



2024-2025

Communication & Language (Prime Area)

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Texts	The Three Little Pigs The Billy Goats Gruff	Going on a Bear Hunt The Gingerbread man	Poo in the Zoo The Tiger who came to Tea	Mr Wolf's Pancakes Good Night Gorilla	Handa's Surprise The Boy Who unplugged the Sea	Peepo Ahoy!
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention & Understanding	To understand how to listen carefully To understand why listening is important To be able to follow directions To engage in story times, joining in with repeated phrases and actions		To ask questions to find out more To understand questions such as who, what, where. To retell a story To have simple conversations and answer questions.		To understand questions such as why and how To have conversations with adults and peers with back and forth exchanges	
Speaking	To develop the confidence to talk to adults and children they see on a daily basis. To learn new vocabulary. To answer questions in front of the whole class. To use new vocabulary.		To talk in sentences using conjunctions e.g. and, because. To share their work to the class standing up at the front. To use new vocabulary in different contexts. To engage and talk about non-fiction books, poems and rhymes.		To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To talk in sentences using a range of tenses.	

Personal, Social and Emotional Development (Prime Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p> <p>To focus during short whole class activities</p> <p>To talk about how they are feeling</p> <p>To begin to consider the feelings of others</p> <p>To know what to do when I am feeling red, blue and yellow (zones of regulation)</p> <p>To begin to understand 'The Wittersham Way'</p>		<p>To focus during longer whole class lessons.</p> <p>To follow two step instructions.</p> <p>To begin to identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p> <p>To adapt behaviour to a range of situations.</p> <p>To begin to give examples of courage, compassion and cooperation.</p>		<p>To decide on a goal during a session and review how they have done.</p> <p>To maintain focus during extended whole class teaching</p> <p>To follow a range of instructions.</p>	
Managing Self	<p>To wash hands independently</p> <p>To put coat and socks on independently</p> <p>To explore different areas within the environment</p> <p>To understand why we have rules and to follow class expectations (Wittersham Way)</p> <p>To have confidence to try new activities.</p> <p>To use the toilet independently.</p>		<p>To begin to show resilience and perseverance (courage) in the face of challenge</p> <p>To practise doing up a zipper</p> <p>To practise doing buttons</p> <p>To identify and name healthy foods</p>		<p>To manage own basic needs independently</p> <p>To understand the importance of healthy food choices</p> <p>To show resilience and perseverance (courage) in the face of challenge</p> <p>To develop independence when dressing and undressing for activities such as Forest School</p>	

<p>Building Relationships</p>	<p>To seek support of adults when needed.</p> <p>To play alongside others who are engaged in the same game.</p> <p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To use a sand timer to help when sharing.</p>	<p>To begin to work as a group with support.</p> <p>To use modelled language skills support turn taking.</p> <p>To listen to the ideas of other children and agree on a solution and compromise. (compassion)</p>	<p>To work as a group</p> <p>To begin to develop relationships with other adults around the school and confidently communicate.</p> <p>To have strong friendships.</p>
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Physical Development (Prime Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>To move safely in a space.</p> <p>To stop safely and balance.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To jump and to hop.</p> <p>To use large equipment (e.g.trikes) and negotiate space safel</p>		<p>To develop accuracy when throwing to a target</p> <p>To begin to throw and catch with a partner</p> <p>To dribble a ball using feet and kick a ball to a target</p> <p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus.</p> <p>To explore travelling around, over and through apparatus</p> <p>To create short sequences linking actions together and including apparatus</p>		<p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To explore different ways to travel using equipment</p> <p>To play by the rules and develop coordination</p> <p>To work cooperatively with a partner</p>	

