St Joseph's Primary School

LITERACY POLICY
May 2019

Reading

Rationale

The ability to read and interpret written language is a fundamental skill for accessing all other areas of the curriculum and is an essential life-long skill. Our goal is to nurture children who read with confidence, fluency, understanding and enjoyment. We ensure our EAL and ASN children are effectively supported by inclusion in class activities which support their individual programmes delivered by our EAL teacher and SfL teacher.

Aims

As a whole school we aim to:
● develop and promote a whole school approach to the teaching of reading
● heighten motivation by providing an environment conducive to reading for pleasure
● promote pupils' success through training in self and peer assessment and in identifying their next steps in learning

For every pupil we aim to:
● teach children the skills necessary to become independent readers
● raise pupils' levels of attainment/achievement in reading throughout the school
● include all pupils no matter their ability
● teach pupils the skills of interpreting an author's craft and to reflect on the content
● enable the pupils to locate and use relevant information
● encourage pupils to make and utilise the link between reading, writing, talking and listening
● allow pupils to appreciate, through reading, the feelings and cultural experiences of others
● develop an awareness of different types of texts

In partnership with parents we aim to:
● promote parental involvement in supporting their children in reading at home

Learning and Teaching

Staff refer to the methodology and pedagogy of reading as outlined in *A Curriculum for Excellence* reading strategies to ensure consistency and progression of skills. This learning and teaching tool promotes the importance of reading for meaning at all levels; the teaching of skills to support the analysis of a variety of texts and the development of pupils' knowledge about language.

Methodology

Reading is taught using a direct and interactive approach. There is a strong emphasis on collaborative learning with pupils being taught the skills to become increasingly independent readers.

Teachers share the **learning outcomes** of all reading lessons and encourage pupils to self assess to identify their next steps for improvement.

Lessons ensure that the pupils are active, not passive learners and that connections between reading, writing, talking and listening are made and promoted.

Whole Class Reading

Using CfE Reading Strategies 'A Tool for Teaching Reading' the pupils should experience before, during and after reading strategies along with higher order questioning activities to provide greater depth and more meaningful experiences of texts.

Group Reading

To allow for quality teaching and learning, pupils work in groups of similar ability and each class has no more than four of these groups.

All pupils are included, with support where necessary, in the most appropriate group. This is in addition to any individualised reading programmes that may have been set up in consultation with the Additional Support staff.
To give *all* pupils the opportunity to enhance their talking and listening skills; to develop their ability to justify their answers whilst valuing the opinions of others and to learn the skills of collaborative working, the least able pupils are also included within a group.

In addition, teachers give these pupils both challenging texts/activities and opportunities to attain the appropriate level when the individual is ready, rather than when the group is ready. This may be in the type or expectation of follow up activities or it may be through differentiation of the books used. Most able pupils are encouraged to work with a higher level of independence.

In all aspects of core reading, follow up activities are directly related to the text and require pupils to justify their answers and opinions. Pupils are encouraged to work in cooperative pairs or trios but may also complete individual or whole group tasks. Tasks are varied and match the pupil's ability and interest levels.

Reading for Information

In addition to teaching Reading for Information through core reading, pupils are taught the skills through whole class lessons. Using IDL topics, stand-alone lessons or cross curricular learning the children are taught specific skills such as skimming, scanning, determining importance, summarising and paraphrasing.

Digital Literacies – also in form of:
- the spoken word
- reference texts, reports and reviews
- labels, signs, pictures and photographs
- stories, plays, poems
- charts, maps, graphs, posters
- comics, newspapers, magazines
- recipes, manuals, instructions
- adverts, leaflets, films, TV Programmes
- texts, blogs, web pages

<u>Environmental print</u> – Pupils, and especially infants, are given opportunities to identify and respond to examples of environmental print in the school and community.

Reading for Enjoyment

All pupils are encouraged to read for enjoyment and are provided with opportunities to do this. There is a whole school library and a smaller one in each classroom, all of which have a variety of genre. Pupils are given support in choosing the most appropriate book for their ability, whilst taking into account their interests and maturity. Library committee are responsible for helping to refresh libraries termly.

Teachers in all classes are asked to read regularly *to* the pupils and in addition, the school operates a paired reading system where some upper school pupils are paired to read with younger pupils. This is led by Support for Learning teacher. Pupils in all classes share books with their peers.

