



# St Mary and St Paul`s C of E Primary School

## Writing Map: The Power of Reading

*At St Mary & St Paul`s C of E Primary we select high quality texts for our children in order to develop their understanding of literary forms, wider knowledge of the world, empathy for the human experience and language competency. The high quality texts have been carefully selected to meet the National Curriculum objectives, to inspire children and most of all to instill a love of reading and writing.*

## Writing Curriculum Map: The Power of Reading

<b><u>NURSERY</u></b>	<b><u>Autumn</u></b> Settling in new starters Nursery Rhymes RWInc Phonics	<b><u>Spring</u></b> Settling in new starters: Nursery Rhymes RWInc Phonics	<b><u>Summer</u></b> Settling in new starters: Nursery Rhymes RWInc Phonics
<b>Books</b>	<ul style="list-style-type: none"> <li>&gt; Owl Babies By Martin Waddell</li> <li>&gt; Whatever Next! By Jill Murphy</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Lost and Found by Oliver Jeffers</li> <li>&gt; The Tiny Seed by Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>&gt; The Three Little Pigs</li> <li>&gt; Goldilocks and the Three Bears</li> </ul>
<b>Book Themes</b>	<ul style="list-style-type: none"> <li>❖ PSED - Family</li> <li>❖ Science (Space)</li> </ul>	<ul style="list-style-type: none"> <li>❖ UTW - Geography</li> <li>❖ Science</li> </ul>	<ul style="list-style-type: none"> <li>❖ Traditional Tales</li> </ul>
<b>Phonics and Early Reading.</b> (Experience, knowledge, skills and strategies)	<p>Listening and Attention Environmental sounds Instrumental Sounds</p> <p>RWInc - Oral and blending Set 1</p>	<p>Listening and Attention Rhyme Alliteration</p> <p>RWInc - Oral and blending Set 1</p>	<p>Listening and Attention Oral, blending and segmenting</p> <p>RWInc - Oral and blending Set 1 and potential progression into phase 2.</p>
<b>Opportunities for writing in Continuous Provision</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Be provided with mark making and writing opportunities throughout all aspects of the indoor and outdoor environment, covering all genres and linking to PoR units.</li> <li>• Give meaning to marks made/drawings and develop forming recognisable marks and writing letters accurately.</li> <li>• Write some or all of their name.</li> </ul>		
<b>EYFS Communication and Language Range 4/5 (36-48m)</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>• Have opportunities to have conversations and develop vocal sound formation in doing this.</li> <li>• To respond to instructions and directions through adult initiated/led and child led activities</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>• Learn new vocabulary relating to PoR Units and project work on festivals and seasons.</li> </ul>		
<b>Physical Development</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision</li> <li>• Build up confidence when balancing and travelling during gymnastics and outdoor provision</li> <li>• Develop both their gross and fine motor skills to aid their readiness to become writers</li> <li>• To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year.</li> <li>• Be independent with toileting/coats/snack time</li> </ul>		

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<u>RECEPTION</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Books</b>	➤ <b>Rainbow Fish by Marcus Pfister</b>	➤ <b>Man on the Moon</b>	➤ <b>Blue Penguin (Picture book) by Petr Horacek</b>	➤ <b>The Very Hungry Caterpillar by Eric Carle</b>	➤ <b>Little Red Riding Hood</b>	➤ <b>The Queen's Knickers by Nicholas Allan</b>
<b>Book Themes</b>	❖ <b>Friendship (PSED)</b>	❖ <b>Science (Space)</b>	❖ <b>UTW - Geography</b>	❖ <b>Science (Growth/Life Cycles/Healthy Eating)</b>	❖ <b>Traditional Tale</b>	❖ <b>UTW - History</b>
<b>Phonics and Early Reading.</b> (Experience, knowledge, skills and strategies)	<b>RWinc Set 1</b> Develop phonological awareness Hears initial sounds in words. Enjoys listening to a variety of books knows print is read left to right Identifies taught sounds on a page	<b>RWinc Set 1</b> Develop phonological awareness Enjoys a range of fiction and non-fiction books Uses vocabulary that is linked to a theme in a story Sound talks simple cvc words	<b>RWinc Set 1&amp;2</b> Begins to sound talk and blend cvc words Is able to recall and discuss information that has been read to them or read themselves	<b>RWinc Set 1&amp;2</b> Begins to link some frequently used digraphs; eg.sh, th, ee Joins in with repeated refrains in a story Acts out a story using puppets/resources	<b>RWinc Set 2</b> Describes main story settings, events, characters with increasing detail Reads some common exception words Reads simple phonically decodable words and sentences	<b>RWinc Set 2</b> Continues a rhyming string and recognises alliteration Engages in books at a deeper level Uses knowledge of language structure, subject knowledge and illustrations to interpret a text
<b>Opportunities for writing in Continuous Provision</b> (not exhaustive)	Cards labels captions lists	Maps signs tickets information leaflet	Captions Signs and Labels for an icy world. Information writing Speech and thought bubbles Penguin messaging centre.	Labels Maps Short story - zigzag books Simple sentences Caption writing Label diagrams.	Signs posters postcards maps create a simple book	Invitations maps Simple sentence writing labels Advert/poster
<b>EYFS Communication and Language Range 5/6 (48-71m)</b>	Throughout the year the children will: <ul style="list-style-type: none"> <li>• May indicate two channelled attention; can listen and do for a short span</li> <li>• Is able to follow a story without pictures or props</li> <li>• Understands; who, why, when, where and how questions</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extend vocabulary linked to themes, topics and celebrations in class, as well as incidental opportunities.</li> </ul>					

