|  |
| --- |
| T1 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure** **Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | The Amazing Maurice and his Educated Rodents by Terry Prachett (fiction) (Read and Respond) | **The Firework Makers Daughter by Phillip Pullman (fiction)****The BFG by Roald Dahl (fiction)** | **Wolf Wilder by Katherine Rundell (fiction)** | **The Lion The Witch and the Wardrobe by C.S Lewis (fiction)**  |
|  | **A Great Big Cuddle (Love Reading for kids)** | **Little Red by Lynn and David Roberts** | **Meerkat Mail by Emily Gravett****The Hodgeheg by Dick King Smith** |
|  | **Topic driver** |  | Animals | Once Upon a Time….Science - Materials | AnimalsScience (Animals) | Rivers, Coasts, Mountains | SoundScience (Sound) | Geography cities | Into the light Science (Light) |
| **Fiction** | **Purpose & narrative genre**  |  | NarrativeAdventureRhyming patterns | To entertain Traditional tales | To entertainStories by the same author – Emily Gravett | To entertain Fantasy stories links to Traditional Tales (based on the Pied Piper)  | To entertainSignificant authors – Phillip Pullman and Roald Dahl |  To entertain Traditional Tales from another culture Baba Yaga  | To entertainFantasy adventure with a magical setting |
| **Outcome:**  |  | Continue a rhyming stringRetell part of the story | **Retell** part or all of the story – Y1 oral, Y2 written. Focus on how to map stories – **narrative map** | **Retell** part or all of the story– Y1 oral, Y2 written. Focus on how to map stories – **story map** | **Retell** part of the story from another character’s perspective  | **Retell** part of the story | **Retell** part of the story from the main character’s perspective | **Retell** part of the story |
| **Book:** |  | We’re Going On A Bear Hunt by Michael Rosen (write stuff) | The Last Wolf by Mini Grey  | Little Mouse’s Big Book of Fears by Emily Gravett | The Amazing Maurice and his Educated Rodents by Terry Prachett (local author) | The Firework Makers Daughter | The House with Chicken Legs by Sophie Anderton | Lion, Witch, Wardrobe by C.S. Lewis  |
| **Linked reading** |  | We’re Going on a Lion HuntWe’re going on a Bear Hunt rhymeGruffalo by Julia Donaldson | Red Riding Hood3 Little Pigs, Goldilocks & the 3 Bears Rosie’s Walk | TidyWolves The Rabbit Problem | Guardians of Magic by Chris Riddell**Oliver and the Seawigs by Phillip Reeve** | Books by Phillip Pullman I was a RatLyra’s OxfordThe Scarecrow and His Servant | Wolf Wilder by Katherine RundellThe Girl who Speaks Bear by Katherine Rundell | The Wizards of Once by Cressida CowellHarry Potter by J.K. Rowling |
| **Non-fiction** | **Purpose & non-fiction genre** |  | Animals | To informChronological recount of familiar events  | To informChronological report of familiar events  | To informChronological recount of events  | To informChronological recount of familiar events  | To inform Chronological report of events | To informChron report – |
| To informReport/ Fact file |
| **Outcome:**  |  | Links sounds to letters | Write a formal **letter** - about an event or character in the story | Write an informal **postcard**   | Write a formal **craft book** style set of **instructions**  | Write an informal **autobiography**  | Write a **Newspaper report**  | Write an informal **letter**  |
| **Book:** |  | National Geographic Kids: Penguins by Anne Schreiber (Write Stuff) | Jolly Pocket Postman by Janet and Allan Ahlberg | We Travel so far by Laura Knowles | Craft books | Boy by Roald DahlBoy (fiction) Read and Respond |  Newspaper reports – First News, Salisbury journal | Authentic letters used**Lion Witch and Wardrobe**  |
| **Poetry/ performance** | **Genre:** |  | Traditional Nursery rhymes |  | Kenning Poetry |  | Sound Poetry |  | Free Verse Poetry |