The school actively seeks to promote reading for pleasure through a variety of whole school events. These include visits to the local library, and a celebration of national events such as World Book day, World Nursery Rhyme Week, Cluster Reading Challenge, Family Reading Challenge Cards and Book Bug, Read, write and count.

Phonics and Grammar

In St Joseph's basic sounds are taught at an appropriate pace, and starts as a whole class in primary 1. Sounds are introduced following the Jolly Phonics Programme order. Teachers should refer to and follow the Teaching Ideas for Spelling and Grammar which are at the front of the Jolly Grammar Handbooks, however spelling and grammar rules should be taught on different days. Grammar is taught weekly and referred to during the week when appropriate. Phonics/spelling taught weekly and referred to where appropriate throughout the week.
Phonic flashcards are used daily to reinforce sounds and as a prompt for children when they are word building. A multi-sensory approach is adopted with worksheets being used sparingly.
Pupils who have experienced difficulties in decoding and word building should be given additional teaching and consolidation sessions.
Active learning opportunities also allow children to enhance their phonological awareness and for them to experience and learn through rhyme and analogy.
P1 follow the programme in Jolly Phonics Handbook
P2 – P7 follow the programme in Jolly Grammar 1-6 Handbooks which include 1 spelling and one grammar rule each week and incorporates the associated actions.

<u>Handwriting</u> – To allow for phonics to be taught synthetically at a fast pace, handwriting is taught separately, following an order more conducive to learning the skills of handwriting.
St Joseph's teach The Simple Modern Hand by Tom Gourdie and Kay Dick. See Handwriting Guidelines below.

Home/School link

Parents are valued contributors and as such they are kept fully informed of the strategies the school uses to teach reading. Their opinions are sought, and through information leaflets and workshops/open afternoons, parents are actively encouraged to support their child in reading for learning and reading for pleasure.

Transition

Many pupils will have experienced pre reading and early reading games and activities at home and/or through the nursery. Pupils build on these experiences in P1.
As pupils move from one class to another, staff discuss their progress in reading and plan for any additional support required.

P7 pupils are given opportunities to visit the Secondary school and to meet staff. The P7 teachers and ASN co-ordinator meet with their secondary colleagues to discuss each child's progress in reading and to discuss any additional support that may be required.

Reading assessment

From P1, all pupils are trained to use self-assessment strategies. This is invaluable in encouraging pupils to think about what they do well and what they could do to improve. This is usually done orally but may on occasion be written. In addition P1 pupils undertake Baseline Diagnostic Assessment in September in order to support the identification of need and more able learners. To ensure progression and tracking of pupil skills in reading we use P1, 4 and 7 pupils participate in SNSA Literacy Assessments in April/May. This support teacher judgements and transition. In addition P3, P5 and P7 pupils carry out the East Renfrewshire Standardised Assessment in Reading.
The following assessments in reading are also carried out:
P2 MIST Assessment
P3 QUEST Assessment
P4/ P6 NGRT Assessment

These assessments are carried out between August and October and are used to confirm teacher judgement of progress in reading and these are shared with pupils.
Teachers continually monitor pupils' progress and plan for development. Individual records are kept and every pupil's progress is monitored and tracked by the SLT.

The Additional support teacher undergoes more detailed assessments with pupils who are experiencing difficulties and provides advice for supporting pupils with specific difficulties such as Dyslexia. More in-depth assessments can be carried out by the Educational Psychologist for pupils with significant problems in learning to read.

Resources

The school uses a wide variety of resources to support the teaching of reading to ensure breadth, balance and a systematic approach.
P1-P3:   Storyworld reading programmes, class book study, Jolly Phonics, Jolly Grammar, CfE Reading Strategies 'A Tool for Teaching Reading', Nessy and Education City computer programmes.
P4-P7: Literacy World, Class book study, Jolly Grammar, CfE Reading Strategies 'A Tool for Teaching Reading', Nessy and Education City computer programmes, Nelson Comprehension computer programme, Cloze Reading and Reading Comprehension boxes.

For pupils experiencing difficulties in reading, consultation with Additional Support staff is important. Pupils' needs may be assessed by the class teacher and/or the additional support teacher and the appropriate resources used including Rapid Readers, Dandelion Launchers and Reading Recovery books for identified children in P2.

