

Year 1 Long Term Literacy Plan

Purple = ongoing objectives

Spoken Language	Reading – Word Reading	Reading – Comprehension	Writing - composition	Writing – Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through <i>speculating, hypothesising, imagining and exploring ideas</i></li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, <i>presentations, performances, role play, improvisations and debates</i></li> <li>gain, maintain and monitor the interest of the listener(s)</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p><b>Terminology for Pupils (Statutory)</b></p> <ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence punctuation, full stop, question mark, exclamation mark</li> </ul> <p><b>Writing – Transcription (Handwriting)</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><i>Handwriting is taught discretely every Tuesday morning but is also reinforced during Morning work and every Phonics lesson. During the Autumn term, staff are expected to focus on handwriting formation as *Top Tips for every piece of writing across all subjects.</i></p>

Unit/Term	Text link	Extended writing opportunities <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction</li> <li>• Big Write</li> <li>• Poetry</li> </ul>	Writing – Vocabulary, Grammar and Punctuation	Writing – Composition	Reading opportunities Comprehension	Spoken Language opportunities/activities
Holidays and intro of Reading Bears  (2 weeks) Autumn 1	Letter from the bears Peter's Pebbles  Class Reader: The Giraffe, The Pelly and Me – Roald Dahl		<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	Reading the letter from the bear	<p>Where they have been on holiday, where they think the bears have been. Explore what is in the bear's suitcase – Circle Time.</p> <p>What will their pebble turn into? What can it do?</p> <p>Weekly share time begins.</p>
Stories with a familiar setting  (4 weeks) Autumn 1	Monstersaurus  Beegu	F = Quorb making a mess BW/F= Quorb spilling the paint F= Setting description F= Character description	<ul style="list-style-type: none"> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	
Poetry  (2 weeks) Autumn 1	Text to be decided		<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation leaving spaces between words</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>• mark</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <p>Reading comp activity completed</p>	Reciting poems
Predictable and Patterned Language  (2 weeks) Autumn 2	Wow said the Owl	F- Wrote own version BW/F- Owl story at school	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> <li>• joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• recognising and joining in with predictable phrases</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<p>Small world/Role play act out the story.</p> <p>Farm small world/role play</p>
Fact files  (2 weeks) Autumn 2	NF- Night time animals  Hedgehogs  Bats	NF- Nocturnal Animal Fact File	<ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• leaving spaces between words</li> <li>• how <b>words</b> can combine to make <b>sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link</li> </ul>	<p>Class discussions based on facts already known about animals and facts we want to learn.</p> <p>Discussion with taxidermy fox</p>

	(other non-fiction animal books in school)  <a href="http://www.ictgames.com/topic/nocturnal">www.ictgames.com/topic/nocturnal</a>  Nocturnal fact files website – scholastic (see weekly plan)		<ul style="list-style-type: none"> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> </ul>	<ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<p>what they read or hear read to their own experiences</p> <ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	and owl.
Phonics Revision and Introduction of reading comprehension Cracking Comprehension  (2 weeks) Spring 1	<p>PHONICS FOCUS See Reading-Word reading objectives above.</p>					
Traditional Tales  (3 weeks) Spring 1	Jack and The Beanstalk	F – Shared write the beginning of the story BW/F- Write own version of the story with new magical object	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<p>Role play Jack and the Beanstalk.</p> <p>Create puppets in creative area.</p>
Information Texts  (2 weeks) Spring 2	Welcome to Y1	BW/NF- Y1 induction book page	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on</li> </ul>	<p>Discussion about what they would need to tell a new Y1 child</p>

				clearly enough to be heard by their peers and the teacher.	background information and vocabulary provided by the teacher <ul style="list-style-type: none"> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	
Recounts (3 weeks) Spring 2	Examples written by teachers	NF – Getting ready for swimming recount NF- Making a pasta salad recount BW/NF- Activity day recount	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	Cracking Comprehension now every Friday	
Character descriptions Spring 2 (1 week)	The Lion and the Mouse (Fables)  Macca the Alpaca	F – character descriptions	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	
Poetry (1 weeks) Spring 2	The Owl and the Pussy Cat	F - Rhyming lists Reading Comprehension	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard</li> </ul>	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> <li>listening to and discussing a wide range of poems, stories at a level beyond that at which they can read independently</li> </ul>	Reciting and performing the poem

				by their peers and the teacher.	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> </ul>	
<p>Stories from Other Cultures</p> <p>Spring 2 (3 weeks)</p>			<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	
<p>Fantasy/Adventure stories</p> <p>(3 weeks) Summer 1</p>	<p>The Magic Key</p> <p>Under the Sea adventure</p>	<p>F- Sequence and retell F- Section of Noah's ark adventure retell to create a whole class story. BW- Magic key under the sea adventure</p>	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might</li> </ul>	<p>Tableau/ Freeze frames</p> <p>Let's say... You have key... where are you going? What can you see? Who is there?</p>

					<ul style="list-style-type: none"> <li>happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
Phonics Check and Reading Focus Summer 1 (2 weeks)	<p style="text-align: center;">PHONICS/Reading FOCUS See Reading-Word reading objectives above.</p>					
Character Descriptions Summer 2 (1 week)	Where the Wild Things Are	F – wild thing description F – wild thing's pet description	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
NF linked to Buildings Summer 2 (1 week)	Range of NF books	NF – House Fact file	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, <del>question mark or exclamation mark</del></li> <li>Capital letters for names and for</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and</li> </ul>	

			<ul style="list-style-type: none"> <li>the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>considering their particular characteristics</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul>	
Poetry Summer 2 (1 week)	Colour by Christina Rosseti	F - Colour Poem	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>how <b>words</b> can combine to make <b>sentences</b></li> <li>joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Capital letters for names and for the personal <b>pronoun</b></li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read</li> </ul>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>

Cross curricular Literacy opportunities

Topic (CCL)	Topic (Science)	Writing and genre	Reading	Speaking and Listening
Holidays		Postcard		Postcard from the 6 week holiday – stimulate a chat about what they have been up to.
	Nocturnal animals	Nocturnal animal fact file	Finding out information from websites and books.	
Plants and Animals			Finding out information from websites and books.	Discussion about what we know about animals. Sorting animals and justifying why they have been sorted a certain way.
Buildings		House fact-file		