|  | **Outcome** |  | Continue a rhyming string |  | Write a Kenning poem linked to a character or myself (start of the term activity) |  | Write a sound poem |  | Write a Free Verse Poem |
|  | **Book** |  | My Very First Mother Goose by Iona Opi |  | A Kenning poem by Anita Kellik |  | The Sound collector by Roger McGough |  | The Magic Box by Kit Wright |

|  |
| --- |
| T2 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure****Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | **The Wild Way Home by Sophie Kirtley (fiction)** | **The Boy Who Biked The World by Alistair Humphreys (fiction)** | **War Horse by Michael Morpurgo** | **A Christmas Carol by Tony Mitton (fiction)**Christmas Carol by Charles Dickens (fiction) (Read and Respond) |
|  | **Dogs Don’t do Ballet by Anna Kemp****I wish I was a Unicorn by Rachel Llyon** | **Toby and the Great Fire of London by Margret Nash**  | **The Hedgehog by Dick King Smith**Knittbone Pepper the Last Circus Tiger |
| **Topic driver** |  | All about Me | Fire, Fire!History – The Great Fire of London | In the CircusHistory (local history – the Chipperfields) | Stone Age to Iron AgeHistory (stone age to iron age) | changing Transport (Hostory) | WW1History (WW1) | Left out in the cold Geography (latitude and longitude) |
| **Fiction** | **Purpose & narrative genre** |  | NarrativeStory | To entertainAdventure happy ending | To entertainAdventure quest | To entertainStories from familiar settings - forest | To entertain Stories with repetitive plot | To entertain Stories with historical settings – WW1 | To entertain Stories with historical settings |
| **Outcome:**  |  | Links sounds to lettersRetell part of the story | **Innovate** the story by changing the setting | **Innovate** the story by changing a character. | **Innovate** the story by changingwhat happens next (read up to a point then stop) | **Innovate the story by** adding a new character | **Innovate** the story by writing what came before (read the last page first) | **Innovate** the story by changing one of the character’s traits |
| **Book:** |  | Perfectly Norman by Tom Percival (Write Stuff) | Toby and the Great Fire of London by Margret Nash | Fizzlebert Stump by A.F. Harrold | The Wild Way Home by Sophie Kirtley | **Journey by Aaron Becker** | War is over by David Almond | A Christmas Carol BBC Schools abridged version |
| **Linked reading** |  | The Colour Monster by Anna LlenasSuper Duper You by Sophie Henn | Vlad and the Great Fire of London by Kate Cunningham | If I ran the circus by Dr Seuss Enter the Circus by Christopher Powell | The Secrets of Stonehenge by Mick Manning | The train to impossible places by PG BellFive Go Off to Camp by Enid Blyton | Flo of the Somme by Hilary RobinsonWhere the Poppies Now Grow by Hilary Robinson Poppy Field by Michael Morpurgo | Another Twist in the Tale by Catherine Bruton |
| **Non-fiction** | **Purpose & non-fiction genre** |  | Creating/ Making | To explain Non-chronological report | To explainNon-chron  | To informNon-Chron report | To explainNon-chron – | To informNon-chronological report | To explainNon-chron |
| Non-fictionInstructions |
| **Outcome:**  |  | Can segment the sounds in simple words and blend them togetherInstructions(independent write - bake bean tin Christmas cake) | Write an **explanation** about how the fire started | Write an **information wanted poster** for the kidnappers | Write an informal (child audience **fact book** style non-chronological report  | Write a **formal report** about how transport changed over the industrial revolution | Write an **informal scrap book** style nonchronological report  | Write an **explanation**  |