## Writing Curriculum Map: The Power of Reading

**Physical  
Development**

Throughout the year the children will:

- Uses simple tools to effect changes to materials
- Handles tools safely with increasing control and intention
- shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- uses a pencil and holds it effectively to form recognisable letters, most which are correctly formed.
- Begins to show accuracy and care when drawing

## Writing Curriculum Map: The Power of Reading

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books</b>	➤ Out and About: First Book of Poems by Shirley Hughes	➤ Knuffle Bunny by Mo Williams	➤ Cloudspotter by Tom McLaughlin	➤ Bringing the Rain to Kapiti plain by Verna Aardema	➤ Rapunzel by Bethan Woollvin	➤ Look Up by Nathan Bryon
<b>Book Themes</b>	❖ Science/Music/Seasonal Change	❖ Taking Responsibility	❖ Friendship/Imagination	❖ African Folk Tale	❖ Twisted Tale/Feelings	❖ Black History/Space/Family/Female
<b>Phonics &amp; Reading (Experience, knowledge, skills and strategies)</b>	<b>For all of the Autumn term, the children will be in their homogenous RWI groups.</b>		Alliteration Teaching the complex code - linking spelling and reading Developing fluency by drawing on repeated refrain	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code - linking spelling and reading Performance reading	Environmental and instrumental sound discrimination Teaching the Complex Code - linking spelling and reading Developing fluency Scanning and close reading	Environmental sound discrimination Teaching the Complex Code - linking spelling and reading Building reading stamina Reading illustration
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.</li> <li>• Combining words to make sentences; joining words and joining clauses using 'and'.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separable words; capital letters, full stops, question marks and demarcating sentences.</li> <li>• Capital letters for names and the personal pronoun 'I'.</li> <li>• <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul>					
<b>Extended Writing Outcome</b>	<b>Read Write Inc</b> ➤ Labels and captions ➤ Writing simple sentences	<b>Read Write Inc</b> ➤ Writing simple sentences ➤ Instructions	➤ Retell - sequencing a story	➤ Non chronological report	➤ Character Description ➤ Story - linked to their own fairytale	➤ Poetry ➤ Recount ➤ Letters
<b>Super Sentences</b>	<ul style="list-style-type: none"> <li>• All the Ws sentences</li> <li>• List sentences</li> </ul>					

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books</b>	<ul style="list-style-type: none"> <li>➤ Here We Are by Oliver Jeffers</li> <li>➤ The true story of the 3 little pigs by Jon Scieszka</li> </ul>	<ul style="list-style-type: none"> <li>➤ Orion and the Dark by Emma Yarlett</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ice Bear by Nicola Davies</li> <li>➤ Leaf by Sandra Dieckmann</li> </ul>	<ul style="list-style-type: none"> <li>➤ The secret sky garden by Linda Sarah</li> <li>➤ The Tunnel by Anthony Browne</li> </ul>	<ul style="list-style-type: none"> <li>➤ The bear and the piano by David Litchfield</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Twits by Roald Dahl</li> <li>➤ Roald Dahl's Revolting Rhymes</li> </ul>
<b>Book Themes</b>	<ul style="list-style-type: none"> <li>❖ Around the World</li> <li>❖ Twisted Tale/ Good Versus Evil</li> </ul>	<ul style="list-style-type: none"> <li>❖ Empathy and Kindness/ Feelings/Light and Dark</li> </ul>	<ul style="list-style-type: none"> <li>❖ Environmental Issues/ Journeys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Family/ Feelings/Friends hip</li> </ul>	<ul style="list-style-type: none"> <li>❖ Belonging/ Courage/ Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Differences</li> </ul>
<b>Reading (Experience, knowledge, skills and strategies)</b>	Teaching complex code Developing fluency through performance reading Building stamina Reading with expression	Developing fluency through repetitive refrain Building stamina Developing inference Making connections with human experiences	Alliteration and assonance Building reading stamina and fluency through re-reading Close reading and scanning Reading illustration	Developing fluency using repetitive refrain Reading illustration Developing inference Developing experience by making intertextual connections	Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex Code Performance reading	Environmental sound discrimination Building reading stamina and fluency through re-reading Developing inference Reading illustration
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.</li> <li>• Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.</li> <li>• Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</li> <li>• <u>Terminology:</u> noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma.</li> </ul>					
<b>Extended Writing Outcome</b>	<ul style="list-style-type: none"> <li>➤ Interview questions</li> <li>➤ Retell</li> </ul>	<ul style="list-style-type: none"> <li>➤ Short narrative</li> <li>➤ Alternative ending</li> </ul>	<ul style="list-style-type: none"> <li>➤ Non-chronological report.</li> <li>➤ Setting description.</li> <li>➤ Letter</li> </ul>	<ul style="list-style-type: none"> <li>➤ Newspaper report</li> <li>➤ Story</li> <li>➤ Character Description</li> </ul>	<ul style="list-style-type: none"> <li>➤ List poems</li> <li>➤ Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Instructions</li> <li>➤ Book review</li> <li>➤ Recount</li> </ul>

