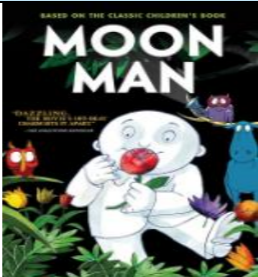
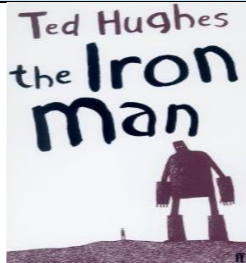




Wessex Gardens Primary School - English Curriculum Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text:						
Suggested Hook Lesson:	Activity: "Stone Age Scavenger Hunt" Pupils will embark on a scavenger hunt to discover hidden Stone Age-related items or pictures around the classroom or outdoor area. Each item will represent an aspect of Stone Age life, such as tools, food sources, or shelter materials.	Activity: Adventure Trail. Pupils to create locations on the trail where they think the Moon Man would visit on Earth. Encourage them to be imaginative and include a variety of environments (like a bustling city, a peaceful forest, a beach, or even a playground).	Activity: "Mystery Object" Fill the box with items that might be associated with a giant metal figure (like tools, metal scraps, or robot parts). Allow pupils to guess what the mystery object is based on tactile clues. This activity creates intrigue around the character of the Iron Man and leads into discussions about themes of fear and acceptance.	Activity: "Giant's Footprint" Create a giant footprint on a large sheet of paper. Ask pupils to imagine what it would be like if a giant walked through their town. What would happen? They can illustrate or write their responses on the paper. This activity connects to themes of awe and wonder found in the story.	Activity: Sensory Exploration: "Feel the Change! Set up stations with items representing both the UK and the Caribbean, along with contrasting music from each culture. Pupils explore each station and share their feelings about the differences. The activity encourages discussion about how Gregory might feel moving between these environments, sparking curiosity about his journey in the book.	Activity: A Letter from Lob — Begin the unit by sharing a mysterious letter supposedly written by Lob, a key character from <i>The Wilderness War</i> . Read the letter aloud or display it dramatically, sparking curiosity about who Lob is, what secrets the letter holds, and why it was sent. Invite pupils to imagine Lob's world and feelings as they prepare to write their own imaginative responses, stepping into the story and character's shoes.
Writing 1: Purpose and Audience:	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: Pupils rewrite the story from the boy's perspective or from the point of view of a Stone Age character like Om.	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: Create a new adventure for the Moon Man. Pupils can write a story where he visits a different part of Earth or meets new characters.	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: Retell the first two chapters of Iron Man. What happens if the Iron Man chooses not to challenge the Space-Bat-Angel-Dragon?	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: Retell the story from the perspective of the Village Chief.	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: write a short fantasy story where Gregory and Lennox discover a hidden cave in Tobago that leads to a mysterious adventure.	Purpose: to entertain Audience: Year 3 pupils Narrative Writing: An imaginative story where a child discovers another nature spirit.
Writing 2: Purpose and Audience:	Purpose: to entertain Audience: Year 3 pupils Diary Writing: Om's Diary: Imagine Om writing about meeting the boy and introducing him to her world.	Purpose: to inform Audience: Year 3 pupils Non-fiction Report – In this activity, pupils will write a factual report about London for the Moon Man to share his experience of the city with his friends when he returns home.	Purpose: to entertain Audience: Year 3 pupils Recount Writing: Write a first-person recount from Hogarth's perspective about the arrival of the Iron Man and his decision to befriend him.	Purpose: To explain Audience: Year 3 pupils To write an explanation text on how volcanoes are formed using scientific facts and vocabulary.	Purpose: to inform Audience: Year 3 pupils Letter Writing: Write a letter from Gregory to his parents, describing his experiences and how he's adapting to life in Tobago.	Purpose: to inform Audience: Year 3 pupils Explanation Text: Recycling Process: Explain how recycling works and why it is essential for the planet.
Composition	Diary writing Text Features: Introduction: Starts with a greeting (e.g., "Dear Diary," "Hi Diary"). Date at the top of the entry (e.g., "Monday 14th December"). Time of day can sometimes be included (e.g., "In the morning," "After lunch"). Body:	Non-fiction report Text Features: Writing to Inform Use clear, simple language: Stick to straightforward, factual language and avoid expressing personal opinions. Organise writing into short paragraphs: Each paragraph should focus on one specific idea, such as one paragraph about an animal's habitat or its diet.	Recount text Features Purpose: A recount retells events in the order they happened, sharing experiences or describing an event from the writer's perspective. Structure: Title: A clear, descriptive title summarising the recount. Introduction:	Text Features of an Explanation Text A clear title that states what is being explained. A short introduction that introduces the topic. Information organised into paragraphs. Subheadings to separate different parts of the explanation. Logical order that shows how or why something happens.	Letter writing text Features Purpose: An informal letter is written to communicate with friends or family in a relaxed and friendly tone. Structure: Address and Date: Write the sender's address at the top right-hand corner. Include the date underneath the address. Greeting/Salutation: Use a friendly greeting:	Explanation Text Features Purpose: Explanation texts describe how or why something happens. They aim to inform the reader by providing clear and logical details. Example: How Plants Grow or Why It Rains. Structure: Title: A clear, topic-based title that tells the reader what the text is about.

