

English Curriculum - Year 3

AUTUMN TERM				
Curriculum focus/links	<p>History - Stone Age to the Iron Age Geography - Settlement (Great Missenden) Science - Rocks, Light and Plants (Seeds dispersal) RE - Christianity</p>			
Genre and Text/Focus	<p>Short and Shocking stories by Maggie Pearson</p> <p>Jack and the Beanstalk</p>	<p>A selection of texts taken from the school library</p> <p>Stone Age Boy</p>	<p>Little People and Big People (Bold women in black history)</p>	<p>Poetry - free verse</p> <p><i>Leap Like a Leopard</i> by John Foster</p> <p>On the ground simile poem https://www.teachitprimary.co.uk/resources/y_2/poetry-exploring-form/seasons/on-the-ground-simile-poem/16186</p>
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)	Poetry - free verse (adapted for mixed-age classes from poetry overview)
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Begin to use inverted commas to punctuate direct speech Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing time using conjunctions Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> Begin to use headings and sub-headings to aid presentation Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) Begin to use of the forms a or an according to whether the next word begins with a consonant or a vowel Expressing time using conjunctions 	<ul style="list-style-type: none"> Expressing time using conjunctions Begin to use adverbs to express time (including those with -ly) Begin to use prepositions (such as before, after, during, in, because of) Recap possessive apostrophes from Year 2 Revisit co-ordination and subordination from Year 2 3rd person pronouns 	<ul style="list-style-type: none"> Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.' Keep the structure simple, non rhyming and explore similes first. It may take the form of a 'list poem'.

	<ul style="list-style-type: none"> • Begin to use adverbs to express time (including those with -ly) • Begin to use prepositions (such as before, after, during, in, because of) • Introduce a sound effect e.g. a creaking door 	<ul style="list-style-type: none"> • Begin to use adverbs to express time (including those with -ly) • Begin to use prepositions (such as before, after, during, in, because of) • Precise use of nouns • Revisit co-ordination and subordination from Year 2 • Recap possessive apostrophes from Year 2 		<p>Examples could include:</p> <p><u>Animal simile poem</u> e.g. a woolly mammoth</p> <p><u>Jungle/desert simile</u> On the ground simile poem</p>
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<p>Grammar Focus Lesson</p>		
	Noun Phrases	What is a clause?
	Commas in a list (including between adjectives)	Coordinating conjunctions
	Apostrophes for contractions	Subordinating conjunctions
	Apostrophes for singular possession	Using conjunctions to express time
	What is a vowel? What is a consonant?	Using conjunctions to express place
	'the', 'a' and 'an'	Using conjunctions to express cause
	Recognising determiners	
	Using determiners	

Transcription-handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Nelson Handwriting Red Level Book

Week 1	Teach first join un, um
Week 2	Teach first join ig, id
Week 3	Teach first join ed, eg
Week 4	Teach first join an, ar
Week 5	Teach first join ng, ung
Week 6	Teach first join ch, sh

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- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Nelson Handwriting Red Level Book

Week 1	Teach second join th, tl
Week 2	Teach second join ll, ill
Week 3	Teach second join sli, slu
Week 4	Teach second join ck, ack
Week 5	Check up week - assess process not product

Transcription – spelling

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	Focus	Common Exception Words
Week 1	Introduction	

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	Focus	Common Exception Words
Week 1	Suffix - ous	famous
Week 2	Suffix - ation	
Week 3	medic	medicine

Week 2	Suffix -ly	accident (ally); actually; occasion(ally); probably; strange; possible
Week 3	busy	business
Week 4	Suffix -ward	forward(s)
Week 5	possess	possession
Week 6	Plurals	potatoes

Week 4	history	history
Week 5	vary	various
Week 6	Suffix - ure Assessment	

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
Focus (highlight chosen focus)	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

SPRING TERM

<p>Curriculum focus/links</p>	<p>History - The Roman Empire Geography - Europe (Italy) Science - Animals including Humans, Plant (Pollination) and Eco RE - Hinduism and Christianity (Easter)</p>			
<p>Genre and Text/Focus</p>	<p align="center">The Tunnel by Anthony Browne</p> <p align="center">The Boy who stepped through time by Anna Ciddor</p>	<p align="center">The Perfect Pet by Margie Palatini</p> <p align="center">The True Story of the 3 Little Pigs by Jon Scieszka</p>	<p align="center">The Journey by Francesca Sanna</p>	<p align="center">Edward Lear limericks Spring Magic by Judith Nicholls</p> <p align="center">Short Visit, Long Stay by Paul Cookson</p> <p align="center">Limerick by John Irwin</p>

