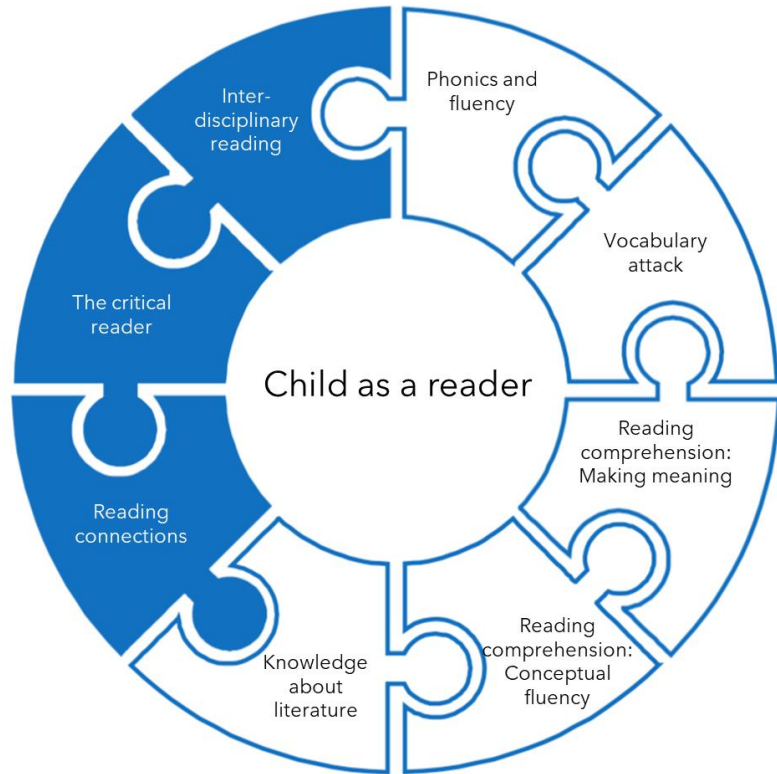


Progression in Reading competencies

A guide for teachers

What do we mean Reading competencies?



Reading comprehension 'skills' cannot be isolated from one another

It is important to teach pupils how to draw on key reading strategies to approach a task

It is too binary to believe that this will not draw on a wider reserve of reading knowledge and competencies

Language meaning

Year	Expectation
1	<p>Make collections of interesting words and use them when talking about books and stories. Understand simple alphabetical order. Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text. Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics. Build a knowledge of simple root words, prefixes and suffixes. Make connections between language in a text and other vocabulary. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>
2	<p>Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. Use terms such as definition. Discuss the definitions of words. Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time conjunctions etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. Build a knowledge of simple root words, prefixes and suffixes. Make connections between language in a text and other vocabulary.</p>
3	<p>Locate words in a dictionary by the first two letters. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and other vocabulary.</p>
4	<p>Investigate the meaning of technical or domain specific words they meet in their reading. Locate words in a dictionary by the third and fourth letters. Identify unfamiliar vocabulary in a text and apply appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a plausible inference (e.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries). Identify where unfamiliar words are not explained in the text and where wider strategies need to be used to understand them. Investigate the language features of different sorts of texts, including fiction, non-fiction and poetry. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary.</p>
5	<p>Distinguish between multiple word meanings and their domain specific use, e.g. the specific meaning of equal in mathematical texts. Use dictionaries and glossaries efficiently to locate word meanings and wider knowledge about words, e.g. by using alphabetical order, understanding abbreviations, determining the most appropriate definition. Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or deduction of the word meaning. Investigate the use of language in different types of texts, including a wide range of fiction, non-fiction and poetry. Compare the explanations or definitions given for technical or domain specific words and phrases in different texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary. Analyse words and parts of words in depth.</p>
6	<p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define domain-specific vocabulary met in other subjects, e.g. developing subject or topic glossaries. Use dictionaries, glossaries and other texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary or alternative sources. Check the plausibility and accuracy of their explanation of a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. Discuss the way that writers of different types of texts match language and text structure to their intentions. Explain and use accurately the domain specific vocabulary used in different types of texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary. Analyse words and parts of words in depth, drawing on language knowledge from across the curriculum.</p>

