



English Curriculum KS2

Key Stage 2

Writing is taught through immersion with quality texts in order to provide good models for our children to evaluate and learn from, the teachers then create a purpose and audience for the children to develop their writing skills. Grammatical accuracy is embedded into our teaching; teachers also deliver discrete grammar, punctuation and spelling lessons which are also strands of the English curriculum.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



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Year 3/4						
Cycle one						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Ug- Raymond Briggs</p> <ul style="list-style-type: none"> Comic book with dialogue Recount story – 1st or 3rd person <p>Stone Age Boy -Satoshi Kitamura</p> <p>Adventure story</p> <ul style="list-style-type: none"> Plan to write a story with a problem or quest Retell in 1st or 3rd person. <p>A nest full of stars- James Berry</p> <p>Suggested poems from this book:</p> <ul style="list-style-type: none"> Hearing and Sly Force Waiting – (poems about memories) People Equal, Seashell 	<p>Jemmy Button - Alix Barzelay</p> <ul style="list-style-type: none"> Recount the journey of the boy – 3rd person Write a play script for part of the story <p>The Fossil Girl</p> <ul style="list-style-type: none"> Explanation report non-chron report 	<p>The Iron Man</p> <ul style="list-style-type: none"> Narrative – storytelling/ retelling Persuasion to the people in the village <p>One plastic bag</p> <ul style="list-style-type: none"> Persuasion letter 	<p>Egyptian Non-Fiction text</p> <ul style="list-style-type: none"> Explanation report Newspaper <p>Echo News- A recent article</p> <ul style="list-style-type: none"> Explanation newspaper report <p>Very Important Sport</p> <ul style="list-style-type: none"> Explanation report Letter to an athlete Instructions 	<p>Please Mrs Butler</p> <p>Suggested poems from this book:</p> <ul style="list-style-type: none"> Picking teams Please Mrs Butler Dog in the playground <p>Gregory Cool</p> <ul style="list-style-type: none"> Letter, asking questions Recount story – letter or diary 	<p>Moon Man</p> <ul style="list-style-type: none"> Narrative storytelling including dialogue Recount in the form of diary - from Moon Man perspective <p>The world in my kitchen</p> <ul style="list-style-type: none"> Instructions



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	<ul style="list-style-type: none"> • water carrying • trapped – life in the Caribbean • A nest full of stars 					
Knowledge Pupils will ...	<p>learn about different styles and genres of texts.</p> <p>learn to recount the events in a story in the third person, as well as learning to plan and draft their own imaginative writing</p> <p>study an array of poems learning how to give an opinion and write their own poetry</p>	<p>continue to explore different genres and study both a fiction and non-fiction text</p> <p>continue their understanding of a recount and write for different purposes such as a play script and a non-chronological report</p>	<p>explore storytelling and how authors write to persuade</p> <p>learn why authors write persuasively both in fiction and non-fiction</p> <p>plan, draft and write their own persuasive piece of work</p>	<p>explore different genres of nonfiction texts and will use these texts to explore writing for different styles</p> <p>learn to write an explanation report, a letter and a set of instructions to further understand writing in a non-fiction style</p>	<p>explore a range of poems and poetic styles and develop their ability to listen to and discuss a wide range of poetry</p> <p>further their understanding of preparing poems and ability to read aloud and to perform poetry</p> <p>develop their letter writing skills to enquire based on a focus class text</p>	<p>explore the use of dialogue within a narrative, the effect of this and how this can be interpreted by the reader</p> <p>continue to develop their non-fiction reading and writing by understanding and interpreting a non-fiction text</p>
Skills Pupils will ...	<p>Reading: pinpoint vocabulary that captures interest and imagination, explaining why in simple terms.</p> <p>Writing:</p>	<p>Reading: Identify the main conventions and genres of different text types, giving simple examples</p> <p>Writing:</p>	<p>Reading: Justify their opinion with references to text</p> <p>Writing: Describe settings and characters in</p>	<p>Reading: Recognise the purpose of a text, e.g. inform, amuse</p> <p>Writing: Match their</p>	<p>Reading: Identify some of the characteristics of poetic forms, e.g. limericks, verses</p> <p>Writing:</p>	<p>Reading: Identify some of the common characteristics of fictional texts, e.g. dialogue, settings, etc.</p> <p>Writing:</p>