Writing Outcome	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)	Narrative – journey (setting)	Poetry Limericks				
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Be introduced to paragraphs as a way to group related material (use a topic sentence and related sentences) Expressing time and place using conjunctions Begin to use adverbs to express time and manner (including those with -ly) Use a greater range of prepositions Be introduced to the present perfect form of verbs instead of the simple past Showing character through reaction Vary sentence length e.g. longer sentences for descriptive passages and short sentences for impact or effect (Amy stood completely still) 	<ul style="list-style-type: none"> Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) Expressing time, place and cause using conjunctions Begin to use adverbs to express time and manner (including those with -ly) Use a greater range of prepositions Use of the forms a or an according to whether the next word begins with a consonant or a vowel Nouns and pronouns for clarity and cohesion 1st and 3rd person Formal and informal language 	<ul style="list-style-type: none"> Practise using paragraphs as a way to group related material (use a topic sentence and related sentences) Expressing time, place and cause using conjunctions Choose an interesting name for your setting e.g. Hangman’s Wood; Sandy Cove; Crystal Castle Think about the time of day and the weather Begin to use inverted commas to punctuate direct speech Prepositions 	<ul style="list-style-type: none"> The poem is five lines in length and follows the rhyme scheme AABBA. <ul style="list-style-type: none"> Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables; Line 5: 7-10 syllables. The first line usually begins with ‘There was a...’ and ends with the name of a person or place. The last line should be rather unusual or far-fetched. Each line starts with a capital letter. Lines often end with a comma. 				
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Transcription – handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting Red Level Book</p> <table border="1"> <tr><td>Week 1</td><td>Teach second join st, sti</td></tr> <tr><td>Week 2</td><td>Teach second join ink, unk</td></tr> <tr><td>Week 3</td><td>Teach third join od, og</td></tr> <tr><td>Week 4</td><td>Teach third join re, ve</td></tr> <tr><td>Week 5</td><td>Teach third join oon, oom</td></tr> <tr><td>Week 6</td><td>Teach fourth join wl, vl</td></tr> </table>	Week 1	Teach second join st, sti	Week 2	Teach second join ink, unk	Week 3	Teach third join od, og	Week 4	Teach third join re, ve	Week 5	Teach third join oon, oom	Week 6	Teach fourth join wl, vl	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting Red Level Book</p> <table border="1"> <tr><td>Week 1</td><td>Teach fourth join of, ff</td></tr> <tr><td>Week 2</td><td>Teach fourth join fl, flo</td></tr> <tr><td>Week 3</td><td>Practice break letters b, p, g, q, y, j, z</td></tr> <tr><td>Week 4</td><td>Practice capital letters</td></tr> <tr><td>Week 5</td><td>Check up week - assess process not product</td></tr> </table>	Week 1	Teach fourth join of, ff	Week 2	Teach fourth join fl, flo	Week 3	Practice break letters b, p, g, q, y, j, z	Week 4	Practice capital letters	Week 5	Check up week - assess process not product
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– spelling**

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	Focus	Common Exception Words
Week 1	Suffix - th	length; strength
Week 2	Prefixes - re-, auto-, anti-,	remember;
Week 3	Prefixes - mis-, dis-, dif	difference; difficult; disappear
Week 4	Prefix - inter-	interest
Week 5	quest	question; February (teach during the month)
Week 5	press	pressure

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	Focus	Common Exception Words
Week 1	Suffixes -ion, -ian	mention; complete; position
Week 2	ough letter string	through; though; though, although; enough
Week 3	ear letter string	heard; heart; appear; learn; early, earth
Week 4	ere letter string	therefore
Week 5	Prefixes - sub-, super-, sur- Assessment	surprise

Reading- key objectives

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Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective

SUMMER TERM

Curriculum focus/links	<p> History - The Egyptians Geography - Mountains Science - Forces and Magnets, Plants (seed formation) RE - Hinduism </p>			
Genre and Text/Focus	<p>I'm Old Enough to Save the Planet by Loo Kirby</p> <p>The Wild Robot by Peter Brown</p>	<p>Finders of Silverthorn Forest by Rachel Chivers Khoo</p> <p>The Lost Thing by Shaun Tan</p> <p>The Owl Tree by Jenny Nimmo</p>	<p>Uncover History: Ancient Egypt by Rachel Minay</p> <p>So, You Think You've Got it Bad? A Kid's life in Ancient Egypt. by Chae Strathie</p>	<p>The Magic Finger by Roald Dahl</p> <p>Anisha, Accidental Detective by Serena Patel</p> <p>Ellie and the Cat by Malorie Blackman</p>
Writing Outcome	<p>Discussion</p>	<p>Narrative – finding tale (plot)</p>	<p>Explanation</p>	<p>Narrative – character flaw (characterisation and dialogue)</p>

Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use paragraphs as a to group related material – aim for topic sentence and at least 3 supporting sentences) • Expressing <u>time, place and cause</u> using conjunctions • Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) • Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot • Use a greater range of prepositions • generalisers: some, most, everyone 	<ul style="list-style-type: none"> • Further practise use of inverted commas to punctuate speech • Expressing <u>time, place and cause</u> using conjunctions • Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot • Begin to connect paragraphs with adverbials • Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) • Use a greater range of prepositions • Be introduced to the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> • Use paragraphs as a to group related material – aim for topic sentence and at least 3 supporting sentences) • Expressing <u>time, place and cause</u> using conjunctions • Rhetorical question • Precise use of nouns & noun phrases • Subject verb agreement to ensure Standard English • Progressive tense (consistent use of tense) 	<ul style="list-style-type: none"> • Embed use of inverted commas to punctuate speech • Begin to organise paragraphs around a theme in narratives, creating settings, characters and plot • Begin to connect paragraphs with adverbials • Begin to use adverbs to express <u>time, place</u> and <u>manner</u> (including those with -ly) • Be introduced to the present perfect form of verbs instead of the simple past • Write an ending which shows how the character feels or what has been learned
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	<ul style="list-style-type: none"> to add on and sequence ideas e.g. The first reason..., also..., furthermore..., moreover..., 	<ul style="list-style-type: none"> Consistent use of tense and person 																									
Grammar Focus Lesson	<table border="1"> <tr><td data-bbox="396 410 566 474"></td><td data-bbox="566 410 1193 474">What is an adverb?</td></tr> <tr><td data-bbox="396 474 566 537"></td><td data-bbox="566 474 1193 537">Using adverbs to express time</td></tr> <tr><td data-bbox="396 537 566 601"></td><td data-bbox="566 537 1193 601">Using adverbs to express place</td></tr> <tr><td data-bbox="396 601 566 665"></td><td data-bbox="566 601 1193 665">Using adverbs to express cause</td></tr> <tr><td data-bbox="396 665 566 729"></td><td data-bbox="566 665 1193 729">Using adverbs to express time, place and manner</td></tr> </table>			What is an adverb?		Using adverbs to express time		Using adverbs to express place		Using adverbs to express cause		Using adverbs to express time, place and manner	<table border="1"> <tr><td data-bbox="1317 410 1496 474"></td><td data-bbox="1496 410 2134 474">Sequencing sentences (within a paragraph)</td></tr> <tr><td data-bbox="1317 474 1496 537"></td><td data-bbox="1496 474 2134 537">What is a paragraph?</td></tr> <tr><td data-bbox="1317 537 1496 601"></td><td data-bbox="1496 537 2134 601">Paragraphs in narrative</td></tr> <tr><td data-bbox="1317 601 1496 665"></td><td data-bbox="1496 601 2134 665">Revision of adverbials</td></tr> <tr><td data-bbox="1317 665 1496 729"></td><td data-bbox="1496 665 2134 729">Revision of subordination and coordination</td></tr> <tr><td data-bbox="1317 729 1496 793"></td><td data-bbox="1496 729 2134 793">Revision of prepositions</td></tr> </table>				Sequencing sentences (within a paragraph)		What is a paragraph?		Paragraphs in narrative		Revision of adverbials		Revision of subordination and coordination		Revision of prepositions
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<p>Transcription – spelling</p>	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Prefixes in-, im-, il-, ir-</td> <td>important; regular; increase</td> </tr> <tr> <td>Week 2</td> <td>hap</td> <td>perhaps</td> </tr> <tr> <td>Week 3</td> <td>Possessive plurals</td> <td>woman; women</td> </tr> <tr> <td>Week 4</td> <td>letter y as /i/</td> <td></td> </tr> <tr> <td>Week 5</td> <td>ou letter string</td> <td>group</td> </tr> <tr> <td>Week 6</td> <td>cert</td> <td>certain</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Prefixes in-, im-, il-, ir-	important; regular; increase	Week 2	hap	perhaps	Week 3	Possessive plurals	woman; women	Week 4	letter y as /i/		Week 5	ou letter string	group	Week 6	cert	certain	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>cycle</td> <td>bicycle</td> </tr> <tr> <td>Week 2</td> <td>eigh, ei, ey, aigh letter strings</td> <td>eight, eighth; straight; weight; reign; weigh;</td> </tr> <tr> <td>Week 3</td> <td>ough letter string</td> <td>caught; naughty</td> </tr> <tr> <td>Week 4</td> <td>Homophones</td> <td>reign; through; eight; heard, weight</td> </tr> <tr> <td>Week 5</td> <td>extreme Assessment</td> <td>extreme</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	cycle	bicycle	Week 2	eigh, ei, ey, aigh letter strings	eight, eighth; straight; weight; reign; weigh;	Week 3	ough letter string	caught; naughty	Week 4	Homophones	reign; through; eight; heard, weight	Week 5	extreme Assessment	extreme
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	<p><u>Word reading</u></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective 	<ul style="list-style-type: none"> - Structure of text - Role of character/issues/information - Role of setting/mood/tone - use of language, including figurative language - writer's perspective