

Year 1 English - Autumn 1

Prior knowledge:

- reading of unfamiliar words-decoding
- articulating ideas and structuring them in speech before writing
- finger spaces
- spelling rules
- listen to a wide range of stories

Golden thread of Learning:

Children will develop the skill of blending the sounds into words for reading. This will be supported by practice in reading books, hearing and sharing a wide range of high quality books. This will also allow for them to develop a love of reading and broaden their vocabulary. Through this journey, children will be able to retell stories that they read and comment on how the main character is feeling.

Book	Giraffes can't dance	Giraffes can't dance	The Lion inside	The Lion inside	All are welcome	All are welcome	All are welcome
Learning outcome	L.I: To use simple sentence structure and have an awareness of finger spaces, full stops and capital letters.	L.I: To use simple sentence structure and have an awareness of finger spaces, full stops and capital letters.	L.I: To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	L.I: To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	L.I: To use appropriate adjectives when describing the different food, music and clothes they are exposed too.	L.I: To use the joining word 'and' or 'because' to link ideas or sentences.	L.I: To use the joining word 'and' or 'because' to link ideas or sentences.
Activity	Adult led activity Writing about how the character is feeling	Adult led activity Writing about how the character is feeling	Adult led activity Writing about a time when they were brave	Adult led activity Writing about a time when they were brave	Whole class sessions Day 1: creating a flag of their home country Day 2: look and listen to different types of instruments from around the world. Explore different cultural dances	Adult led activity Children to write about their favourite food/ dance or music from the previous learning. "I liked eating Bombay mix because it was so spicy"	Adult led activity Children to write about their favourite food/ dance or music from the previous learning. "I liked eating Bombay mix because it was so spicy"

					Day 3: taste different types of food from around the world		
Outcomes	-children should be aware of how to structure sentences -listen to stories -use simple adjectives to explain how the character is feelings e.g sad, happy etc	-children should be aware of how to structure sentences -listen to stories -use simple adjectives to explain how the character is feelings e.g sad, happy etc	-to be able to retell a story that they have listened to -to understand what the adjective brave means -to write a simple sentence about when they showed bravery	-to be able to retell a story that they have listened to -to understand what the adjective brave means -to write a simple sentence about when they showed bravery	-to use adjectives that relate to the food or music they are describing -for children to use their own prior knowledge in this lesson	-to successfully use 'and' or 'because' to link sentences together -to know the impact of using these connecting words	-to successfully use 'and' or 'because' to link sentences together -to know the impact of using these connecting words
SEN	Look at pictures of different feelings and describe what they can see.	Look at pictures from the story and describe how the characters are feeling.	P4C - what does it mean to be brave?	Draw a picture of a time they were brave and label it.	Join in with whole class sessions.	Draw a picture of their favourite activity and label with initial sounds.	Ask adult to bring in a photo of children in their traditional clothing to share with whole class.
Key words	Happy, sad, brave, persevere	Happy, sad, brave, persevere, angry, scared	Brave, kindness, friendship.	Brave, kindness, friendship,	Culture, difference, similarity, world, respect,	Culture, difference, similarity, world, respect,	Culture, difference, similarity, world, respect,

Year 2 English - Autumn 1

Prior knowledge:

- to discuss the sequence of events in books
- discuss and clarify the meaning of new words
- using conjunctions such as 'and' to join sentences

Gold Thread of Learning:

Through this journey, children will be producing a diary entry in the style of the author to convey a character's thoughts and feelings. Within lessons, children will explore how to make plausible predictions based on what they have read as well as understanding how to write descriptively. They will be able to use adjectives more confidently and use coordinating conjunctions to join clauses together. Children will also be exposed to reading lengthier texts and be exposed to different genres.