The internet and computer software provide a wealth of reading resources that can be accessed by all pupils.

Writing

<u>Rationale</u>

The ability to communicate through writing is a fundamental skill for accessing all other areas of the curriculum and is an essential life-long skill. Our goal is to nurture children to write with confidence in a variety of genres including use of relevant, real-life and enjoyable contexts which build upon children own experiences. We ensure our EAL and ASN children are effectively supported by inclusion in class activities which support their individual programmes delivered by our allocated EAL and ASN teacher.

Aims:

As a whole school we aim to:
- Develop writing within a motivating and challenging environment
- Develop an awareness of the relevance of texts within and beyond school
- Apply the elements which writers use to create different types of texts.

For every pupil we aim to:
- teach children the skills necessary to become independent writers
- raise pupils' levels of attainment/achievement in writing throughout the school
- include all pupils no matter their ability
- teach pupils the skills of interpreting an writer's craft and to reflect on the content
- enable the pupils to locate and use relevant information
- encourage pupils to make and utilise the link between reading, writing, talking and listening
- allow pupils to communicate their own personal feelings and cultural experiences through writing
- develop an awareness of different types of texts

In partnership with parents we aim to:
- promote parental involvement in supporting their children with writing at home

Use of Formative Assessment

Learning Intentions/Success Criteria

Learning Intentions are shared and the Success Criteria is discussed. Children are encouraged to articulate these and where relevant Success Criteria is formed by the pupils.

Quality of Feedback (professionally)

The Scottish Criterion Reference Scale (Ros Wilson) would be used twice per year (at the start and end of the session) and discussed and moderated during DM meetings.
- [This will form part of next year's WP planning time].

Quality of Feedback (to the child)

The teacher will assess pupil's writing and feedback to the child using appropriate methods (written/verbal)
Children will be trained to self and peer assess effectively.

Jotter Marking and Tracking of progress

Approaches to the assessment of pupils' jotter work include a variety of:

- Self/Peer assessment (2 stars and a wish, comments, traffic lights)
- Teacher assessment (Ticks, stamps, happy faces, stars etc)
- Comment only marking (2 stars and a wish, comments linked to next steps and success criteria)
- Verbal feedback (Will be recorded with 'VF' in jotters)

==Writing== [This will form part of next year's WP planning time].

- ==VCOP lessons could be used to illustrate particular points.==

  ==The following highlighter colours are used by teachers and children in assessing specific aspects of writing:==

  ==V = Vocabulary / Blue ` `==
  ==C = Connectives/ Pink==
  ==O = Openings   / Green==
  ==P = Punctuation   / Yellow==

  ==While all of these may not be used at each correction time, they should be used consistently to highlight good VCOP.==

  ==It is interesting to note the Jolly Grammar colours are:==

==Nouns==	==Black==
==Verbs==	==Red==
==Adjectives==	==Blue==
==Adverbs==	==Orange==
==Conjunctions==	==Purple==
==Pronouns==	==Pink==
==Prepositions==	==Green==

Teacher's Role

When the children are involved in the writing task, the teacher can discuss the Pupils' Learning Outcomes and Success Criteria. Achievements are discussed and suggested areas for improvement explored.

Direct teaching for writing may be prepared in advance through the whole class reading lesson or IDL topic.

Classroom Management

- P5-7 Punctuation Pyramid on display appropriate to stage
- ==Ambitious words provided by the children and displayed on wall/section of teaching area as well as in personal dictionary. This should reflect current teaching.==
- P1 Sparkle words are displayed on wall. These have come from the reading of picture books.
- ==**V**ocabulary   **C**onnectives   **O**peners   **P**unctuation – displayed in teaching area==
- Learning Intentions and Success Criteria displayed in writing jotters and discussed.
- Correction key displayed in P5-7 jotters to be used for all forms of assessment
- P5-7 Jotters Title, Genre and assessment details at the front of the writing jotter.

Resources

- Ros Wilson Criterion Scale
- Language Pyramids

- Self Assessment Sheets
- Peer Assessment Sheets
- Children's Writing Next Steps Target sheet
- Whiteboards and pens

Handwriting Guidelines

In St. Joseph's Primary School, it is our policy to assist pupils to develop good handwriting that is clear and perfectly legible by teaching them techniques that will enable them to produce a fluent and legible hand.