Retrieving key details

Year	Expectation
1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Find specific information (e.g. items, weather, clothes etc.) in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic (e.g. who, what, where, when, how, why, which questions). Identify simple structures in texts (e.g. beginning, middle, end or setting, characters).
2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non - fiction. Give reasons why things happen where this is directly explained in the text. Express and record their understanding of information orally, using simple graphics or in writing. Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text. Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Show an adult where in the text they have found this information. Find specific information in a text about an event, character or topic, including multiple items (e.g. who, what, where, when, how, why, which questions). Identify simple structures in texts (e.g. beginning, middle, end or significant changes in time or location).
3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Read closely to retrieve specific details, including multiple details. Draw information from simple diagrams, flow charts and tables where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing. Practise re-reading a sentence and reading on and back in order to find key details in a text. Discuss what has been read to clarify understanding of a sentence or passage. Develop the necessary skills to skim and scan a text. Use the features of a non-fiction text to navigate it efficiently. Explain how a text has been structured or organised e.g. paragraphing, story structure, letter structure etc.
4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Interpret information from diagrams, flow charts and tables where it is presented graphically. Re-read surrounding sentences and paragraphs to find or explain a detail in the wider context of a text. Collect information from different sources and present it in a simple format. Read closely to retrieve specific details where there is competing or subtle information. Retrieve multiple items, details or examples from the text. Prove or disprove a statement by using the text as evidence. Skim and scan texts with confidence. Use the direction from a question to identify the appropriate section of a text.
5	Establish what is known about characters, events and ideas in narrative, poetry and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use a range of strategies to make sense of the words used in a text. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, tables, matrices and summary notes.
6	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness. Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. Record important details retrieved from a text using an appropriate format.

Summarising, reframing and performance

Year	Expectation
1	Retell a story, including the main events. Orally rehearse some important information they have found out from a text. Retell stories and parts of stories, using some of the features of story language. Learn and recite simple stories, poems and rhymes, with actions. Sequence key events from the text.
2	Draw together information from across a number of sentences to sum up what is known about a character, event or idea. Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, orally rehearsing dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning through performance strategies. Accurately sequence the main events from a text.
3	Retell the main points of a story in sequence. Identify key points from across a non-fiction passage. Present stories, showing awareness of the different voices by using performance strategies within readings, showing an awareness of the differences between the narrator and characters. Read, prepare and present poems, explaining the key theme or idea. Draw information from more than one text.
4	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. Draw information from across multiple texts.
5	Make regular, brief summaries of what they have read, identifying the key points. Precis a complete short text or substantial section of a text, for example a chapter of a narrative. Summarise what is known about a character, event or topic, explain any inferences and opinions with reference to the text. When reading aloud, distinguish between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion
6	Make regular, brief summaries of what they have read, linking their summary to previous predictions about the text. Refine ideas about the text in the light of what has been subsequently read. Summarise details from across a text to explain events or ideas. Read aloud a wide range of different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. Rehearse and repeatedly read texts to refine a performance or deepen understanding of key events, concepts or language.

Making meaning

Year	Expectation
1	<p>Make simple inferences about characters from what they say and do. In simple terms, discuss what is suggested about a character from the way they speak, move or behave. Draw simple conclusions based on language used in a text. Pose simple questions about a text. Make predictions based on clues such as dialogue, pictures, illustrations, titles. Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. Make simple predictions based on what has happened so far in a narrative. Draw on previous experience or reading to inform predictions.</p>
2	<p>Make inferences about characters from what they say and do, focusing on significant events or interactions text. Pose questions to help them understand a text better. Know the main purpose of a text. Begin to understand the concepts of audience and author and know that the author will have made deliberate choices about the text. Use what they have read already to make predictions about what is going to happen or what they will find out. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Draw on a wider range of previous experiences or reading to inform predictions.</p>
3	<p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings and motivations in fiction. Use evidence from the text to explain a character's actions or responses. Speculate about the responses of a character based on known information. Describe the mood or atmosphere of a text in simple terms. Predict from what they have read or had read to them how incidents, events, ideas or themes will develop or be resolved. Refine predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p>
4	<p>Deduce the reasons for the way that characters behave from scenes across a narrative. Identify key themes from across a text. Explain a character's motivation in simple terms. Use knowledge of vocabulary to explore inferences. Begin to consider authorial choices and the impact on the reader. Make predictions about a text based on prior knowledge of the theme, event or type of text. Refine predictions over time as they read on through a text. Use information about characters to make plausible predictions about their actions.</p>
5	<p>Explore how language is used to present opinion across a range of texts. Distinguish between fact, opinion and fiction in a range of texts. Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Make frequent and increasingly plausible predictions as they read, refining their ideas as they read on through the text. Discuss the plausibility of their predictions and the evidence that supports them. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p>
6	<p>In an increasingly complex range of texts, distinguish between fact, opinion and fiction. In non-fiction texts, distinguish between explicit and implicit points of view. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Make plausible predictions and explore the evidence that supports them. Discuss how and why they need to refine their predictions as they read on. Drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text, build a picture of how the narrative has and will develop. Compare their ideas with the narrative as they read on and consider how the author keeps the reader engaged.</p>