Book	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty	Seasons come and Seasons go tree by Patricia Hegarty
Learning outcome		L.I: To predict what the text will be about.	L.I: To write a recount using conjunctions.	L.I: To write a description about a season.	L.I: To write a description about a season.	L.I: To plan a diary based on what I have read.	L.I: To draft a diary based on what I have read.
Activity		Sentences punctuated with question mark and exclamation point. Use of the progressive form of verbs in the present and past tense to mark actions in progress Show book. Predict what the book might be about and write a sentence to	Autumn Write a recount of the trip. Take the children to the Wanstead Park. Have a look at how things might be changing. Adjectives Co-ordinating conjunction "and" and "so"	Winter Write a descriptive piece about how winter feels and the things you can do in Winter Sentences punctuated with question mark and exclamation point. Adjectives Co-ordinating conjunction "and" and "so"	Spring Write a descriptive piece about how Spring feels using Vivaldi Spring as a stimulus or Beethoven's Pathetique Symphony. Sentences punctuated with question mark and exclamation point. Adjectives Co-ordinating conjunction "and" and "so"	Plan Use the book as a basis to plan the seasons diary. Sentences punctuated with question mark and exclamation point. Adjectives Co-ordinating conjunction "and" and "so"	Create a seasons diary Use descriptive language to write a diary entry in the style of the text. Sentences punctuated with question mark and exclamation point. Adjectives Co-ordinating conjunction "and" and "so"

		<p>go on our Working Wall.</p> <p>Summer Children to come in dressed in a summer outfit and an artefact to share.</p> <p>Children will write about their summer holiday using photo as a stimulus.</p>					
Outcomes		-to make predictions based on what they have read.	-to use coordinating conjunctions to link clauses together. -to write a recount of their trip using verbs in the past tense.	-to use adjectives to describe when writing a description about the season -to use coordinating conjunctions	-to use adjectives to describe when writing a description about the season -to use coordinating conjunctions	-to understand what the features of a diary entry are -to understand the tense diary entries are written in -to plan my ideas in a sequence	-to write a diary based on the seasons -to use adjectives to describe -to use coordinating conjunctions to join clauses together
SEN		Whatever the chn are doing, take photos for books.	Have key words available. Chn to take photos	Whatever the chn are doing, take photos for books.	Whatever the chn are doing, take photos for books.	Writing template and keywords	More time to complete edits. Share their learning
Key words	Seasons, summer, autumn, winter, spring, punctuation, adjectives, chronological order, plan, edit						

Year 3 English - Autumn 1

Prior knowledge:

- discussing the sequence of events in a text
- make inferences based on what is being said and done
- drawing in vocabulary they already know
- to proof read my work successfully
- to spell many common exception words

Golden Thread of Learning:

For this term, children will be on a journey to learning how to write persuasively. Through their text, they will discuss key values such as the importance of schooling and understand how to justify their opinions. Children will be inferring a character's thoughts and feelings whilst also identifying the features of letters.

Book	Munni's Rooftop School	Munni's Rooftop School	Munni's Rooftop School	Munni's Rooftop School	Munni's Rooftop School	Munni's Rooftop School	Munni's Rooftop School
Learning outcome	<p>Genre: Recount Letter from main characters in the future.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Read and sequence the story. -Use immersive techniques to discuss the actions of the main characters and justify views using evidence from the text. E.g. role on the wall, conscience alley, hot seating etc. -Can make inferences about characters' actions in the story based upon evidence from the text. -Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. -Define, collect and magpie descriptive language for characters and settings. -Read a range of letters and identify structural features e.g.: <ul style="list-style-type: none"> • Address • Date • Greeting • Opening • Main body <p>Imitate sentence types and language features in the lead up to end outcome.</p> <ul style="list-style-type: none"> -Plan the content and language features for each paragraph. -Apply a range of language features and punctuation including: 						

- Adverbials that express time, place and manner
- prepositions
- Expanded noun phrases
- Similes
- Cohesive devices including pronouns and conjunctions
- Commas to demarcate subordinate clauses
- Extend sentences with a range of co-ordinating and subordinating sentences

-Secretarial editing (correcting grammar, punctuation and spelling errors).
 -Language choice editing- children should be effectively up-levelling word choice and sentence structure.
 -Final draft to be published to the best possible standard (creative writing books)