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	add detail, information and observations to inform and develop readers' interest when drafting and writing	Write for a range of purposes	narratives	vocabulary to the style with few errors of tone, e.g. letter to friend or letter of complaint	Match their vocabulary to the style with few errors of tone, e.g. letter to friend or letter of complaint	Display some use of inverted commas and other punctuation to indicate direct speech
Key vocabulary	Recount, third person, first person, comic, poetry, adventure, comic book, rhyming, verse, fronted adverbials, imagination, limerick, haiku	Non chronological, script, explanation, non-fiction, characters, suffix, prefix, paragraph, commas	Narrative, persuasive, letter, conjunctions, verbs, prepositions, opinion, settings, characters	Article, news, explanation, headings, sub-headings, headline, letter, verbs, pronouns, nouns, inform, instructions, list	Poetry, verse, rhyming, letter, recount, question mark, rhetorical question, paragraphs, author, audience	Dialogue, settings, instructions, fiction, non-fiction, instructions, recipe, narrative, commas, speech marks, interpret
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Topic	<p>King Alfred- England's Greatest King</p> <ul style="list-style-type: none"> Information text in the form of booklet Newspaper report <p>Sensational</p> <ul style="list-style-type: none"> Select and use a range of descriptive vocabulary to write own poem Explore how figurative and expressive language can create images and atmosphere; Compose imaginative sentences using adjectives, verbs and nouns for precision and impact 	<p>Leon and the place between</p> <ul style="list-style-type: none"> Play script using dialogue in writing Perform with expression Write sentences for suspense <p>The Vikings- Raiders, Traders and Adventurers</p> <ul style="list-style-type: none"> Newspaper reports Explanation text <ul style="list-style-type: none"> Persuasion 	<p>The pebble in my pocket</p> <ul style="list-style-type: none"> Comprehension task Identifying contractions Identifying past and present tense Prefixes and suffixes <p>Wave me Goodbye</p> <ul style="list-style-type: none"> Retell story as a letter from home/diary of being there 	<p>Wolves</p> <ul style="list-style-type: none"> Narrative writing Descriptive Writing <p>Mouse, Bird, Snake & Wolf</p> <ul style="list-style-type: none"> Non chronological report Narrative writing 	<p>Hot Like Fire</p> <p>Suggested poems from this book:</p> <ul style="list-style-type: none"> De Familiar Things De Bread Shopping Late Again The people next door I asked the river <p>The firework-makers daughter</p> <ul style="list-style-type: none"> Retell story – narrative Recount diary entry Persuasion 	<p>When stars are scattered</p> <ul style="list-style-type: none"> Describing and comparing characters Recount – Diary entry in role as the refugee Write a balanced argument Writing a diary entry Empathising with characters
Knowledge Pupils will ...	explore writing for different purposes by writing an information booklet,	deepen their understanding of writing for different purposes and adapt	identify past and present tense, prefixes and suffixes and contractions in the	learn to write narratives creating and planning their own characters, plot	begin to analyse poetry learn to discuss and evaluate how	learn to write a balanced argument read, understand and respond to a text