Thematic and structural understanding

Year	Expectation
1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences. Notice how information is presented. Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.
2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. Notice how information is presented across a range of texts. Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.
3	Identify typical story themes, e.g. overcoming adversity, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Use the organisational features of non-fiction texts to navigate efficiently in their own reading and research. Recognise historical and cultural references in a text.
4	Identify social, moral, ethical or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in different types of non-fiction texts. Identify the main features of non-fiction texts and explore how these appear in print and online, including headings, captions, lists, bullet points. Understand how to find and collate information efficiently.
5	Begin to distinguish between main themes and finer details in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening often links to the resolution or ending, or how characters change over the course of a narrative. Explain how readers can build a detailed picture of a concept from a non-fiction text by examining different aspects of the topic. Use knowledge of different organisational features of texts to find information efficiently and accurately. Comment on how information is presented on the page and the impact that this has on the reader. Identify the features of a wide range of different non-fiction texts including content, structure, vocabulary, style, layout and purpose. Discuss authorial intent in text structure in a range of text types.
6	Understand how a writer develops themes, ideas or points of view over the course of a complex or extended text. Note how similar themes can be explored across different texts. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view. Confidently distinguish between fact and opinion in different types of text. Use knowledge of different organisational features of texts to find information efficiently and with precision. Identify and explain how complicated information is presented on the page to make reading easier. Understand and explain how different conventions and presentational features are used across a range of information or nonnarrative texts. Compare different types of information texts and identify differences in the way that they are structured.

Authorial intent

Year	Expectation
1	Identify and compare basic story elements in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Explore the effect of patterns of language and repeated words and phrases.
2	Identify and discuss story elements, for example, setting, plot, characters, dilemma. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. Explore why an author might have chosen a particular word and the effect they were wanting to achieve, for example, by considering alternative synonyms that might have been used. Investigate traditional story language and how this is used to signal key parts of a story.
3	Identify where an author uses synonyms for common words and explore the shades of meaning implied. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between different types of poetry and comment on the intended impact of the poem's layout and structure. Discuss authors' choice of words and phrases that describe and create impact. Discuss how language use changes throughout a text and how an author implies meaning as well as explicitly states it.
4	Consider a writer's use of specific and precise words and discuss the meanings conveyed. Explore narrative sequencing and how scenes are built up and concluded through a careful balance of description, action and dialogue. Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Understand how writers use figurative and expressive language to create images and atmosphere. Understand how writers use figurative and expressive language to suggest ideas and information in order to capture interest.
5	Compare the structure of different stories to discover how they differ in pace, structure and complexity. Read a wide range of poetry and identify what is distinctive about the style or presentation of different poems. Discuss the intended meaning of figurative language and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect and begin to identify specific authors' styles, including in heritage texts. Consider the language used in a text and how a writer uses this to create implications and associations.
6	Understand aspects of narrative structure and how an author can use these to develop the story. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Identify and discuss devices for characterisation and contextualisation, including idioms, colloquialisms and dialect. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. Explore the effectiveness of language used to create implications and associations.

Comparison and connection

Year	Expectation
1	Discuss and compare events or topics they have read about or have listened to. Talk about reading experiences in relation to real life experiences. Discuss books on the same theme or by the same author in simple terms.
2	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts. Discuss books on the same theme or by the same author in simple terms.
3	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. Make simple comparisons between characters within a narrative.
4	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes. Make simple comparisons between characters across different narratives.
5	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. plays, film) of the same text.
6	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.


Reading behaviours

Year	Expectation
1	Link what they are reading to their own experiences. Build stores of familiar reading experiences such as traditional tales or a favourite book. Navigates books correctly, depending on their type. Talks about reading positively. Understand that we can read for different reasons e.g. for pleasure, to find information, to follow instructions. Can join in with the recitation of a poem from memory led by an adult and can join in with repeated refrain independently.
2	Share understanding of a topic or theme before commencing reading. Re-read sections of texts carefully to find answers to questions about characters and events. Build stores of familiar reading experiences including poetry, a favourite book or a favourite author. Navigates a range of texts correctly, depending on their type. Talks about reading positively. Lists some of the different purposes for reading. Begins to read longer, more challenging texts, including simple chapter books. Can recite a simple poem from memory.
3	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Re-read sections of texts carefully to check their ideas about the text. Participate in rich discussions and debates about books, characters and themes. Presents own ideas about what they have read. Navigates a range of texts efficiently, depending on their type. Reads more challenging texts, including simple chapter books. Understands the concept of a series. Can recite and perform a poem from memory.
4	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Able to read ahead to support them in reading with fluency and expression. Independently connects reading experiences with wider general knowledge and understanding of the world. Independently pieces together evidence from a text to support them in constructing meaning.
5	Link what they read to their wider knowledge, their literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences. Know how to identify the key themes of a text quickly and efficiently. Know how and when to read slowly and carefully to build a more detailed and precise understanding. Takes time to ask and answer questions of what they are reading. Summarise and discuss their current understanding at regular intervals when reading an extended text.
6	Link what they read to their wider knowledge, their extensive literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences that are well supported by evidence. Plan how to approach a range of reading tasks and self-regulate to ensure that their chosen approach is successful. Takes time to ask and answer questions of what they are reading, including those that explore metaphorical or ethical provocations. Summarise, discuss and present their current understanding at regular intervals when reading an extended text.