	<p>A simple chronological recount of events, typically describing what happened during the day</p> <p>Conclusion: A short closing sentence to wrap up the entry (e.g., "Good night," "Looking forward to tomorrow").</p> <p>Tone: Informal and personal tone, often written as if speaking to a friend. The tone reflects the writer's emotions, which may range from excitement to frustration, joy, or tiredness.</p> <p>First-person point of view is used throughout (e.g., "I did this," "I feel like...").</p> <p>The focus is on the pupil's own thoughts, actions, and feelings.</p> <p>Time conjunctions help organize the events of the day in order (e.g., "first," "then," "after," "finally").</p>	<p>Use appropriate vocabulary: Choose simple, age-appropriate vocabulary that suits the topic being discussed.</p> <p>Provide key facts and details: Include important facts and details, such as numbers, places, or events, to make the writing more informative.</p> <p>Use linking words: Use words like "then," "next," and "for example" to connect ideas and make the text flow.</p> <p>Structure with headings and bullet points: Organise information clearly with headings and bullet points to make it easier to read.</p> <p>Stick to the facts: Avoid personal opinions and focus on providing factual information.</p>	<p>Answer the who, what, where, and when questions to set the scene for the recount.</p> <p>Main Body: Events are written in chronological order (the order they happened).</p> <p>Use of simple paragraphing: Separate events or ideas into paragraphs, even if brief.</p> <p>Conclusion: End with a reflection or comment about the event.</p>	<p>Diagrams or illustrations with labels (sometimes). A glossary to explain technical vocabulary (sometimes).</p> <p>Language Features of an Explanation Text Written in the present tense. Written in the third person. Uses general nouns (e.g. plants, volcanoes, animals). Uses technical or subject-specific vocabulary. Includes causal conjunctions (e.g. because, therefore, as a result). May include time conjunctions (e.g. first, then, next, finally). Uses a formal, factual tone.</p>	<p>Introduction: Start with a friendly opening sentence to set the tone.</p> <p>Main Body: Write short paragraphs to share information, tell a story, or ask questions.</p> <p>Conclusion: End with a friendly closing sentence.</p> <p>Sign-off: Use an informal closing phrase:</p>	<p>Introduction: Explain what the topic is and why it is important or interesting.</p> <p>Main Body: Write in logical steps, explaining how or why something happens in order. Include key facts, descriptions, and technical terms (where appropriate).</p> <p>Conclusion: Summarise the explanation or provide an interesting fact.</p>
<p>Grammar and Punctuation:</p>	<p>Language Features: Past tense is primarily used to recount events that have already happened (e.g., "I went to school," "I ate lunch"). Occasionally, present tense can be used to describe ongoing actions or feelings (e.g., "I am happy," "I feel tired").</p> <p>Sentence Structure: Simple sentences are the most common (e.g., "I went to the park.").</p> <p>Basic conjunctions- Expanded sentences use conjunctions like "and", "but", or "because" to add more detail (e.g., "I went to the park, and I played with my friends").</p> <p>Short sentences and a mix of simple ideas are typical at this stage to express clear and straightforward thoughts.</p> <p>Conjunctions: Use of adjectives to describe nouns Some use of adverbs to describe actions (e.g., "I ran quickly," "She smiled happily").</p> <p>Punctuation: Capital letters for sentences and proper nouns. Full stops at the end of statements. Question marks for questions. Exclamation marks for emphasis. Speech marks around dialogue. Commas in lists.</p>	<p>Language Features: Simple Sentences: Focus on clear, straightforward sentences. Example: "The Sun heats the water." Present Tense: Use the present tense for explaining general facts. Example: "Water evaporates into the air." Linking Words: Use simple conjunctions like "and," "but," "because" to connect ideas. Example: "Water falls as rain, and it returns to rivers." Basic Vocabulary: Use simple words and clear explanations. Descriptive Words: Basic adjectives to describe things clearly.