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<b>Super Sentences</b>	<ul style="list-style-type: none"><li>• 2A sentences</li><li>• BOYS sentences</li></ul>	<ul style="list-style-type: none"><li>• What + ! sentences</li><li>• Verb next verb sentence</li></ul>
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## Writing Curriculum Map: The Power of Reading

<u>YEAR 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Books</b>	<ul style="list-style-type: none"> <li>➤ Stone Age Boy by Satoshi Kitamura</li> <li>➤ How to Wash a Woolly Mammoth by Michelle Robinson</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Mousehole Cat by Antonia Barber</li> <li>➤ The King of Space by Jonny Duddle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Escape from Pompeii by Christina Bait</li> <li>➤ Libba: The Magnificent Musical life of Elizabeth Cotton by Laura Veirs</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Iron Man by Ted Hughes</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Hodgeheg by Dick King Smith</li> </ul>	<ul style="list-style-type: none"> <li>➤ Wild by Emily Hughes</li> <li>➤ Smelly Boots, Jelly Boots by Michael Rosen</li> </ul>
<b>Book Themes</b>	<ul style="list-style-type: none"> <li>❖ Adventure story (linked to Stone Age topic)</li> <li>❖ Instructions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Cornish Legend</li> <li>❖ Science Fiction/Space</li> </ul>	<ul style="list-style-type: none"> <li>❖ Historical linked to volcanoes &amp; Roman)</li> <li>❖ Biography of African American Folk singer</li> </ul>	<ul style="list-style-type: none"> <li>❖ Science Fiction Novel</li> </ul>	<ul style="list-style-type: none"> <li>❖ Fiction</li> </ul>	<ul style="list-style-type: none"> <li>❖ Adventure story - being yourself</li> <li>❖ Poetry - playing with language</li> </ul>
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>● Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.</li> <li>● Expressing time, place and cause using conjunctions, adverbs or prepositions.</li> <li>● Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.</li> <li>● Introduction to inverted commas to punctuate direct speech.</li> <li>● <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).</li> </ul>					
<b>Extended Writing Outcome</b>	<ul style="list-style-type: none"> <li>➤ Letter</li> <li>➤ Instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Myth / legend writing</li> <li>➤ Explanation text</li> </ul>	<ul style="list-style-type: none"> <li>➤ Descriptive narrative</li> <li>➤ Diary entry</li> </ul>	<ul style="list-style-type: none"> <li>➤ Newspaper report</li> <li>➤ Job advert</li> </ul>	<ul style="list-style-type: none"> <li>➤ Play Script</li> <li>➤ Non chronological report</li> </ul>	<ul style="list-style-type: none"> <li>➤ Narrative writing</li> <li>➤ Poetry</li> </ul>



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<b>Super Sentence</b>	<ul style="list-style-type: none"><li>• Verb, person sentences</li><li>• If, if, if, then sentences</li><li>• Double adverb ending sentences</li></ul>			<ul style="list-style-type: none"><li>• 2A sentences (revision)</li><li>• Simile sentences</li><li>• Noun, which, when, who sentence</li></ul>		