Aims

Our aim is to implement a progressive handwriting scheme within the school. This is an aim which includes:-

1. Teaching a proper hold of the writing tool and manipulation;
2. Teaching the basic patterns, clockwise and anti-clockwise, on which cursive letters are based;
3. Teaching correct route-finding of cursive letters;
4. Teaching the joining of letters;
5. Teaching the principles of handwriting, the spacing of letters, words and lines;
6. Teaching fluency and speed;

Programmes of Study

The Simple Modern Hand Tom Gourdie and Kay Dick

This will be supplemented by teacher resources and reinforced in the pupil's everyday work.

Primary 1

1. Handwriting will be taught using whiteboards and jotters twice a week.
2. The order of teaching letter formation will be taught initially in phonics groupings and then family groupings.
3. Handwriting practice will be used to reinforce phonics work.
4. Formation of capital letters are introduced in term 3.

Primary 2

1. Revision of letter formation in letter family groupings.
2. Upper case letters taught in alphabetical order.
3. Handwriting practice should continue to reinforce phonics work and is taught twice a week.
4. Encourage practice of sizing of letters.

Primary 3

1. Revise lower case and capital letters using letter groupings.
2. Handwriting practice will consolidate language work – stressing the need for correct letter formation and size in isolation, in a word and sentence practice.
3. Using level 3 worksheets 1-10, consolidate known formations in preparation for ligatures.
4. Handwriting should be taught twice a week.

Primary 4

1. Handwriting should be taught as a whole class activity twice per week copying from the board into language jotter.
2. Using Level 3 worksheets 1-10, consolidate work taught in P3, stressing the need for perfection of the letter forms.

3. Teacher should use professional judgement to decide when to begin initial joining. This would normally take place by the third term.

4. Introduce diagonal joins using Level 3 worksheets 11-19.

5. Children should be encouraged to form letters and space words legibly beginning to link script.

Primary 5

1. Handwriting should be taught as a whole class activity twice per week copying handwriting from the board onto a worksheet and then into language jotter.

2. Consolidate work taught in Primary 4 Level 3 worksheets 11-19, practising diagonal joins.

3. Introduce horizontal joining, using Level 3 worksheets 20-21.

4. Using Level 3 worksheets 22-23, introduce letters which do not join.

5. The remaining worksheets in Level 3 (24-32), can be used for practice in diagonal and horizontal joins.

6. Children should be encouraged to employ a fluent, legible style of writing.

Primary 6

1. Handwriting should be practised twice a week.

2. Consolidate work taught in previous years about horizontal and diagonal joins.

3. Introduce Level 4 worksheets which summarise the joining rules and provide more practice to build up speed.

4. Children should be encouraged to employ a fluent, legible style of writing and set out completed work, giving attention to presentation and layout.

Primary 7

1. Good handwriting practice should be encouraged in daily language work, reinforcing all previously taught joins.

2. Frequency of formal handwriting teaching should be left to the class teachers professional judgement.

3. During the final term, pupils will be introduced to using ballpoint pens in their daily language work.

4. Children should be encouraged to employ a fluent, legible style of handwriting and set out completed work clearly and attractively.

Phonics Groupings
(initially taught in Primary 1)

s a t i p n

c k e h r m d g

o u l f b

j z w v y x q

Letter Families

c o a d g q

r n m h k

b p

e

i j l t f

v w u y

s z x

Spelling Guidelines

Rationale

The ability to spell and have comprehensive phonological awareness is fundamental for accessing all other areas of the curriculum and is a key building block of reading, writing and is an essential life-long skill. Our goal is to equip children with knowledge of phonics, rules of spelling and strategies to allow them to decode and spell successfully.

Aims

As a whole school we aim to:
- Develop and promote a consistent, systematic whole school approach to the teaching of spelling.
- Heighten motivation by providing a multisensory, active approach to the learning and teaching of spelling.

For every pupil we aim to:

- raise pupils' levels of attainment in spelling throughout the school
- teach children phonic rules to enhance their reading and spelling.
- provide them with the tools to recognise and spell common/tricky words
- encourage pupils to make links between spelling, reading and writing.
- promote success through training in self and peer correction and in providing supportive strategies to allow the children to edit and revise their own work.

In partnership with parents we aim to:
- promote parental involvement in supporting their children's spelling at home.