</p> <p>Punctuation Full Stops: To end simple statements (e.g., "The Amazon is in South America.".) Capital Letters: To begin sentences and for proper nouns (e.g., "The Amazon River"). Commas in Lists: When writing lists of things, such as animals, plants, or places (e.g., "Elephants, lions, and giraffes are wild animals.".) Question Marks: When posing a direct question (e.g., "What do elephants eat?") Colons or Bullet Points: To introduce a list or group of related information</p>	<p>Language Features Past Tense: Events are described in the past tense since the recount is about something that already happened. First-Person Perspective: Use I, we, my to show the writer's personal involvement. Time Connectives: Use time words and phrases to sequence events clearly: Descriptive Language: Include adjectives and sensory details to describe the experience. Simple Sentences with Conjunctions: Use conjunctions like and, but, so, because to expand ideas. Feelings and Thoughts: Include how the writer felt during the event.</p> <p>Punctuation: Capital letters for sentences and proper nouns. Full stops at the end of statements. Question marks for questions. Exclamation marks for emphasis. Speech marks around dialogue. Commas in lists. Apostrophes for possession and contractions.</p>	<p>Language Features First-person pronouns – I, me, my, we. Time connectives – Later... Suddenly... After that... Descriptive vocabulary (adjectives and expanded noun phrases) the worried villagers, the dark, quiet forest. Powerful verbs to show action rushed, shouted, gathered, trembled. Feelings and thoughts to show perspective I felt nervous... I wondered what would happen... Dialogue with speech punctuation "We must act now," I said firmly. Adverbs to describe actions quickly, bravely, quietly.</p> <p>Text Features Clear opening that introduces the setting and narrator (Village Chief). First-person viewpoint (e.g. I watched the villagers gather...). Events told in time order (beginning → middle → end). Paragraphs to organise ideas (e.g. problem / action / resolution). Dialogue to show character thoughts and interactions. A clear problem or challenge. A resolution or ending that completes the story.</p>	<p>Language Features Friendly Tone: Use informal, chatty language appropriate for the recipient. Simple Sentence Starters: Start sentences with conversational phrases: I went to...Have you seen...? Guess what happened...? Rhetorical questions to Engage: Include simple questions to make the letter interactive: What have you been doing lately? Did you enjoy your trip to the beach? Conjunctions: Use basic conjunctions to link ideas: and, but, so, because. Emotive Language: Use expressions that show feelings or excitement: First-Person Pronouns: Use I, me, we to make the letter personal and relatable. Informal Vocabulary: Use casual words and phrases that match the tone of the letter:</p> <p>Punctuation: Capital letters for sentences and proper nouns. Full stops at the end of statements. Question marks for questions. Exclamation marks for emphasis. Speech marks around dialogue.</p>	<p>Language Features Present Tense: Use the present tense because the explanation describes processes that are usually true. Time Connectives and Sequencing Words: Use time words to show the order of events or steps: Cause-and-Effect Language: Use phrases that show cause and effect: because, so, as a result, which means. Technical Vocabulary: Use subject-specific words related to the topic (e.g., seed, soil, photosynthesis, roots). Third-Person Writing: Write in a formal, factual style (avoid using I or we). Diagrams and Labels (Optional): Include pictures or diagrams with labels to support the explanation. Clear and Concise Sentences: Keep sentences short and clear, so the explanation is easy to follow.</p> <p>Punctuation Full Stops: Used to end statements (e.g., "There are four stages in the water cycle.".) Capital Letters: For the start of sentences and proper nouns (e.g., "The sun is very hot.".)</p>