Personal response

Year	Expectation
1	Talk about aspects of the text that they particularly enjoy, like or dislike. Discuss their favourite book. Know the names of some key authors. Can explain the impact that a book has had on them. Develop creative responses based on a reading experience.
2	Explain why they enjoy, like or dislike a particular text. Discuss their favourite book or author. Know the names of some key authors. Can use their reading experiences to collect ideas to use in their own writing, explaining how they have been inspired. Develop creative responses based on a reading experience.
3	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose. Discuss favourite books, authors or performances. Explain the impact of a text on their thinking and writing. Develop and refine creative responses based on a reading experience.
4	Identify aspects or features that make a text entertaining, informative or useful. Begin to discuss the suitability or credibility of a text. Draw on reading to inform writing, including vocabulary, grammatical structures, themes and ideas.
5	Analyse the features of engaging or useful texts, including fiction, non-fiction and poetry. Use published texts as a model to inform their own writing. Develop opinions about writing styles, key concepts or characters in narratives.
6	Identify the features that make some texts more effective than others. Begin to explore the concept of authorial bias. Draw inspiration from published texts inform their own writing and explain how this is evident in their own work. Build stores of literary knowledge that allows pupils to engage in debate about ideas, concepts and themes that are relevant to life in modern Britain.

National Curriculum coverage

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12	Block 13	Block 14	Block 15	Block 16	Block 17	Block 18	Block 19	Block 20
	Grandad's Island	The Goose that laid the Golden Eggs	Mrs Noah's Pockets	Paddington	Paddington	The Christmas Pine	The Quangle Wangle's Hat	Coming to England	The Street Beneath My Feet	Rhythm of the Rain	Rhythm of the Rain	Little People, Big Dreams: David Attenborough	Fantastically Great Women Who Changed the World	Fantastically Great Women Who Changed the World	The Sun and the Wind	Fantastic Mr Fox	Fantastic Mr Fox	Fantastic Mr Fox	Somebody Crunched Cofin	The Last Tree
Year 2 Reading Units																			School's choice module: swap for Block 7	School's choice module: swap for Block 6
Objective																				
Word Reading	Addressed throughout the curriculum																			
Comprehension																				
Pupils should be taught to:																				
develop pleasure in reading, motivation to read, vocabulary and understanding by:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
discussing the sequence of events in books and how items of information are related	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	✓	✓	✓	✓	✓			✓		✓	✓				✓	✓	✓	✓	✓	✓
being introduced to non-fiction books that are structured in different ways *NF texts are explored throughout all units in the supplementary text lessons									✓			✓	✓	✓						
recognising simple recurring literary language in stories and poetry			✓	✓	✓		✓								✓	✓	✓	✓	✓	✓
discussing and clarifying the meanings of words, linking new meanings to known vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key Stage 2 structure

	1	2	3	4	5
Week 1	Core text <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Summarising/ comparing/ predicting 	Supplementary text <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction 	Supplementary text <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction 	Multiple text study <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction 	Core text <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction Understanding themes Authorial intent Personal response
Week 2		Understanding the detail of the text			
		Supplementary text <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction 	Supplementary text <ul style="list-style-type: none"> Timed practice Explicit vocabulary instruction 	Multiple text study <ul style="list-style-type: none"> Reading fluency Explicit vocabulary instruction 	
		Thinking deeply about the text			

For more information and examples please visit
www.unity-curriculum.co.uk

or contact:

Alex or Lauren

abedford@unitysp.co.uk lmeadows@unitysp.co.uk

Tweeters: 
please send kind words to
[@baronbedford](https://twitter.com/baronbedford) and [@Edu_Meadows](https://twitter.com/Edu_Meadows)