Common/tricky words

Each term P1-3 have a set of common and tricky words to learn to read, write and use. These are sent home after they have been taught in class. Tricky words are covered through weekly spelling.
The flashcards, word lists and parent booklets are on G Suite under curriculum and literacy.

Learning and Teaching

Staff should refer to the St Joseph's Core Spelling Guides to ensure consistency and progression of skills. This highlights spelling rules in a progressive manner as outlined in the Jolly Phonics, Jolly Grammar and the Single Word Spelling Test (SWST) resources. The teaching of spelling should be structured and should permeate all other aspects of the curriculum.

Spelling is taught systematically, building on prior learning, encouraging the children to make connections and apply previous learning to new words. Phonics are initially developed through synthetic phonics in line with The Jolly Phonics programme and teachers should use the pedagogical guidance in the teacher's handbook. There is a strong emphasis on an active and multisensory approach which caters for each pupil's individual learning style.

- Phonics and phonic rules will be taught in the infants or with ASN/EAL children. Children will regularly practise phonic rules, through daily chanting, singing, use of phonic mats, importance of rhyme in spelling and other active approaches to enhance their reading and spelling.
- Teaching of spelling to differentiated groups requires pace and good organisation. It is expected that spelling rules will be taught directly to each group once a week and teachers should develop opportunities as they arise to look at spelling in context through other tasks while encouraging pupils to make links between spelling, reading and writing.
- Through spelling activities/lessons the children will develop tools to recognise, onset and rime, decode, syllabify and spell common/tricky words
- Children will learn how to blend letters to build, read and write new and unfamiliar words.
- Teachers will teach children sound families and train them to be able to pick the correct phonic rule when trying to spell a new and unfamiliar word.
- Spelling rules and spelling words should be displayed in classrooms and should be used in the teaching of spelling, within the class as a visual aid.
- Pupils will be given regular opportunities through reading to develop knowledge of new vocabulary and create displays within each classroom to highlight ambitious words to exemplify spelling.
- Children will be encouraged to self and peer correct. .
- Each year the children will undertake a diagnostic spelling test (SWST) from P2 onwards at the beginning of the year to ascertain their current spelling age, gaps in knowledge and progression from the previous year.
- Spelling homework should be routinely issued weekly reinforcing the class' current spelling rules or sounds.

Resources

The school uses a wide variety of resources to support the teaching of spelling.

- At early level we use Jolly Phonics, The Phonic Handbook, Common word lists
- At first level we use Jolly Grammar, The Grammar 1, 2 & 3 Handbooks, Common word lists, The SWST Lists.
- At second level we use Jolly Grammar, The Grammar 4, 5 & 6 Handbooks
- For individual children Code Cracker is used.
- Nessy computer programme is used at all stages.

The teaching of spelling should not be limited to or solely directed by the resources.

Session	Sounds to be learned	Date	Tick when complete
1	s		
2	a		
3	t		
4	i		
5	p		
6	n		
7	c/k		
8	e		
9	h		
10	r		
11	m		
12	d		
13	g		
14	o		
15	u		
16	l		
17	f		
18	b		
19	al		
20	j		
21	oa		
22	ie		
23	ee/or		
24	z		
25	w		
26	ng		
27	v		
28	oo oo		
29	y		
30	x		
31	ch		
32	sh		
33	th		
34	qu		
35	ou		
36	oi		
37	ue		
38	er		
39	ar		

Session	Sounds to be learned	Date	Tick when complete
1	sh/ ch		
2	th		
3	ng ang/ ong/ing/ung(nel)		
4	ng ang/ ong/ing/ung(nel)		
5	sl/pl/fl(nel)		

6	cr/dr/fr(nel)		
7	gr/tr/pr nel)		
8	st/sp (nel)		
9	qu		
10	r		
11	Short vowels		
12	ff		
13	ll		
14	ss/zz		
15	ck		
16	y (ending)		
17	vowels		
18	a_e (magic e)		
19	i_e (magic e)		
20	o_e (magic e)		
21	u_e (magic e)		
22	wh		
23	ay		
24	ea		
25	igh		
26	y		
27	ow		
28	ew		
29	ou		
30	ow		
31	oi/oy		
32	or		
33	al		
34	nk		
35	er		
36	ir		
37	ur		
38	au		
39	aw		