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	<p>newspaper report and poetry</p> <p>understand figurative, expressive and descriptive language and how they can identify this in texts and use this in their writing</p> <p>read a range of different poetry and begin analysing these, exploring how the poet has created imagery through language</p>	<p>their style of writing to suit each genre</p> <p>learn to write a play script, a newspaper article and write to persuade</p> <p>learn how to use and punctuate dialogue correctly</p> <p>continue to learn the difference between fact and opinion and how to identify the difference in non-fiction writing</p>	<p>text</p> <p>learn to include these skills within their writing</p> <p>develop a positive attitude to reading by listening and discussing a wide range of fiction</p> <p>learn how language, structure and presentation contribute to meaning</p> <p>learn to plan their writing by evaluating and editing their ideas</p>	<p>and ending</p> <p>draft, edit and evaluate their writing to improve the content of their work</p> <p>learn how to write in role when studying a class text and include all the punctuation they have learnt so far (prepositions, speech marks, adverbs)</p>	<p>authors choices impact on the reader</p> <p>explore the structure of poems and how imagery in poetry makes the reader feel</p> <p>understand how to evaluate, edit and assess poems they have read as a class and independently</p> <p>learn to appreciate books from other cultures</p> <p>identify what makes reading exciting and how authors invite readers to continue reading</p>	<p>empathise with the characters of the story</p> <p>explore characters feelings and experiences and use these to inform their writing</p> <p>use adjectives to describe and compare characters</p> <p>learn to use the text they are studying to write for different purposes</p>
<p>Skills</p> <p>Pupils will ...</p>	<p>Reading</p> <p>Perform poetry or play scripts showing understanding through intonation, tone, volume and action, learning a</p>	<p>Reading</p> <p>Apply growing knowledge of root words, suffixes and prefixes when reading aloud</p>	<p>Reading</p> <p>Apply growing knowledge of root words, suffixes and prefixes when reading aloud</p>	<p>Reading</p> <p>Participate actively in discussions about books, taking turns to speak and listen to others</p>	<p>Reading</p> <p>Identify the main conventions and genres of different text types, giving simple examples</p>	<p>Reading</p> <p>Retell a story orally, including the main themes and ideas</p> <p>Summarise main points taken from more than</p>



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	<p>wider range of simple poetry by heart</p> <p>Pinpoint vocabulary that captures interest and imagination, explaining why in simple terms</p> <p>Writing Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Include different verb forms mostly accurately</p>	<p>Differentiate between fiction and non-fiction and use terms correctly</p> <p>Writing Displays some use of inverted commas and other punctuation to indicate direct speech</p> <p>Examine language and grammar, explaining simply why specific words, phrases or styles are used, and naming them, e.g. direct speech</p>	<p>Identify some of the common characteristics of fictional texts, e.g. dialogue, settings, etc.</p> <p>Writing Add detail, information and observations to inform and develop readers' interest when drafting and writing</p> <p>Include fronted adverbials which may include a comma</p>	<p>Recognise the purpose of a text, e.g. inform, amuse</p> <p>Writing Use paragraphs to organise their ideas</p> <p>Describe settings and characters in narratives</p>	<p>Identify some of the characteristics of poetic forms, e.g. limericks, verses</p> <p>Writing Write for a range of purposes</p> <p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</p>	<p>one paragraph</p> <p>Writing Match their vocabulary to the style with few errors of tone, e.g. letter to friend or letter of complaint</p> <p>Identify the audience they are writing for and the most suitable style</p>
Key vocabulary	<p>Poetry, fiction, patterns, rhythm, rhyme, figurative language, expressive language, atmosphere, descriptive language, imagery, senses, information text, newspaper</p>	<p>Dialogue, punctuate, preposition, describe, suspense, explanation, persuasion, newspaper, fact, opinion, non-fiction, genre</p>	<p>Fronted adverbials, contractions, prefix, suffix, nouns, adjectives, verbs, non-fiction, inference, emotions, characters, presentations, comprehension, fiction, sensory description, evaluate,</p>	<p>Homophones, apostrophes, adverbs, prepositions, speech marks, inverted commas, prepositions of time, place and cause, narrative, description,</p>	<p>Expanded noun phrases, adjective, imagery, analyse, evaluate, structure, reader, poet, diary entry, persuasion, first person, empathy, culture, page turner</p>	<p>Balanced argument, characters, writing for different audiences, adjectives, describe, compare, contrast, sentences, speech, text, narrative, plot, diary entry, letter, apology, article, poetry, information</p>