| **Book:** |  | If Chocolate Cake by Michael Rosen (Write Stuff) | The Great Fire of London: 350th Anniversary of the Great Fire of 1666 by Emma Adams & James Weston Lewis | Fizzlebert Stump by A.F. Harrold | Rocks and Fossils | Victorian Times Travel and Transport by Nell Morris. | Archie’s War by Marcia Williams | Scott of the Antarctic by E and J Dowdeswell |
| **Poetry** | **Genre:** | List poem |  | Onomatopoeia poetryNativity performance |  | Rhyming couplets |  | War Poetry |  |
|  | **Outcome** | Write a list poem |  | Write an onomatopoeia poem about bonfires or fireworks |  | Preparing poems to read aloud (intonation, tone, volume) |  | Preparing poems to read aloud (intonation, tone, volume) |  |
|  | **Book** | Firework (Write Stuff) |  | Firework Night A poem by Enid Blyton |  | Silent Night by Lara Hawthorne (link to RE) |  | For the FallenDolce et Decorum Es by Wilfred Owens |  |

|  |
| --- |
| T3 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure****Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | Great Adventurers by Alistair Humphreys (non-fiction)Anne of Green Gables by LM Montgomery  | **The Abominables by Eva Ibbotson****(fiction)****The Jumblies by Edward Leer (poetry as part of poetry unit)** | **Journey to the River Sea by Eva Ibbotson** | **No Ballet shoes in Syria by Catherine Bruton****The Island by Armin Greder** |
|  | **Handa’s Surpriseby Eileen Browne** | Tales from India by Bali RaiUnder the Great Plum Tree by Sufiya Ahmed | **Amazing Grace by Mary Hoffman** |
|  | **Topic driver** |  | Africa/ A hot country | IndiaGeography (comparing small area ok UK and non-European country) | AfricaGeography (Our World) | Countries of the WorldGeography (compass and grid references) | Movement Geography (Earthquakes and Volcanoes) | Ancient Maya CivilisationsHistory (Ancient Maya) | JourneysGeography (Economic activity and trade) |
| **Fiction** | **Purpose & narrative genre** |  | NarrativeStory | To describe Stories from other cultures- India | To describe Stories from other cultures - Africa | To entertainStories from other cultures– N. America | To describe Stories from other culturesimmigration | To entertainStories from other cultures– S.America | To describe Stories from other cultures refugees |
| **Outcome:**  | Character description | Setting description | Write a **character description** **(human)** focussing on the5 senses | Write a **setting description** focussing on the 5 senses | Write a **character description** **(human)** describing characteristics through actions | Write a **setting description** integrating action to advance the story  | Write a **character description** **(human)** describing characteristics through thoughts and speech | Write a **setting description** integrating dialogue and action to advance the story  |
| **Book:** |  | Handa’s Surprise by Eileen Browne | Elephant Dance by Theresa Heine | Wonderful Earth by Butterworth and InkpenYou’re Strong with Me by Chitra Soundar | Anne of Green Gables by LM Montgomery | The Journey by Francesca Sanna | Journey to the River Sea by Eva Ibbotson | The Arrival by Shaun Tan |
| **Linked reading** |  | One Day on Our Blue Planet by Ella BaileyAll Aboard for the BOBO Road by Stephen Davies**Handa’s Hen by Elleen Browne** | Ganesha’s sweet tooth by Sanjay PatelGrandma and the Great Gourd by Chitra Banderjee Divakaruni | Anna Hibiscus by AtinukeAll Aboard for the Bobo Road by Stephen Davis (repetitive language) | Indian in the Cupboard by Melissa Matheson | **Paddington Bear by Michael Bond**  | Where the forest meets the Sea by Jeannie BakerThe SHayman Apprentice by Lynne Cherry | No Ballet shoes in SyriaOranges in No Man’s Land by Elizabeth Laird**The Unforgotten Coat by Frank Cottrell Boyce** |
| **Non-fiction** | **Purpose & non-fiction genre** |  |  | To informChronological report |  | To inform/ discussChronological  |  | To explain Chronological report |  |
| **Outcome:**  |  |  | Write **instructions**  |  | Write a mid-formal letter  |  | Write an e**xplanation**  |  |