Session	Sounds to be learned	Date	Tick when complete
1	Silent b		
2	Silent w		
3	Silent k		
4	wh		
5	bh		
6	ea for e		
7	soft c		
8	soft g		

9	wa for wo		
10	ou for you		
11	air		
12	ch for k		
13	ai		
14	ee		
15	ie		
16	oa		
17	ue		
18	k		
19	er		
20	oi		
21	ou		
22	or		
23	ey		
24	ear		
25	Silent h		
26	Silent c		
27	are for air		
28	ear for air		
29	ti for sh		
30	si for sh/zh		
31	ei and eigh		
32	o for u		
33	ture		
34	ie for ee		
35	ore		
36	le		
37	un/dis (Nel yellow)		
38	ly/ ful (Nel yellow)		

Session	Sounds to be learned	Date	Tick when complete
1	Diagraphs		
2	ai, ay, a_e		
3	ee, ea,e_e		
4	ie, y , igh, i_e		
5	oa, ow, o_e		

6	ue, ew, u_e		
7	e_e		
8	n fir ng		
9	soft c		
10	soft		
11	tch		
12	dge		
13	le		
14	qu		
15	s for z		
16	se and se for z		
17	Suffix less		
18	Suffix able		
19	a for ai		
20	e for ee		
21	i for ie		
22	o for oa		
23	-o for oa		
24	u for ue		
25	a for ar		
26	ie for ee		
27	y for i		
28	a for o		
29	aw, au, al		
30	Homophones		
31	ear, eer , ere		
32	ure		
33	gn for n		
34	ph and gh for f		
35	air, are , ear, ere		
36	ex		
37	Revision		
38	Revision		
39	Revision		

Session	Sounds to be learned	Date	Tick when complete
1	ch sh th		
2	Homophones		
3	nch		
4	se for s		
5	ve for v		
6	Plurals ves		
7	Schwa: a		

8	Schwa: o		
9	Schwa: u		
10	Schwa: ar		
11	Schwa: or		
12	Schwa: er		
13	or for er		
14	ear for er		
15	u for long oo		
16	gh, ough, augh		
17	ive for iv		
18	Suffix -ic		
19	st for s		
20	Silent Letters		
21	Suffix - ically		
22	Schwa: al		
23	Schwa: el		
24	Schwa: il		
25	Suffix -ery		
26	Suffix -ary		
27	Suffix -ory		
28	Suffix -ant		
29	Suffix -ent		
30	Suffix -ist		
31	Prefix pre-		
32	Prefix sub-		
33	Prefix anti-		
34	Prefix trans-		
35	Prefix inter-		
36	Prefix tele-		

Session	Sounds to be learned	Date	Tick when complete
1	age ege		
2	nge		
3	Suffix -ance		
4	Suffix -ancy		
5	Suffix -ence		
6	Suffix -ency		
7	Prefix multi-		

8	Prefix auto-		
9	mega- micro-		
10	Prefix super-		
11	Cent- kilo- milli-		
12	Prefix post-		
13	Suffix -tion		
14	Suffix -sion		
15	ssion		
16	cian		
17	Suffix -ation		
18	ch and che for sh		
19	sure		
20	ture		
21	Suffix -ible		
22	Suffix -ate		
23	Suffixes –ise -ize		
24	Suffix -ify		
25	Suffix -ous		
26	Suffix -ious		
27	tious		
28	cial		
29	tial		
30	Words Ending in -i		
31	graph		
32	Suffix -ology		
33	Suffix -ment		
34	Suffix -ship		
35	Suffix -ward		
36	sch		

Session	Sounds to be learned	Date	Tick when complete
1	ness, ment		
2	sure, ture		
3	sion		
4	ph		
5	al endings		
6	el endings		
7	ough		

8	ea		
9	soft c		
10	dge		
11	er or ar endings		
12	ory, ary, ery		
13	un, en, in, im		
14	ous, ious		
15	a and double letters		
16	ent, ence, ant, ance		
17	Tricky words 1		
18	Tricky words 2		
19	ci		
20	Cc/xc		
21	ll/ir		
22	circum/hypo		
23	hydr/audi		
24	ary		
25	ly		
26	cully		
27	plurals		
28	ious		
29	ing		
30	d -ed		
31	lling/lled		
32			
33			
34			
35			