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	reports, headings, sub headings, fact, opinion		edit, draft	characters, plot		report, perspective
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Year 5/6						
Cycle one						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>There's a boy in the girls' bathroom</p> <ul style="list-style-type: none"> Recount (diary entry or letter) Narrative <p>The Carnival of the Animals</p> <ul style="list-style-type: none"> Poems based on music inspired drawings by Camille Saint Saens Create artwork based on music of choice, and poems based 	<p>The Viewer</p> <ul style="list-style-type: none"> Retell story from different perspectives Narrative storytelling <p>Frontiers of Space</p> <ul style="list-style-type: none"> Information report Discussion style writing debating space and its existence 	<p>The Great Kapok Tree</p> <ul style="list-style-type: none"> Persuasive writing Discussion writing debating the use of land and environmental effects Information booklet - fact finding <p>Sinbad</p> <ul style="list-style-type: none"> Traditional tale recount in 3rd person Persuasion writing 	<p>Clockwork</p> <ul style="list-style-type: none"> Recreate the story in form of a comic strip of events Extracting information (time words, menacing swords, new words) Arguments for and against (Did Karl deserve to die?) <p>A stage full of Shakespeare stories</p> <ul style="list-style-type: none"> Midsummer Night's dream Performing and writing own play 	<p>Cosmic Disco</p> <p>Suggested poems from this book:</p> <ul style="list-style-type: none"> When colours spoke Winter Trees Hummingbird Aurora Borealis Leaf Man <p>Odysseus</p> <ul style="list-style-type: none"> Form opinions about a text and make comparisons Extract information about a setting to visualise and recreate the 	<p>Wisp</p> <ul style="list-style-type: none"> Setting description (lots of figurative language) Draft, write & edit <p>Natural Disasters</p> <ul style="list-style-type: none"> Persuasive speech Newspaper report Non chronological report



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	on their own artwork			scripts	scene	
Knowledge Pupils will ...	<p>learn about recount writing in role as different characters from the chosen text</p> <p>create their own narratives with a focus on descriptions (adjectives, adverbs) of the setting and characters of the story</p> <p>study poems based on art work and create their own poetry using this idea to further their understanding of writing for different purposes</p>	<p>explore writing for different purposes such as narrative storytelling, writing an information report and writing for a debate</p> <p>continue to learn about writing from different perspectives</p> <p>focus on the different forms each piece of writing needs and adapt their writing styles, grammar and punctuation to meet these criteria</p>	<p>learn about writing in different tenses such as first and third person</p> <p>learn about persuasive writing and why authors use this style of writing and how they can adapt their writing to write persuasively</p> <p>show an understanding of writing formally (persuasive writing) and informally (information booklet)</p>	<p>learn to write a balanced argument for and against a topic from the text taking into consideration both sides of view</p> <p>build their comprehension skills by showing an ability to extract information from a text</p> <p>learn about writing for performance (plays) and how these are written and performed</p>	<p>identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>be able to select appropriate grammar and vocabulary</p> <p>understand how such choices can change and enhance meaning</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing</p>	<p>continue to develop their understanding of writing for different purposes; writing persuasively, writing a non-chronological report and writing a newspaper report showing their continued understanding of formal and informal</p> <p>focus on the features of these types of writing and learn how they can create these themselves</p> <p>learn how to draft, write and edit a piece of work when writing a setting description based on a text</p>
Skills Pupils will ...	Reading Identify the characteristics of	Reading Demonstrate understanding of	Reading Identify persuasive language	Reading Perform poetry or plays confidently so	Reading Express their views on a text with others,	Reading Retrieve and record information from