	<ul style="list-style-type: none"> • Adverbials that express time, place and manner • prepositions • Expanded noun phrases • Similes • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses • Extend sentences with a range of co-ordinating and subordinating sentences <p>-Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard (creative writing books)</p>						
Activity		Lesson 1: Prediction using front cover Lesson 2: Description of Patna Lesson 3: Compare your life to life in Patna	Lesson 1 Thought bubbles about why children should be allowed to go to school. Lesson 2 To use persuasive language Lesson 3 To identify persuasive techniques Lesson 4 Write plan for speech	Lesson 1 Role Play story of Munni so far Lesson 2 Write introduction to speech Lesson 3 Write middle of speech Lesson 4 Check and edit intro and middle of speech	Lesson 1 Write last paragraph of speech Lesson 2 Check and edit whole speech Lesson 3 To begin writing into Creative writing books	Lesson 1 To finish writing into creative writing books Lesson 2 To perform speech to class	Lesson 1: Prediction using front cover Lesson 2: Description of Patna Lesson 3: Compare your life to life in Patna
Outcomes		-to make plausible predictions based on the text -to use comparing conjunctions to write sentences comparing our life to the context of the text	-to identify persuasive devices -to know the purpose of writing speeches	-to use fronted adverbials to link sentences together -to begin to write the speech about the topic of schooling	-continue writing the speech, ensuring children are using conjunctions to link clauses together	-to understand how to perform a speech and how it should be read	

SEN		Looking at pictures of Patna and familiar places. What can you see?	Have a thought bubble with photo of child and feelings faces, child to choose face and cut and stick into thought bubble.	Join in with role play To create puppets of the characters from the story	Put story of Munni in order.	Role play story of Munni	Looking at pictures of Patna and familiar places. What can you see?
Key words	Patna, culture, family, poverty, culture, India, feminism, rights, speech, education						

Year 4 English - Autumn 1

Prior knowledge:

- predict what might happen from details implied
- drawing inferences of a character's thoughts, feelings and motives
- describing settings and characters
- structure of paragraphs

Golden Thread of Learning:

Within this term, children will be writing in the style of the author through narrative writing. They will be using immersive activities such as hot seating, role plays and conscious alleys to infer the character's thoughts and feelings. Children will also be identifying how character's, settings and atmosphere develop through the text, whilst understanding the impact of language on this. This will also be an opportunity to learn new grammatical structures such as embedding and punctuating dialogue correctly.

Book	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach	James and the giant peach
Learning outcome	L.I: To discuss the text and make predictions based on evidence.	L.I: To infer a character's motivations and feelings.	L.I: To identify language used to create atmosphere.	L.I: To sequence and story map the plot.	L.I: To plan a narrative by identifying the purpose and audience for writing.	L.I: Identify purpose and audience for writing.	L.I: To draft a narrative.
Activity	Front cover and Blurb Movie Chapter summaries	Character summary Hot seating Immersive activities e.g. hot seating, role play, role on the wall, conscience alley etc.	Language collection Discuss why this language has been chosen. Look at how the author has utilized the different types of fronted adverbials. Can magpie and collect language features used to effectively describe the setting or atmosphere:	Story maps Read and collect technical language and language features for end outcome from a wide range of resources. -Imitate sentence types and language features in the lead up to end outcome.	Planning narrative-considering purpose, language Identify purpose and audience for writing. Plan the content and language features/punctuation for each paragraph Use character speech in writing.	Write narrative GD: characters are developed through show not tell techniques, using actions, speech and reactions. Use character speech in writing.	Editing Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing-children should be effectively up-levelling

			expanded noun phrases, similes, metaphors, personification, adverbial phrases etc.	E.g. fronted adverbials			word choice and sentence structure. -Final draft to be published to the best possible standard.
Outcomes	-to make predictions based on the text	-to make inferences on characters through activities such as hot seating, role on the wall	-to identify the language features of the text and the impact of these on the reader	-to understand the sequential plot of the text -to use fronted adverbials to link sentences together	-to identify the purpose of writing the narrative and who the audience will be -to identify language features such as paragraphs around a theme, dialogue to convey action and adverbials of time	-to identify the purpose of writing the narrative and who the audience will be -to identify language features such as paragraphs around a theme, dialogue to convey action and adverbials of time	
SEN	Use images from James and the giant peach to add key words to	Develop sentences. Repetition of high frequency words	Use chosen images to talk through a story- T or LC to write	Add images to a booklet	Add key words and sentences to booklet	Finish story	
Key words	Blurb Character	Character	Atmosphere Metaphor Personification	Language Purpose Audience	Purpose and audience	Actions Speech Reactions	Blurb Character