| **Book:** |  |  | \*\*\* |  | Dear Earth by Isabel Otter |  | The Great Kaypok Tree by Lynne Cherry |  |
| **Poetry** | **Genre:** |  | Narrative Poetry  |  | African poetry |  | Nonsense poetry |  | Rap |
|  | **Outcome** |  |  \*\*\* |  | \*\*\* |  | Preparing poems to read aloud (intonation, tone, volume) |  | Preparing poems to read aloud (intonation, tone and volume for meaning) |
|  | **Book** |  | Each, Peach Pear Plum by Janet and Alan Arlberg |  | A Baobab is Big: And other Verses from Africa by Jaqui Taylor |  | The Jumblies by Edward Leer |  | Funky Chickens by Benjamin Zephaniah |

|  |
| --- |
| T4 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure****Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | **Prince Cinders by Babette Cole** | **Tom’s Midnight Garden by Phillipa Pearce (fiction)** | The Romans, Gods Emperors and Mice by Marcia Williams | **The Highwayman by Alfred Noyes (as part of poetry unit) & Read and Respond** | **Viking Boy by Tony Bradman** |
|  | Snow white in New York by Fiona French | **Clean Up! By Nathan Bryon** |
| **Topic driver** | \*\*\*\* | Adventure of the Three Little Pigs | HolidaysHistory – changes within living memory | Something New History (First People) | Our Victorian SchoolHistory (Victorian education) | RomansHistory (Romans) |  | Vikings |
| **Fiction** | **Purpose & fiction genre** |  | NarrativeTraditional Tale with a twist |  | To entertain Twisted Fairy Tales |  | To describeMystery |  | To describe |
| **Outcome:**  |  | Retell part of the story |  | Innovate part of the story by twisting the plot  |  | Retell part of the story focussing on creating a suspense atmosphere |  | Retell part of the story focussing on creating an atmosphere of tension |
| **Book:** |  | Pigs Might Fly by Dick King Smith (Write Stuff) |  | **The True Story of the Three Little Pigs by Jon Scieszka** |  | The Pirates of Pompeii by Caroline Lawrence |  | Riddle of the Rune by Janina Ramirez |
| **Linked reading** |  | The Pea and the Princess by Mini Grey |  | The Three Little Wolves and the Big Bad Pig by Eugene Trivizas Prince Cinders by Babette Cole |  | The Secrets of Vesuvius by Caroline Lawrence |  | Viking Boy by Tony Bradman |
| **Non-fiction** | **Purpose & non-fiction genre** |  | Blue Planet/ Our World | To informNon-chronological report | To inform Chron report – | To explainNon-chronological report | To persuadepersuasion | To persuadepersuasion | To discussBalanced argument |
| Non-Fiction Report about protecting wildlife |
| **Outcome:**  |  | \*\*\*\* | Write an **information poster** about seaside holidays now and then | Write a **newspaper recount**  | Write an informal **explanation** of life / education in Victorian times | Write an informal **letter** linked to mystery stories | Write a formal **letter** to persuade about Highway man | Write a formal balanced argument - were the Vikings invaders or settlers?  |
| **Book:** |  | If sharks disappeared by Lily Williams (Write Stuff) | Seaside Holidays by Stewart Ross | The True Story of the Three Little Pigs by Jon ScieszkaThe Fairy-tale Times by Zani Myan | Queen Victoria by V&A museumVictorians Eyewitness by Ann Kramer | Letters from Pliny the Younger about the eruption in 79AD | Authentic persuasive letters | Viking Voyagers: Discover the Story of the Vikings by Jack Tite |
| **Linked reading** |  | \*\*\*\* | At the beach by Roland HarveyQueen Victoria’s Bathing Machine by Gloria Whelan |  | Tom’s Midnight Garden by Phillipa PearceHetty Feather by Jaquelin Wilson | The Pirates of Pompeii by Caroline Lawrence |  | The Saga of Eric the Viking by Terry JonesThe Vikings Raiders, Traders and Adventurers by Marcia Williams |
| **Poetry** | **Genre:** |  |  | Alliteration Poetry  |  | Simile and metaphor poetry |  | Narrative Poetry  |  |