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	<p>poetic forms, e.g. rhythm, sound patterns</p> <p>Writing Create narratives which describe characters, settings and atmosphere</p>	<p>what they have read by confidently taking part in debates, discussions and presentations</p> <p>Writing Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>	<p>Writing Check tense is consistent throughout a piece of writing</p>	<p>meaning is clear through intonation, tone and volume</p> <p>Writing Balance and maintain a viewpoint in their extended writing</p>	<p>giving examples of elements they liked, e.g. structure, vocabulary choices or use of figurative language</p> <p>Writing Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p>	<p>non-fiction texts</p> <p>Writing Choose the correct register when writing, e.g. formal language in report or informalities of speech in narrative</p>
Key vocabulary	recount, narrative, setting, description, characterisation, setting, atmosphere, poetry, poetic forms, verses, adjectives, adverbs, musical influence, rhythm, sound patterns	Narrative, storytelling, information report, debating, discussion, perspective, writing genres, writing forms, subject	debate, discussion, bullet points, third person, first person, tense, persuasive, authors, formal and informal writing, traditional tale, subject,	argument, comic strip, extract, infer, play, script, speech, characters, perform, tone, synonym, antonym	audience, reader, structure, vocabulary, figurative language, evaluate, edit, scene, setting, poetry, verse, rhyming couplets, myths, legends, fiction	bullet point, colon, semicolon, hyphen, headings, sub headings, fact, persuasive, figurative language, edit, draft, plan, non-chronological, information, writing form, audience
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Topic	<p>Matilda</p> <ul style="list-style-type: none"> Diary and letter entries Character descriptions Exploring key themes Analysing characters <p>Under The Moon and Over the Sea</p> <ul style="list-style-type: none"> Writing a poem <p>Suggested poems from this book:</p> <ul style="list-style-type: none"> Wind said to the sea Emily Hurricane My Gran visits England 	<p>High Rise Mystery</p> <ul style="list-style-type: none"> Flashbacks. Narrative story writing Writing an adventure story <p>Floodland</p> <ul style="list-style-type: none"> Persuasive and argumentative speeches 	<p>Shackleton</p> <ul style="list-style-type: none"> Researching and writing an information fact file Writing a formal letter Writing a diary entry Writing a motivational speech Writing a set of instructions 	<p>Goodnight Mr Tom</p> <ul style="list-style-type: none"> Diary entries and letters from a range of perspectives Biography/ autobiography writing Character analysis 	<p>The Highwayman</p> <ul style="list-style-type: none"> Learn and perform the poem Retell story in another perspective Look at the power of imagery within poem <p>Refugee Boy</p> <ul style="list-style-type: none"> Narrative: storytelling Argument writing 	<p>Wonder</p> <ul style="list-style-type: none"> Diary entries and letters from a range of perspectives Biography writing Creating a character and using similar writing as a model for their own Devising and performing a short role-play
Knowledge Pupils will ...	<p>learn how to read, understand, and respond to a text.</p> <p>develop good reading comprehension skills through shared and independent reading</p>	<p>continue to develop their understanding of reading from Autumn 1 by reading a whole text</p> <p>explore the language used using a dictionary to clarify meaning of</p>	<p>deepen their understanding of the key features of a non-fiction text and explore how they can use this to aid class discussion and inform their writing</p> <p>write for many</p>	<p>learn to analyse and compare characters and relate scenarios to their own experiences</p> <p>show an understanding of what they have read by using inference</p>	<p>read and discuss fiction and develop their ability to summarise the main ideas</p> <p>participate in discussions about key characters, express opinions and</p>	<p>develop their ability to explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader</p> <p>develop their reading and vocabulary skills</p>