Year 5 English - Autumn 1

Prior Knowledge:

- to record and retrieve from a non-fiction text
- to understand the relevance of note taking
- to justify opinions using evidence from the text

Golden Thread of Learning:

Children will be strengthening their knowledge on non-fiction texts and being confident in identifying the features of reports. Through retrieving information and understanding vocabulary features, children will produce their own non-chronological report based on an individual.

Book	Incredible Journeys	Incredible Journeys	Incredible Journeys	Incredible Journeys	Incredible Journeys	Incredible Journeys	Incredible Journeys
Learning outcome	Transitioning L.I: To be able to write descriptively.	L.I: To retrieve, record and present information from non-fiction.	L.I: To recognize the language and structures for formal writing.	L.I: To be able to provide reasoned justifications for my views.	L.I: To be able to plan writing by identifying the appropriate audience, language and purpose.	L.I: To be able to write a non-chronological report.	L.I: To be able to propose changes to vocabulary, grammar and punctuation to edit writing.
Activity	Posters about expectation. -Review their favourite book to Newsround -They write a descriptive story using pictures.	- Write open-ended appropriate questions to the author. - Write down what it takes to be an explorer. - Use subheadings to identify Amelia's adventure on a non-fiction map.	- Watch a video about the Wright brothers and take notes. - Research and explain why humans are interested in exploration. - Complete a close procedure for the key words. -Writing sentences and paragraphs in	- Create a game to test their knowledge about Amelia Earhart. - Write formal paragraphs or sentences explaining why Neta Snook inspired Amelia. - Jot down the places Amelia has	- Use theory and evidence, to conduct a search party. - Complete a fact file. -Create a word bank of formal words. - Structure their plan and provide sentence starters.	Using their plan and key word glossary, children will collate their learning to write a non-chronological report throughout the week.	Use marking, feedback and editing stations to up level their work prior to publishing it in their creative writing books.

		- Use snippets of the text to match with the correct shape (sub-heading).	formal language about Wright brothers and why humans are interested in exploration.	travelled to on a map. - Identify Different nouns				
Outcomes	- To write a descriptive passage.	-To recap the difference between non-fiction and fiction texts -To identify the impact of open ended questions -To record information about the individual from a non-fiction text	-To understand the importance of thorough note taking -To explore why humans developed a passion for exploring - To write formal sentences recapping the weeks learning using the appropriate language.	- To be able to retrieve, record and present information from a non-fiction text.	-To produce a plan for their non-chronological report which includes the appropriate PALs. -To develop glossary with key vocabulary.	To produce their first big write - a non-chronological report using formal language, key vocabulary, organise content into themes	To successfully edit their work to up level it. To identify SPAG related errors in their work.	
SEN	Sentences about favourite book with TS.	Label the seven countries activity	Label the seven countries activity	Count how many countries Amelia has travelled.	Pack a suitcase-cutting and sticking items of belongings.	Match sentences to image activity. Fact file of Amelia Earhart.	Write /verbally share some sentences about Amelia Earhart's life - 1:1 to scribe.	
Key words	Adjectives, review, recommendation, descriptively.	Brave, Disaster, Determination, Inspiration, Ambition, Adventure called, Achievement	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition aviation, aircraft ,record	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial	aeronautics, Atlantic, circumnavigate, GPS (Global Positioning System), satellites, navigator celestial navigation radar, exhibition

			radar, exhibition aviation, aircraft ,record	aviation, aircraft ,record		navigation radar, exhibition aviation, aircraft ,record	navigation radar, exhibition aviation, aircraft ,record	aviation, aircraft, Brave, Disaster, Determination, Inspiration, Ambition, Adventure called, Achievement
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Year 6 English - Autumn 1