	Apostrophes for possession and contractions.	(e.g., “The rainforest has: tall trees, many animals, and flowing rivers.”).		Punctuation: Capital letters for sentences and proper nouns. Full stops at the end of statements. Question marks for questions. Exclamation marks for emphasis. Speech marks around dialogue. Commas in lists. Apostrophes for possession and contractions.	Commas in lists. Apostrophes for possession and contractions.	Commas: Used in lists or to separate clauses (e.g., “First, heat the water, then add the sugar.”). Question Marks: Used for asking questions if relevant (e.g., “What happens after the water evaporates?”). Time Connectives with Commas: When using words like "First," "Next," or "Finally," place a comma after them for clarity (e.g., “First, mix the ingredients.”).
Spoken Language:	<p>Listening: Listen and respond to questions, demonstrating understanding and interest.</p> <p>Questioning: Ask questions that help extend and deepen understanding of new topics.</p> <p>Vocabulary: Use a variety of strategies to build and use new vocabulary.</p> <p>Articulation: Justify answers with clear reasoning, using examples.</p> <p>Describing/Explaining: Describe, explain, or narrate with more detail and structure.</p> <p>Conversation: Participate actively in group conversations, listening carefully and contributing appropriately.</p> <p>Language Use: Use spoken language to hypothesise about future events or imaginary scenarios.</p> <p>Speech Clarity: Speak clearly, using Standard English in most situations.</p> <p>Participation: Participate in presentations and role plays, expressing ideas confidently.</p> <p>Engagement: Engage the listener through clear and lively speech.</p> <p>Reflection: Respond to others’ ideas, contributing to group discussions.</p>	<p>Listening: Listen attentively and respond thoughtfully to peers and adults.</p> <p>Questioning: Ask relevant questions to clarify or deepen knowledge.</p> <p>Vocabulary: Build vocabulary by using synonyms and context to understand new words.</p> <p>Articulation: Articulate opinions and ideas, justifying them with reasons.</p> <p>Describing/Explaining: Describe events or ideas with increasing detail and structure.</p> <p>Conversation: Stay focused in discussions, contributing relevant ideas and comments.</p> <p>Language Use: Use spoken language to explore and imagine new ideas and situations.</p> <p>Speech Clarity: Speak confidently and clearly in Standard English.</p> <p>Participation: Take part in group performances and discussions with increasing fluency.</p> <p>Engagement: Maintain listener interest by speaking expressively and clearly.</p> <p>Reflection: Consider the viewpoints of others and reflect on their contributions.</p>	<p>Listening: Listen and respond to others, demonstrating understanding.</p> <p>Questioning: Ask detailed questions that extend conversations and encourage deeper thinking.</p> <p>Vocabulary: Use new vocabulary in speech, building on existing knowledge.</p> <p>Articulation: Justify opinions with clear reasoning and examples.</p> <p>Describing/Explaining: Provide well-structured explanations, staying on topic.</p> <p>Conversation: Participate in conversations, responding to and initiating comments.</p> <p>Language Use: Use spoken language to explore ideas and hypotheses.</p> <p>Speech Clarity: Speak confidently and audibly in Standard English.</p> <p>Participation: Contribute to debates, role plays, or performances with clarity.</p> <p>Engagement: Engage and hold the listener’s attention with confident speech.</p> <p>Reflection: Respond to others’ ideas, building on them and considering different perspectives.</p>	<p>Listening: Listen and respond thoughtfully to others’ contributions.</p> <p>Questioning: Ask relevant, open-ended questions to explore ideas and concepts.</p> <p>Vocabulary: Expand vocabulary by using synonyms and antonyms in speech.</p> <p>Articulation: Justify opinions with clear reasoning and examples.</p> <p>Describing/Explaining: Describe, explain, and narrate with greater detail and structure.</p> <p>Conversation: Actively participate in discussions, staying on topic and contributing ideas.