  **The Tiger who came to Tea** by Judith Kerr  **Playground chants**  **Old Toys** – non fiction ORT | **Jack & the Beanstalk**  **The Broad bean Diary**  **The Enormous Watermelon** by Judith Smith | **Rumble in the Jungle** by Giles Andreae  **Handa’s Surprise** by Eileen Browne  **Seasons** – non- fiction ORT  **The Tempest** by William Shakespeare | **Mad about Minibeasts** by Giles Andreae  **The Very Hungry Caterpillar** by Eric Carle  **What the ladybird heard** by Julia Donaldson  **Minibeast Encyclopaedia** non-fiction Discovery world |
| **Year 1** | **Dogger** by Shirley Hughes  **Poetry** Repetitive Rhymes | **The Grinch** by  Dr Seuss | **Little Red Hen** by Diane Muldrow  **Poetry** Playground Chants | **Sleeping Beauty** by Miles Kelly | **Poetry** by Heart  **The Storm Whale** by Benji Davies | **Twelfth Night** by Shakespeare  **Poetry** - cultural |
| **Year 2** | **Poetry Tongue Twisters**  **The day the crayons quit** by Drew Daywalt | **The Gingerbread Man** by Mara Alperin | **Lila and the Secret of Rain** by  **Revolting Rhymes** by Roald Dahl | **The Magic Finger** by Roald Dahl | **Aesop’s Fables**  **Poetry**  Nonsense Rhymes | **Midsummer Night’s Dream** by William Shakespeare  **Poetry** - Choral |
| **Year 3** | **Poetry – The Owl and The Pussycat** – Edward Lear – **The Jumblies** by Edward Lear  **The Diary of a Killer Cat** by Anne Fine | **Much Ado About Nothing** by William Shakespeare  **The Wooden Horse** – Greek Myth | **The Witches Vacuum Cleaner** by Terry Pratchett  **The Boy with the Bronze Axe –** Kathleen Fidler | **Escape from Pompeii –** Christina Balit | Poetry – **The Listeners** by Walter De La Mare  **The Queen’s Nose** by Dick King Smith | **Poetry Limericks**  **The Wooden Horse – Greek Myth** |
| **Year 4** | **Narrative Poem - The Song of Hiawatha** by Longfellow | **Poetry – Please Mrs Butler** by Allan Ahlberg  **Romeo and Juliet** by William Shakespeare | **Roman Quest – Caroline Laurence**  **Poetry – Haiku**  **Beowulf** by Michael Morpurgo | **The Hodgeheg -** by Dick King Smith | Viking Legend **– Sigurd the Dragon Slayer** (Ladybird | **The Blackbury Park Statues -** by Terry Pratchett  **Poetry- The Tiger** by William Blake |
| **Year 5** | **Poetry – ‘An elementary classroom in a slum’** by Ted Hughes  **The Girl of Ink and Stars** by Kiran Millwood Hargreaves | **Macbeth** by William Shakespeare  **‘The Mozart Question’** – by Michael Morpurgo | **The Mozart Question** – by Michael Morpurgo | **Treason by Berlie Doherty**  **Poetry – Poem ‘I Remember. I Remember** by Thomas Hood | **Narrative Poem – ‘The Lady of Shallot’-** by A. Lord Tennyson  **Legend – King Arthur** (Ladybird) | **Oranges in No Man’s Land** – by Elizabeth Laird  **Poetry –Practical Cats** by T S Eliot  **Mr Mistoffelees** |
| **Year 6** | **Narrative Poem – The Highwayman Man’ -** by Alfred Noyes | **Cogheart** – by Peter Bunzl  **Hamlet** by William Shakespeare | **The Watsons go to Birmingham –** by Christopher Paul Curtis | **The Giants Necklace –** Michael Morpurgo | **Narrative Poem – The Raven** by Edgar Allan Poe | **When Hitler Stole Pink Rabbit –** Judith Kerr  **Poetry Jabberwock**y by Lewis Carroll |