Prior knowledge:

- to write for a range of purposes
- organising of a text depending on purpose and audience
- to use dialogue to convey a character's feelings
- to know the features of a diary entry
- use of time adverbials
- to create paragraphs that are suitably linked

Golden Thread of Learning:

children to gain deeper understandings of what they have read by asking questions, drawing inferences and making predictions based on their reading. Throughout the lessons, children should be on a journey to writing a narrative in the style of an author. They will understand how to use figurative language (metaphors, similes, adjectives) to create atmospheres and know how to manipulate grammar to create suspense and tension when writing in the selected genre. The purpose of the narrative is to entertain the reader and for children to understand how to follow a style of writing.

Book	War Game	War Game	War Game	War Game	War Game	War Game	War Game
Learning outcome	To be able to retrieve information, draw inferences and justify these with evidence.	To recognize how language and vocabulary structures can impact an audience.	To infer a character's thoughts, feelings and emotions.	To explore sources about WWI, to understand how life was like for the characters.	To draw inferences about a character's thoughts and feelings.	To understand the features of a newspaper report.	To construct a non-chronological report.
Activity	<p>Stunning Start:</p> <ul style="list-style-type: none"> -introduce children to the old WWI suitcase containing the Brodie hat, gas mask, ration card etc inside. 	<p>Grammar to start the lesson will be based on persuasive devices.</p> <ul style="list-style-type: none"> -Children to discuss their first impression of the 	<p>Quick introduction about the use of adjectives and using different word such as 'sad' and 'happy'</p> <p>Recap of what they have already read regarding</p>	<p>Children to read from pages 32-39</p> <ul style="list-style-type: none"> -Within this page's children will understand more about Will's character, there will be some questions on the PP 	<ul style="list-style-type: none"> -Start the lesson off with children devising success criteria for should be included in a diary entry. -They can write this under their plan so 	<ul style="list-style-type: none"> -Children to understand what the purpose of newspapers are. Why are they written? Who is the audience for newspapers? The difference between newspapers. -Look at the features of a diary entry, would it be written informally or formally? Unpick 	<ul style="list-style-type: none"> -Introduction of what a non-chronological report is and features. -Where might they have seen non-chronological reports before?