</p> <p>Language Use: Use spoken language to explore and hypothesise about ideas and events.</p> <p>Speech Clarity: Speak confidently and fluently, using more Standard English.</p> <p>Participation: Take part in group activities like presentations, performances, or debates.</p> <p>Engagement: Maintain listener interest with clear and expressive speech.</p> <p>Reflection: Consider different viewpoints and contribute meaningfully to discussions.</p>	<p>Listening: Listen carefully and respond thoughtfully in discussions.</p> <p>Questioning: Ask relevant questions that challenge peers and extend conversations.</p> <p>Vocabulary: Build vocabulary by using context and exploration of new words.</p> <p>Articulation: Justify answers and opinions with reasons, offering examples to support them.</p> <p>Describing/Explaining: Describe and explain events or ideas in detail.</p> <p>Conversation: Participate actively in group conversations, encouraging others to contribute.</p> <p>Language Use: Use spoken language to explore hypothetical situations or future ideas.</p> <p>Speech Clarity: Speak clearly, confidently, and fluently in Standard English.</p> <p>Participation: Contribute to discussions, presentations, and debates with clarity.</p> <p>Engagement: Encourage and engage the listener through clear, expressive speech.</p> <p>Reflection: Reflect on different viewpoints and offer thoughtful responses.</p>	<p>Listening: Listen attentively and respond thoughtfully to peers and adults.</p> <p>Questioning: Ask thoughtful questions to extend conversations and build understanding.</p> <p>Vocabulary: Expand vocabulary by learning and using more advanced words.</p> <p>Articulation: Justify opinions with well-structured arguments, supported by examples.</p> <p>Describing/Explaining: Describe ideas or events with clarity and depth.</p> <p>Conversation: Participate actively in conversations and group discussions.</p> <p>Language Use: Use spoken language to imagine and hypothesise about different ideas or scenarios.</p> <p>Speech Clarity: Speak fluently, audibly, and confidently, using appropriate Standard English.</p> <p>Participation: Contribute to presentations and debates, engaging the audience.</p> <p>Reflection: Consider, evaluate, and respond thoughtfully to others’ viewpoints.</p>
Reading comprehension	<ul style="list-style-type: none"> Develop positive attitudes to reading by listening to and discussing a range of fiction and poetry. Begin to read books structured in different ways for varied purposes (e.g., stories for enjoyment, factual books for information). Use dictionaries to check the meaning of simple words encountered during reading. 	<ul style="list-style-type: none"> Discuss a wider range of texts, including myths and legends, expanding familiarity with traditional stories. Identify recurring themes and conventions in books (e.g., heroic journeys, bravery, or loyalty). Read aloud simple play scripts or poetry, using tone and intonation to show understanding. 	<ul style="list-style-type: none"> Engage with a broader range of fiction, poetry, and non-fiction, discussing their content and structure. Use dictionaries independently to check the meaning of more complex words. Retell myths or legends orally, incorporating key details and structure. 	<ul style="list-style-type: none"> Expand discussion to include plays, focusing on their structure and presentation. Prepare to read aloud more complex poems and scripts, using tone, intonation, and volume to convey meaning. Identify and discuss words and phrases that engage the reader or create vivid imagery. 	<ul style="list-style-type: none"> Develop deeper understanding of themes and conventions, identifying recurring ideas across different books. Prepare and perform longer poems or play scripts, focusing on engaging delivery through action and voice. Ask thoughtful questions to improve understanding of 	<ul style="list-style-type: none"> Participate in discussions about books with more independence, initiating ideas and engaging with peers’ viewpoints. Expand vocabulary by discussing and explaining the meaning of unfamiliar words in context. Summarise main ideas from longer sections of text, consolidating understanding.