<p>Fine Motor Skills</p>	<p>To use a dominant hand</p> <p>To mark make using different shapes</p> <p>To begin to use a tripod grip when using mark making tools</p> <p>To use tweezers to transfer objects</p> <p>To thread large beads</p> <p>To use large pegs</p> <p>To hold scissors correctly and make snips in paper</p> <p>To hold a fork and spoon correctly</p> <p>To form or copy pre-handwriting patterns.</p>	<p>To begin to copy letters</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools</p> <p>To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>	<p>To use a tripod grip when using mark making tools</p> <p>To hold scissors correctly and cut along a curved line</p> <p>To thread small beads</p> <p>To use small pegs</p> <p>To write taught letters using correct formation.</p> <p>To copy letters using a lead in and lead out</p>	<p>To hold scissors correctly and cut out large shapes</p> <p>To write letters using the correct letter formation begin to understand the relative size of each letter.</p>	<p>To hold scissors correctly and cut out small shapes</p> <p>To paint using thinner paint brushes</p>	<p>To hold scissors correctly and cut various materials</p> <p>To create drawings with details</p> <p>To copy letters using a lead in and lead out</p> <p>To independently use a knife, fork and spoon to eat a range of meals</p>
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Literacy (Specific Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To independently look at books, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>To retell a story</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
Word Reading Little Wandle	<p>Phase 2:</p> <p>s, a, t, p, i, n, m, d, g, o, c, k</p> <p>ck, e, u, r, h, b, f, l</p> <p>Tricky words: is, l, the</p>	<p>Phase 2:</p> <p>ff, ll, ss, j, v, w, x, y, z, zz, qu, _s, ch, sh, th, ng, nk</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Phase 3:</p> <p>ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double letters</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3:</p> <p>Review digraphs, longer words, _ing</p> <p>Tricky words: review all taught so far</p>	<p>Phase 4:</p> <p>Short vowels, suffixes _ing, _ed, _est</p> <p>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4:</p> <p>Long vowels, longer words, _s, _es suffixes _er and _est</p> <p>Tricky words: review all taught so far</p>

<p>Writing</p>	<p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To follow pre-handwriting patterns.</p>	<p>To write their name</p> <p>To copy taught letters</p> <p>Write CVC words using taught graphemes.</p> <p>To spell some taught tricky words correctly (I, the)</p>	<p>To use the correct letter formation of taught letter.</p> <p>To understand that sentences start with a capital letter</p> <p>To write labels.</p> <p>To copy a given sentence. (LW)</p> <p>To spell some taught tricky words correctly</p>	<p>To form lowercase letters correctly and begin to form capital letters</p> <p>To write captions.</p> <p>To use class resources (sound mat, word bank) to support writing.</p>	<p>To begin to write longer words with a range of taught graphemes.</p> <p>To begin to write sentences using fingers spaces.</p> <p>To begin to write capital letters correctly.</p>	<p>To begin to write longer words and compound words</p> <p>To write a sentence independently with a full stop.</p>
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Mathematics (Specific Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Number</p> <p>White Rose</p>	<p>Autumn: Phase 1: Just Like Me!</p> <ul style="list-style-type: none"> - Match and Sort - Compare Amounts <p>Autumn: Phase 2: It's Me 1 2 3!</p> <ul style="list-style-type: none"> - Representing 1, 2 & 3 - Comparing 1, 2 & 3 - Composition of 1, 2, & 3 <p>Autumn: Phase 3: Light and Dark</p> <ul style="list-style-type: none"> -Representing Numbers to 5 - One More and Less 		<p>Spring: Phase 4: Alive in 5! - Introducing 0</p> <ul style="list-style-type: none"> - Comparing Numbers to 5 - Composition of 4 & 5 <p>Spring: Phase 5: Growing 6,7,8</p> <ul style="list-style-type: none"> - 6,7 & 8 <p>Spring: Phase 6: Building 9 & 10 - 9 & 10</p> <ul style="list-style-type: none"> - Comparing Numbers to 10 		<p>Summer: Phase 7: To 20 and Beyond</p> <ul style="list-style-type: none"> - Building Numbers Beyond 10 <p>Summer: Phase 9: Find My Pattern</p> <ul style="list-style-type: none"> - Even and Odd <p>Summer: Phase 10: One the Move Deepening Understanding Patterns and Relationships</p>	
<p>Numerical Patterns</p>	<p>Autumn: Phase 1: Just Like Me! - Compare Amounts</p> <p>Autumn: Phase 2: It's Me 1 2 3! - Comparing 1, 2 & 3</p>		<p>Spring: Phase 4: Alive in 5!</p> <ul style="list-style-type: none"> - Comparing Numbers to 5 <p>Spring: Phase 5: Growing 6, 7, 8</p> <ul style="list-style-type: none"> - Making Pairs - Combining 2 Groups <p>Spring: Phase 6: Building 9 & 10</p> <ul style="list-style-type: none"> - Comparing Numbers to 10 - Bonds to 10 		<p>Summer: Phase 7: To 20 and Beyond</p> <ul style="list-style-type: none"> - Counting Patterns Beyond 10 <p>Summer: Phase 8: First Then Now</p> <ul style="list-style-type: none"> - Adding More - Taking Away <p>Summer: Phase 9: Find my Pattern</p> <ul style="list-style-type: none"> - Doubling - Sharing & Grouping <p>Summer: Phase 10: On the Move Deepening Understanding Pattern and Relationship</p>	

