

Writing Curriculum Intent – Progression in Skills

English Writing - Primary Curriculum

Subject Intent Statement:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Key knowledge Writing transcription Spelling (see English Appendix 1) Pupils should know how to spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting sit correctly at a table, holding a pencil comfortably and correctly</p> | <p>Key Knowledge Writing transcription Spelling (see English Appendix 1) Pupils should know how to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Handwriting Pupils should know how to: form lower-case letters of the correct size relative to one another</p> | <p>Key Knowledge: Writing transcription Spelling (see English Appendix 1) Pupils will begin to know how to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting Will begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to</p> | <p>Key Knowledge: Writing transcription Spelling (see English Appendix 1) Pupils will know confidently how to use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting Fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting</p> | <p>Key Knowledge: Writing Transcription Spelling (see English Appendix 1) Revise work done in previous years. Pupils will build upon suffixes learned in Lower KS2 and begin to know how to add further suffixes. (English Appendix1) such that pupils can: Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters (eg knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused Use dictionaries to check the spelling and meaning of words Use the first three letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Word patterns learned this year include: Words ending in -able and -ible Some words containing the letter string –ough</p> | <p>Key Knowledge: Writing Transcription Spelling (see English Appendix 1) Cement work done in previous years. Pupils will build upon suffixes learned in Lower KS2 and confidently know how to add further suffixes. (English Appendix1) such that pupils can: Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically Word patterns developed upon this year include: Endings spelt -cious or -tious and exceptions such as anxious Endings spelt cial and tial Words ending in -ant and related words ending in -ance. -ancy, -ation. -ence, -ency Adding suffixes beginning with vowel letters to words ending in -fer. Eg refer, reference, referring Use of the hyphen Use of words with the /i:/ sound spelt ei after c Words containing the letter string -ough</p> |

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| <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Grammar spelling and punctuation Word</p> <p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p>Sentence</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p> <p>Text</p> <p>Sequencing sentences to form short narratives</p> <p>Punctuation</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>Grammar spelling and punctuation Word</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> | <p>one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Grammar spelling and punctuation Word</p> <p>Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>Sentence</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> | <p>[for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Grammar spelling and punctuation Word</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Text</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> | <p>Some words with silent letters which cannot be predicted from the pronunciation of the word</p> <p>Homophones and other words that are often confused</p> <p>Converting nouns or adjectives into verbs using suffixes –ate, –ise, –ify . Verb prefixes dis-, de-, mis-, over- and re-</p> <p>Handwriting</p> <p>Pupils can:</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for the task</p> <p>Grammar Spelling and Punctuation Word</p> <p>Converting nouns or adjectives into verbs using suffixes –ate, –ise, –ify . Verb prefixes dis-, de-, mis-, over- and re-</p> <p>Sentence</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i> or and omitted relative pronoun. Indicating degrees of possibility using adverbs (for example <i>perhaps, surely</i>) or modal verbs (<i>might, should, will, must</i>)</p> <p>Text</p> <p>Devices to build cohesion within a paragraph (for example, <i>then, after, that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (for example <i>later</i>), place (for example <i>nearby</i>) and number (for example <i>secondly</i>) or tense choices (for example <i>he had seen her before</i>)</p> | <p>Words with silent letters which cannot be predicted from the pronunciation of the word</p> <p>Homophones and other words that are often confused</p> <p>Learn the difference between the informal vocabulary of speech and vocabulary appropriate for formal writing</p> <p>Understand how words are related by meaning as synonyms and antonyms</p> <p>Handwriting</p> <p>Pupils can:</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for the task.</p> <p>Grammar Spelling and Punctuation Word</p> <p>Learn the difference between the informal vocabulary of speech and vocabulary appropriate for formal writing. (for example <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>Understand how words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>)</p> <p>Sentence</p> <p>Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the green house was broken (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of question tags: <i>He's your</i></p> |
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| | <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> | <p>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p> | | <p>Punctuation</p> <p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning of avoid ambiguity</p> | <p><i>friend isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing or speech)</p> <p>Text</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast. or as a consequence</i>), and ellipsis</p> <p>Layout devices (for example, headings, subheadings, columns, bullets or tables, to structure text).</p> <p>Punctuation</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>) Use of the colon to introduce a list and semi-colons within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>)</p> |
| <p>Key Skills Overarching apply phonic skills and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p>Subject specific Composition write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives | <p>Key Skills Overarching apply phonic skills and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p>Subject specific Composition develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes | <p>Key Skills: Overarching use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p>Subject specific Composition plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write to understand and learn | <p>Key Skills: Overarching use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p>Subject specific Composition plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn | <p>Key Skills: Overarching Use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency.</p> <p>Subject specific</p> <p>Composition Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and the purpose of their writing, selecting the appropriate form and using other similar writing models as their own noting and developing initial ideas, drawing on | <p>Key Skills: Overarching Use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency.</p> <p>Subject specific</p> <p>Composition Plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |

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| <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Grammar and punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence </p> <p>make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] </p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Grammar and punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for </p> | <p>from the way it is written <ul style="list-style-type: none"> discussing and recording ideas </p> <p>draft and write by composing and rehearsing sentences orally</p> <p>organise paragraphs around a theme <ul style="list-style-type: none"> in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices </p> <p>evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences </p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Grammar and punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by beginning to : <ul style="list-style-type: none"> extend the range of sentences with more </p> | <p>from its structure, vocabulary and grammar <ul style="list-style-type: none"> discussing and recording ideas </p> <p>draft and write by composing and rehearsing sentences orally</p> <p>organise paragraphs around a theme <ul style="list-style-type: none"> in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices </p> <p>evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences </p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Grammar and punctuation</p> <p>cement their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although </p> | <p>reading and research where necessary</p> <p>Draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader (for example, headings, sub-headings, underlining and bullet points) </p> <p>Evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors </p> <p>Grammar and Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> | <p>draft in narratives, describing settings, characters and atmosphere and...</p> <p>integrate dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by: <ul style="list-style-type: none"> ensuring the correct and consistent use of tense throughout a piece of writing ensuring correct GOAL and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register perform their own composition, using appropriate intonation, volume and movement, so that meaning is clear </p> <p>Grammar and Punctuation</p> <p>Cement their understanding of the concepts set out in English Appendix 2 by:</p> |
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| | <p>contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> | <p>than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials</p> <p>learn the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>beginning to use commas after fronted adverbials</p> <p>Beginning to indicate possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>begin to use and understand the grammatical terminology in English Appendix 2 when discussing their writing and reading.</p> | <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> | <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs to indicate degrees of possibility</p> <p>learning the grammar for year 5 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> | <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for year 5 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>use and understand the grammatical terminology used in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> |
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| <p>Key Vocabulary</p> <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> | <p>Key Vocabulary</p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> | <p>Key Vocabulary:</p> <p>From KS1</p> <p>KS2:</p> <p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p> | <p>Key Vocabulary:</p> <p>determiner</p> <p>pronoun,</p> <p>possessive pronoun</p> <p>adverbial</p> | <p>Key Vocabulary:</p> <p>Modal verb, relative pronoun, relative clause</p> <p>Parenthesis bracket, dash, cohesion, ambiguity</p> <p>bullet points</p> | <p>Key Vocabulary:</p> <p>subject, object</p> <p>active passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon</p> |
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