|  | **Outcome** |  |  | Learning to appreciate a wide range of poems - recite poetry by heart (intonation) |  | Listen to and discuss, recognising some different forms of poetry |  | Preparing poems to read aloud (intonation, tone and volume for meaning) |  |
|  | **Book** |  |  | Range of traditional Tongue Twisters she sells sea shells on the sea shore |  | White Sheep by Christina Rossetti (period in history) |  | The Highwayman by Alfred Noyes |  |

|  |
| --- |
| T5 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure****Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | **Iron Man by Ted Hughes (fiction)** | **The dragon in the library by Loui Stowell (fiction)** | **Darwin’s Dragons by Lindsay Galvin** | **Cogheart by Peter Bunzl** **The Explorer by Katherine Rundell** |
|  | \*\*\*\* | **James and the Giant Peach** | **Storm Whale by Benji Davies** |
| **Topic driver** |  | Sharing Animals | Plants | CoastsGeography (coasts) | Forces and MagnetsScience (forces and Magnets) | **Is it Solid? Is it liquid? Is it gas? Science (Solids, liquids, gasses)** | Darwin (science) | Survival Geography Natural resources |
| **Fiction** | **Genre:** |  | NarrativeStory | Stories by the same author – Roald Dahl  | To describeStories with familiar setting - coasts | To entertainStories by the same author – Ted Hughs  | To entertain Modern Fiction | To entertainShort Adventure Narrative  | To entertain Modern fiction |
| **Outcome:**  |  | Retell part of the story | Innovate part of the story by altering an event | Innovate part of the story by altering an event | Innovate part of the story by twisting the beginning | Innovate part of the story by twisting the problem | Innovate part of the story by twisting the basic plot (use new characters, setting and events) | Innovate part of the story by twisting the item – what could they use to escape rather than the aeroplane?  |
| **Book:** |  | Rainbow Fish by Marcu Pfister (Write Stuff) | Fantastic Mr Fox | The lighthouse keepers Lunch by Ronda Armitage | The Iron Giant by Ted Hughes   | The dragon in the library by Loui Stowell | Darwin’s Dragons by Lindsay Galvin | **The Explorer by Katherine Rundell** |
| **Linked reading** |  | \*\*\*\* |  | How does a Lighthouse Work? By Roman Beleyev | The Iron WomanBy Ted Hughes | Dragonology By Dugald SteerHow to Train Your Dragon by Cressida Cowell The Boy who Grew Dragons by Andy Shepherd | The Golden Compass by Phillip PullmanHarry Potter by JK Rowling Stardust by Neil Gayman | Cogheart by Peter Bunzl |
| **Non-fiction** | **Genre:** |  | Animals/ Pets | To informNon-chronological report | To explainChron report – | To informChronological report | To inform Chron report – | To inform Chronological report | To inform Chron report –  |
| Non-FictionPersuasive letter |
| **Outcome:**  |  | Write a letter to persuade parent/ HT for a pet | Write **facts** about different plants | Write **basic biographical facts** about a famous pirate | Write a **recount** of an experienced event (trip to Salisbury Catherdral linked to DT topic buildings) | Write a **newspaper** report linked to fiction  | Write an informal **Biography** about Charles Darwin | Write a **recount** of an event |
| **Book:** |  | I Wanna Iguana by Karen Kaufman (Write Stuff) | A Seed is Sleepy by Sylvia LongI love this tree by Anna Claybourne | Pirate Attack by DKDK find out - Blackbeard | \*\*\* | Joan Proctor Dragon Doctor by Patricia Valdez | On The Origin of Species by Sabina RadevaDickens Biography LS | Where the Forest meets the sea by Jeannie Baker |
| **Poetry** | **Genre:** |  | \*\*\*\* |  | Rhyming Poetry |  | Narrative POetry |  | Personification Poetry |
|  | **Outcome** |  | \*\*\*\* |  | Learning to appreciate a wide range of poems - recite poetry by heart (intonation) |  | Read and discuss an increasingly wide range of poetry |  | Read and discuss an increasingly wide range of poetry |