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YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books	➤ The Boy at the Back of the Class by Onjali Q. Rauf	➤ The Wild Robot by Peter Brown	➤ The Miraculous Journey of Edward Tulane by Kate DiCamillo ➤ The Journey by Aaron Becker		➤ The Last Bear by Hannah Gold ➤ The Lost Spells by Robert Macfarlane	
Themes	❖ Tolerance and Acceptance/ Refugees	❖ Science Fiction/Animal Fantasy	❖ Adventure ❖ Picture book		❖ Animal Adventure ❖ Poetry	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> <li>● Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.</li> <li>● Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.</li> <li>● Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>● Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.</li> <li>● <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial.</li> </ul>					
Extended Writing Outcome	➤ Diary entry ➤ Persuasive letter	➤ Setting description ➤ Character description	➤ Play script ➤ Instructions	➤ Newspaper report ➤ Informal letter	➤ Advert ➤ Non chronological report	➤ Adventure story ➤ Poetry
Super Sentences	<ul style="list-style-type: none"> <li>● 2 adjective pairs sentences</li> <li>● 3 ed sentences</li> <li>● Emotion word, comma sentences</li> <li>● Personification of weather sentences/ This is that sentences</li> </ul>					

## Writing Curriculum Map: The Power of Reading

- First word, last sentences
- Then & Now sentences
- Position & Place, Subject & Action sentences

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YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books	➤ Holes by Louis Sachar		➤ The Devil and his Boy by Anthony Horowitz ➤ Dark Sky Park by Philip Gross		➤ The Girl Who Speaks Bear by Sophie Anderson ➤ Footpath Flowers by JonArno Lawson	
Themes	❖ Adventure/Fantasy story		❖ Historical novel - Middle Ages and Tudors (centres around Highwaymen in 1500's) ❖ Poetry (Space/Solar System)		❖ Fantasy ❖ Picture Book	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> <li>• Converting nouns of adjectives into verbs using suffixes; verb prefixes.</li> <li>• Relative clauses; indicating degrees of possibility using adverbs or modal verbs.</li> <li>• Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.</li> <li>• Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</li> <li>• Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</li> </ul>					
Extended Writing Outcome	<ul style="list-style-type: none"> <li>➤ Recount</li> <li>➤ Newspaper report</li> <li>➤ Persuasive advert</li> </ul>	<ul style="list-style-type: none"> <li>➤ Persuasive letter</li> <li>➤ Diary entry</li> <li>➤ Writing own historical novel</li> </ul>	<ul style="list-style-type: none"> <li>➤ Descriptive writing</li> <li>➤ Biography</li> <li>➤ Balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explanation text</li> <li>➤ Play script</li> <li>➤ Writing own adventure story</li> </ul>	<ul style="list-style-type: none"> <li>➤ Non chronological report</li> <li>➤ Informal letter</li> <li>➤ Instructions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing own fantasy story</li> <li>➤ Poetry writing</li> </ul>
Super Sentences	<ul style="list-style-type: none"> <li>• NOUN, who/ which/ where sentences</li> <li>• Outside (inside) sentences</li> <li>• The more, the more sentences</li> </ul>			<ul style="list-style-type: none"> <li>• Object/ Person (aka...) sentences</li> <li>• Same word end of 2 sentences</li> <li>• Getting worse, getting better sentences</li> </ul>		

Writing Curriculum Map: The Power of Reading

- Short sentences
- ing, \_\_\_\_ed sentences
- Sound! Cause sentences
- With an action, more action sentences

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books</b>	➤ Letters From the Lighthouse by Emma Carroll		➤ Who Let the God's Out? By Maz Evans ➤ Town is by the Sea by Joanne Schwartz		➤ The London Eye Mystery by Siobhan Dowd ➤ Sensational by Roger McGough	
<b>Book Themes</b>	❖ Historical novel (WW2/female lead)		❖ Adventure (Ancient Greece/Humour) ❖ Picture book		❖ Mystery/The Urban Environment ❖ Poetry (Feelings)	
<b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b>	<ul style="list-style-type: none"> <li>• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms.</li> <li>• Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms.</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.</li> <li>• Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity.</li> <li>• <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>					
<b>Extended Writing Outcome</b>	➤ Diary  ➤ Character Description	➤ Letter  ➤ Balanced Argument	➤ Non - chronological report  ➤ Newspaper	➤ Balanced argument  ➤ Story  ➤ Recount	➤ Instructions  ➤ Persuasive letter	➤ Play script  ➤ Poetry

## Writing Curriculum Map: The Power of Reading

	➤ Setting Description	➤ Story ending (Narrative)	➤ Biography			
<b>Super Sentences</b>	<ul style="list-style-type: none"> <li>• De: De sentences</li> <li>• Adjectives, same adjective sentences</li> <li>• 3 bad - hyphen question sentences</li> <li>• Some; other sentences</li> <li>• Irony sentences</li> <li>• Tell: Show3; examples sentences</li> <li>• Name - adjective pair - sentences</li> </ul>			<ul style="list-style-type: none"> <li>• Subject - 3 examples - are all examples</li> <li>• When __; when __; when __; then __. Sentences</li> <li>• Eds and Ing sentences</li> <li>• Trailing off... sentences</li> <li>• So... sentences</li> <li>• Emotion - consequence sentences</li> <li>• The question is: sentences</li> </ul>		