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	<p>explore and analyse characters and key themes from the text</p> <p>study a range of modern poems exploring themes, rhyme, imagery and emotive language</p>	<p>unfamiliar words</p> <p>summarise characters and write their own narrative in the theme of the text (murder mystery)</p> <p>When studying Floodland pupils will understand how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>different purposes during this half term and will learn to adapt their writing style to include the correct form, grammar and punctuation</p> <p>improve their speaking and listening skills by performing some of their written work</p>	<p>and retrieval skills whilst also showing an understanding of the historical context of the text</p> <p>learn to show a continued engagement for a text and evaluate different parts of their text to further their understanding and inform their writing</p>	<p>challenge others</p> <p>draw inferences from the texts such as inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence</p> <p>have a key focus this half term on ensuring their writing is well presented, punctuated and spelled as correctly as possible</p>	<p>continue to develop their grammar, punctuation skills developing their use of contractions, time adverbials, pronouns, homophones, synonyms and understanding of word classes throughout formal and informal writing</p> <p>develop their speaking and listening skills by using the text to create drama opportunities</p>
<p>Skills</p> <p>Pupils will ...</p>	<p>Reading</p> <p>Perform poetry or plays confidently so meaning is clear through intonation, tone and volume</p> <p>Identifies characteristics of fictional texts, e.g.</p>	<p>Reading</p> <p>Express their views on a text with others, giving examples of elements they liked, e.g. structure, vocabulary choices or use of figurative language</p> <p>Identifies persuasive language</p>	<p>Reading</p> <p>Retrieve and records information from non-fiction texts</p> <p>Distinguish between fact and fiction, and fact and opinion</p> <p>Writing</p> <p>Write effectively for a range of purposes and</p>	<p>Reading</p> <p>Read aloud with intonation which demonstrates understanding</p> <p>Work out the meaning of words from the context</p> <p>Writing</p> <p>Include capital letters</p>	<p>Reading</p> <p>Explain and discusses their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Identify key differences in a range of genres</p>	<p>Reading</p> <p>Predicts what might happen from details stated and implied</p> <p>Evaluates how authors use language, including figurative language, considering the impact on the reader</p>



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	<p>characters, dialogue, settings, themes</p> <p>Writing</p> <p>Perform their work appropriately to ensure meaning is clear, including appropriate intonation, tone, volume and movement</p> <p>Check that their writing contains singular subjects with singular verbs, e.g. Brian is a sailor and plural subjects have plural verbs, e.g. my brothers are artists</p>	<p>Writing</p> <p>Create narratives which describe characters, settings and atmosphere</p> <p>Check spelling and meaning using a dictionary, using the first three or four letters when locating words</p>	<p>audiences, selecting language that shows good awareness of the reader</p> <p>Include devices to aid reader in their non-narrative writing, e.g. bullet points, headings</p>	<p>and full stops to demarcate sentences correctly</p> <p>Check tense is consistent throughout a piece of writing</p>	<p>Writing</p> <p>Organise their ideas into sequenced paragraphs in extended writing</p> <p>Discuss their completed work with a member of staff, listening to and acting on advice</p>	<p>Writing</p> <p>Add detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases effectively</p> <p>Make a distinction between commonly confused words, e.g. homophones</p>
Key vocabulary	<p>Fronted adverbial, conjunctions, exclamations, relative pronouns, imagery, rhyme, emotive language, describe, analyse character, storyline</p>	<p>Summary, theme, narrative, meaning, dictionary, audience, purpose, persuasive, argumentative, character, story writing, speeches</p>	<p>Non-fiction, form, grammar, motivational speech, instructions, research, poem, fact file, formal letter</p>	<p>Analyse, compare, inference, retrieval, context, evaluate, diary, biography, autobiography, emotive language, empathy</p>	<p>Adverbial clauses, prefixes, apostrophes, speech, vocabulary, imagery, recount, argument, bias, non-bias, performance, perspective, poetry,</p>	<p>Subjunctive form, idioms, figurative language, time adverbials, homophones, synonyms, formal, informal, freeze frame, structure, impact, word classes</p>



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