|  | **Book** |  | \*\*\*\* |  | The Owl and The Pussycat by Edward Leer |  | Custard the Dragon by Ogden Nash |  | The Sea by James Reeves |

|  |
| --- |
| T6 |
|  | **A EYFS** | **B EYFS** | **A Year 1/2** | **B Year 1/2** | **A Year 3/4** | **B Year 3/4** | **A Year 5/6** | **B Year 5/6**  |
| **Class reader for pleasure****Guided reading text** | EYFS & Y1 children will be participating in GR sessions with books matched to their developing phonics knowledge | **Secrets of a Sun King by Emma Carroll (fiction)** | Secret Suffragette by Barbra Mitchell **Opal Plumsted by Jaquelain Wilson** | **Percy Jackson and the lightning Thief by Rick Rhiorden** | **Tempest** **Macbeth** |
|  | \*\*\*\* | \*\*\*\* | **The dinosaurs Packed Lunch by Jaqueline Wilson** |
| **Topic Driver** |  | Under the Sea | SpaceHistory – Great Space Exploration | Our local heroes, Mary AnningHistory  | Egyptians History (Egyptians) | The Suffragettes History (the Suffragettes) | Ancient GreeceHistory (Ancient Greece) | Tudors |
| **Fiction** | **Genre:** |  | NarrativeIrish Myth | To describe Fantasy - Space | To describe Stories with familiar settings – dinosaurs | To describe Myths | To describe Stories from our Literary Heritage | To describe Myths  | To describe Stories from classic fiction (archaic language) |
| **Outcome:**  |  | \*\*\*\* | Write a character description about a space creature | Write a setting description dinosaurs using the 5 senses as a focus –  | Write a character description about an Egyptian God | Write a setting description with a positive atmosphere  | Write a character description about a mythical beast | Write a setting description with a negative atmosphere  |
| **Book:** |  | Song of the Sea by Studio Canal (Write Stuff) | Look Up! by Nathan Bryon | Stone Girl Bone Girl by Laurence and Sheila Moxley | The Egyptians by Jonny Marx | Mary Poppins by P.L. Travers  | Mythopedia by Becky Bolton | Macbeth |
| **Linked reading** |  | \*\*\*\* | \*\*\*\* | \*\*\*\* | Secrets of a Sun King by Emma CarrollTales of Gods and Pharos by Marcia Williams  | \*\*\*\* |  | Shakespeare – Midsummer Night’s DreamTempest |
| **Non-fiction** | **Genre:** |  | Inspiring People | To informChronological report | To informNon-chron | To informNon- chronological | To debatebalanced argument  | To debateBalanced argument  | To persuadePersuasion –  |
| Non-Fiction BIography |
| **Outcome:**  |  | Write a biography | Write a **diary recount of** a space explorer | Write an i**nformation poster** about dinosaurs | Write a poster about Ancient Egyptians  | Informal balanced argument | Write a mid-formal balanced argument about comparing life for children now and in ancient Greece.  | Write a mid-formal **review** about a performance seen  |
| **Book:** |  | Bold Women in Black History by Vashti Harrison (Write Stuff Y1) | Look Up! by Nathan Bryon | Atlas of Dinosaur Adventures by Emily HawkinsLife on Earth: Dinosaurs by Heather Alexander | The Egyptians by Jonny MarxMeet the Ancient Egyptians by James Davies | Opal Plumsted by Jaquelain WilsonMy Little Book of Big Freedoms by Chris Riddell | So You Think You’ve Got It Bad? A Kid’s Life In Ancient Greece by Chae Strathie | TRIP TO GLOBE |
| **Poetry** | **Genre:** |  |  | Narrative POetry |  | Shape poems (sarcophagus, pyramid, sphinx..)& KS2 production |  | Riddles & KS2 production |  |
|  | **Outcome** |  |  | Listen to, discuss and express views about poetry |  | Listen to and discuss, recognising some different forms of poetryPerform a play |  | Read and discuss an increasingly wide range of poetryPerform a play |  |
|  | **Book** |  |  | The Highway Man Rat by Julia Donaldson  |  | \*\*\*\*\* |  | Riddles by Pie Corbett |  |