	<ul style="list-style-type: none"> ● Increase familiarity with common texts like fairy tales, retelling simple ones orally. ● Identify basic themes or conventions (e.g., good vs. evil in fairy tales). ● Prepare simple poems to read aloud with expression, focusing on tone and volume. ● Recognise and discuss words or phrases that are interesting or imaginative. ● Begin identifying basic forms of poetry (e.g., rhymes vs. free verse). 	<ul style="list-style-type: none"> ● Check the meaning of words in context, explaining them with increasing independence. ● Ask basic questions to clarify understanding of texts. ● Begin to draw simple inferences about characters' feelings or motives (e.g., "He was angry because he shouted"). ● Predict events based on details provided explicitly in the text. ● Identify main ideas in a paragraph and summarise briefly. ● ☑ Participate in group discussions about books read, sharing personal opinions. 	<ul style="list-style-type: none"> ● Explore themes and conventions in texts, connecting them to familiar stories. ● Recognise and discuss different forms of poetry, such as narrative poetry or free verse. ● Understand what they read independently by checking text for sense and discussing meaning. ● Ask open-ended questions to improve understanding of the text. ● Make basic inferences about characters, justifying with evidence from the text. ● Predict future events in a story using details stated or implied. 	<ul style="list-style-type: none"> ● Summarise main ideas across paragraphs, highlighting key points. ● Analyse simple aspects of language, structure, and presentation in texts (e.g., headings, illustrations). ● Retrieve and record information from non-fiction texts, summarising key facts. ● Continue participating in group discussions, considering and responding to others' ideas. 	<p>texts, both fiction and non-fiction.</p> <ul style="list-style-type: none"> ● Draw more nuanced inferences, using evidence from actions, descriptions, or dialogue to explain characters' feelings or motives. ● Predict what might happen next, using details stated and implied in the text. ● Identify how text structure and presentation enhance meaning (e.g., subheadings in non-fiction, dialogue formatting in stories). 	<ul style="list-style-type: none"> ● Compare how language, structure, and presentation differ between fiction and non-fiction. ● Retrieve information efficiently from non-fiction texts, answering targeted questions. ● ☑ Reflect on and express opinions about books read independently, supporting views with evidence.
Spelling:	No Nonsense Spellings:		No Nonsense Spellings:		No Nonsense Spellings:	
	<p>Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin) Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun Apostrophe Revise contractions from Year 2</p>		<p>Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly' Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin) Homophones here/hear, knot/not, meat/meet Apostrophe Revise contractions from Year 2</p>		<p>Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes Rare GPCs The /i/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch) Homophones heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign Apostrophe Revise contractions from Year 2</p>	
Handwriting:	Nelson:	Nelson:	Nelson:	Nelson:	Nelson:	Nelson:
Poetry Week:	Poetry		Poetry		Poetry	

Suggested teaching sequence for English at Wessex Gardens:

EXAMPLE of a 3-WEEK CYCLE

BOOK / COMPREHENSION / SPOKEN LANGAUGE FOCUS

WEEK 1 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book):					
Writing genre:	HOOK LESSON				
LI					

How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PUNCTUATION AND GRAMMAR FOCUS

WEEK 2 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book):					
Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary					

PLAN / WRITE / EDIT / PUBLISH CYCLE

WEEK 3 OF CYCLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Context (name of book):					
Writing genre:					
LI					
How will this be adapted for BLW and WTS children?					
KEY LEARNING INPUT					
'I DO'					
'WE DO'					
'YOU DO'					
Plenary				DEEP MARKING BY TEACHER SO PUBLISHED PIECE IS OF HIGH STANDARD	