<p>-ask children who they think this suitcase could have belonged to? Why does it look different from a suitcase that we may use today? -revealing the items one by one, children will think about the following questions: *what do they think the item is? *who do they think it belonged to?</p> <p>-after this discussion, children to write down the questions they would want to know about the item and using the laptops research what the item is and why it would be relevant to use in WWI</p>	<p>text based on the front cover -Reading pages 7-10, questions to consider when reading: *What setting are we introduced to? *What characters are we introduced to? *What do the boys think about the war? -on page 10, there will be recruitment posters-explore this concept and ask children what they know about recruitment posters and what the purpose of them would be. -explore the three recruitment posters-children to have them on their tables to annotate, looking at the use of language, word class (modal verbs), use of</p>	<p>Will, the war and the recruitment posters. -Children to begin the lesson with a conscious alley, do they think Will should enlist to the war? Divide class up with children sharing their opinions, ensuring they justify with correct reasoning. -Children to read from pages 12-31, on the PowerPoint the pages will be divided into the sections with various pages to read. There will be prompt questions on each section of reading, this will support children's understanding and begin to think deeply about Will's experiences. -After reading, think about the main points that</p>	<p>for children to discuss. E.g what was life like for the new recruits? Where is the evidence that suggests he is feeling homesick? -Children will then be exploring and discovering through the use of sources what life would have been like for soldiers like Will in the war. -There will be various sources on their desk e.g a snippet from a soldier's diary, a sound scape of war, part of Wilfred Owen's poem -They will work as a carousel, making notes about each source in their books. Questions to structure their notes will be on the board.</p>	<p>they have it in their books. (Chn to have completed a plan about key vocab, key events and time conjunctions they will use in their diary entry) -Read through the example of a diary entry written by Will-the diary entry will be written too formally and will use ambiguous vocabulary that it not relevant. Children to unpick this and see what can be improved and to pick out what they need to avoid in their diary entries. -Teacher to model diary entry as the character Will.</p>	<p>and annotate the features e.g subheadings, title, images, captions -Move children on to thinking about how a newspaper might have been structured in 1914. Show examples and make comparisons. -What would a newspaper in 1914 be reporting? What are they key events happening at war and at home that they would need to inform the public about? (encourage children to use their historical knowledge) -Children will be writing a newspaper report, recording the key events of war. E.g soldiers fighting in Belgium, rationing at home, evacuation of children.</p>	<p>-Children will be using their emotions graph, source work, diary entry and newspaper article to use in their non-chronological report. -The report will be focused on the soldier Will and his experiences of war. Ensure children understand it is a report and not a biography of Will. -Think about what headings might need to be used to structure the report.</p>	
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		<p>punctuation and what the posters do not include.</p> <p>-children to recreate their own recruitment poster for WWI but using a range of persuasive devices.</p>	<p>we have just read out, these will be listed on the PowerPoint.</p> <p>Children to think about the different emotions that Will would have felt at the different points in the text.</p> <p>-Children will then create an emotions graph that depicts how Will's emotions change within the text as he goes through the different experiences of war. For example, when he first signs up to be part of the adventure and how this changes as he sees wounded soldiers etc.</p>	<p>-They will answer the following questions:</p> <p>What is the most important point that the source explains about the life of a soldier?</p> <p>What do you learn about what life was like a WWI soldier?</p> <p>How might this source relate to the experiences of Will?</p>			
Outcomes	Children to participate in looking at the items and labelling what they are	Children to have one of the posters-one with the mother and children	Simplified emotions graph, working alongside an adult to see how Will would feel when he goes	Looking at two of the sources and writing bullet points about what a soldier might have	Using a simplified plan to answer some key questions about Will using a colour semantics structure.	Completing a structured newspaper report on a few key events that have happened. E.g War starting in 1914, men going to war, women and children at home.	Children to write a shortened report of Will using a differentiated structure. E.g: who he is? What he went to war to

	using picture prompts.	-differentiated questions to go with the image -who is in the picture? -what can they see? -who do they think the men are?	to war, when he looks at injured soldiers etc	seen/heard and felt.			do? What he saw at war and how he felt at war.
Learning Powers	Gas mask Brodie Helmet War medals Ration card Propaganda posters Recruitment Persuade Purpose Army Conflict	Persuade Alliteration Rhetorical questioning Exaggeration Facts Purpose Audience Modal verbs Emphasize Enlist	Persuade Alliteration Rhetorical questioning Exaggeration Facts Purpose Audience Modal verbs Emphasize Enlist				
SEN	Children to participate in looking at the items and labelling what they are using picture prompts.	Children to have one of the posters-one with the mother and children -differentiated questions to go with the image -who is in the picture? -what can they see? -who do they think the men are?	Simplified emotions graph, working alongside an adult to see how Will would feel when he goes to war, when he looks at injured soldiers etc	Looking at two of the sources and writing bullet points about what a soldier might have seen/heard and felt.	Using a simplified plan to answer some key questions about Will using a colour semantics structure.	Completing a structured newspaper report on a few key events that have happened. E.g War starting in 1914, men going to war, women and children at home.	Children to write a shortened report of Will using a differentiated structure. E.g: who he is? What he went to war to do? What he saw at war and how he felt at war.

Key words	Gas mask Brodie Helmet War medals Ration card Propaganda posters Recruitment Persuade Purpose Army Conflict	Persuade Alliteration Rhetorical questioning Exaggeration Facts Purpose Audience Modal verbs Emphasize Enlist	Persuade Alliteration Rhetorical questioning Exaggeration Facts Purpose Audience Modal verbs Emphasize Enlist					
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