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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5BB6DA6.tmpC:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\ED3A6537.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQm_9Q4Chct3wFZj875pHGzsSmmNSAvN3UXsps_GoWuZPwPwXq9F95PrLbHsg&usqp=CAc | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRr70WroYFbWxY6WQobmj5sEh3zZER1ZD5iQBL18OrwTTSRjeHDneqhLD6bB74&usqp=CAcMy First Nativity Set**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\20BDE1BB.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQy0KdCjxadmJ4GHQ5JNPXdTZRX1jNskMxCPVRR4JQ__zK9tIRtdAnaO4Pn3w&usqp=CAc | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRSsNfVxpc_8slg15WeQVafH4h38us_Bekmxq3DmnVpVJziEp0FbM2GTDD9OVAV8RosSPrfacHu&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRFPVq0vosIJEqGhChBfm0cXKk-KJiZNKQggiYPFpeXHD7-g9zLIjNFFY8_dqZwCf7iX79eZgI&usqp=CAc | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FDBA0A28.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSivmuXtHH5ApWqQy7Wq065ujENOa3DwRD_O6RJ6TDOiUfYasj6yLlJTzkqIis&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQz8IbhlClI0C89ai-470D8Ax8e6n9xViCWhuqQYXcB601Cabtkp35PiGFuW8E&usqp=CAc | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BF6859C7.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSDLX_lQNX7TS48joJggji5o1d3LHjkwXtDtzHC8SrOhdsO4H8ipntgTOcoGcNv-xjCz2HdXAND&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSVHcW_C-BR2T8QH7XHjqTrVqN0svVvy9ou2QT73OxMEwtxea8KZJZBvX0LyQ&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS9BYzJweOxQdZzwNTK60siNqIW9-kQM5FjtPvreOze9T-isDuFAPKoRxJQTT0&usqp=CAc | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\60C82E6D.tmp**Sleeping Beauty by Tiger Tales: 9781680101379 | PenguinRandomHouse.com:  Books**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BC50DE8F.tmp** |
| **Reception** | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSk4wQvxzkDglJ4K5BmK7FISmtfhoHq2COmrIUDTD-Qi31h1SXSU2rVIf0GSLVr6I3iqsR5gWk&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQMUU3DxsceQKLLI5Hzw_Nr-gQ2nvgIpoSayYvQclxVRHVn4RLvA-l6vJxx1Jku4FWvkMc0ss8&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSyIIyEqv8qGPjCbCZwQbOCKJeS3O11JJ1o2HfKrZcaHRUw5ApCtCs4uMZSjt2HaMohva-XXNPR&usqp=CAc | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSqfiXXbumIcV8D-SX55FbPq-90hJCA3fzG9AmJqf9oxHMxS9W8DD4TxTXoC9GDYwzXzdHKsX86&usqp=CAc**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CF73CBBE.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTt6S00b1L0IREtURpt-vPj_8H5fppEgH3ejFx5rCw96un7ZZdPTWL3G9umknL6lnsQ3RBbV_I&usqp=CAc**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7B4E9630.tmp** | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSTdxqZ0Ued1wbDPqvRoB52DhcsUClPcyiEEABrHrNUjUI31msKrMqcu0XVBQ&usqp=CAc**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\CD460588.tmpC:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BED7A5EA.tmp** | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1B0FECD6.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcR9_ca6AE9xyVeAhsj5cKqE95P4GKtZ5esMwNTqaAzIi7EGEl8272fFynXxUA&usqp=CAc**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9F89A754.tmp** | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQYSbZuaM0VvDPPHb8tYkW4MVlIHQMRJpE5WncxwIIWTmn6irp3FV_hzutkwfU&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSu07clB20hhD5jgM9Cn49WZn9GxcGP3EeUQfFyKbDWER2t2c0dTcdgedh4mQ&usqp=CAc**C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\75ED6E9B.tmp** | **C:\Users\lpearson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2DE3461A.tmp**https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTGV9xhj5jU6w-i2iGe-1SSmH1OoyeHp0zoyQFaEgIe_5ioUenYqIUO7YeLLw&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSIjzm9a77WPxpCgFQS4VU0jszjwkp7CGPrZICS3HFvK_g_wQT7rGDsbYt0pxQ&usqp=CAchttps://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS8TpAq-pMXpo7RbByZWnlibR5yBWEisjENe4U1cCSteN4NSIMFSVWhUQGHij_zqBnleIycb1px&usqp=CAc |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| **Year 3** |  |  |  |  |  |  |
| **Year 4** |  |  |  |  |  |  |
| **Year 5** |  |  |  |  |  |  |
| **Year 6** | **Background pattern  Description automatically generated** |  |  |  | **Text  Description automatically generated with medium confidence** |  |