Shape, Space & Measure

Autumn: Phase 1: Just Like Me!
- Compare Size, Mass & Capacity
- Exploring Capacity

Autumn: Phase 2: It's Me 1 2 3!
- Circles and Triangles
- Positional Language

Autumn: Phase 3:
- Shapes with 4 sides
- circles, triangles

Spring: Phase 4: Alive in 5! -
Compare Mass
- Compare Capacity

Spring: Phase 5: Growing 6,7, 8
- Length & Height
- Time

Spring: Phase 6: Building 9 and 10
- 3D Shape
- Pattern

Summer: Phase 7: To 20 and Beyond
- Spatial Reasoning
- Match, Rotate, Manipulate

Summer: Phase 8: First Then Now
- Spatial Reasoning
- Compose and Decompose

Summer: Phase 9: Find My Patter
- Spatial Reasoning
- Visualise and Build

Summer: Phase 10: Making Connections

Understanding the World (Specific Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Past & Present (History)</p> <p>What is my part in history?</p> <p>How have toys and games changed over time?</p>	<p>To know about my own life-story</p> <p>To talk about who I am close with and who is in my family</p> <p>To talk about things I remember so far in my life</p>	<p>To draw on similarities between the present and past through illustrations in fairy tales.</p>	<p>To understand how the past impacts today (significant events)</p> <p>To reflect on what I want to do in the future.</p>	<p>To talk about the lives of the people around us.</p> <p>To know that people have different jobs.</p>	<p>To be able to talk about how they have changed since they were a baby.</p>	<p>To talk about how toys and games have changed over time.</p>
<p>People, Culture & Communities (RE)</p>	<p>To talk about who are friends are and why they are 'good' friends</p> <p>To explain what makes a person of faith a good friend</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Creation: Why is the word God so important to Christians?</p>	<p>To explain that some books can be 'special'</p> <p>To talk about special prayer books</p> <p>Describe a familiar route.</p> <p>Incarnation: Why do Christians perform Nativity plays at Christmas?</p>	<p>To talk about the New Year as a new beginning and the significance of Chinese New Year.</p> <p>To know that there are different countries in the world</p> <p>Draw information from a simple map.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>To question visitors appropriately about their jobs to find out what makes them 'special'</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Salvation: Why do Christians put a cross in an Easter garden?</p>	<p>To talk about the importance of plants and animals</p> <p>To share ideas about what happens when things die</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>World Faiths: Which stories are special and why?</p>	<p>To talk about the importance of water and trees in our world</p> <p>To explain why litter can spoil the environment</p> <p>To talk about ways to look after our bodies, and keep ourselves safe with rules</p>

<p>The Natural World (Science)</p> <p>What do plants need to grow?</p> <p>What is the same and different about animals?</p> <p>(Geography)</p> <p>How do we look after the world around us?</p> <p>How do we know it is autumn, winter, spring, summer?</p>	<p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p>	<p>To know about and recognise the signs of Autumn</p> <p>To know about features of the world and Earth</p>	<p>To know about and recognise the signs of Winter</p> <p>To know some important processes and changes in the natural world including states of matter</p>	<p>To know about and recognise the signs of Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To plant seeds</p>	<p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about life cycles of plants and animals</p> <p>To know categories of different animals</p> <p>To know about different habitats Recognise some similarities and differences between life in this country and life in other countries</p>	<p>To know about and recognise the signs of Summer</p> <p>To know that some things in the world are man-made and some things are natural</p> <p>To harvest grown fruit and vegetables</p> <p>To identify animals from around and know basic information about them (e.g. where they live)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p>

Forest School Skills

'Shelters' Mini den building, introduction of basic shelters building with support

'Tools' Begin to use peelers to remove bark from sticks. Introduce safety position. Use a bow saw with support, use palm drills with supervision.

'Knots' Introduces the overhand knot.

'Fire' Introduction of the fire circle and how to stay safe and understand the reasons for the rules. Contribute to fire lighting by collecting fuel. Have opportunities to practise using a flint and steel.

'Foraging' To understand that some natural plants and seeds can be used as food for animals and humans. To understand that some plants are poisonous. Opportunities depending on seasons to forage with adult supervision.

'Identification' To begin to identify the birds and trees on the school grounds, observe seasonal changes. Consider what animals live on site.

'Playing and Exploration' Introduction to the rules and boundaries. Promotions of free exploration. Promotion of independent learning opportunities/skills. Play adapted games to develop nature connection. To use natural materials to produce art work.

Expressive Arts & Design (Specific Area)

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>To name colours</p> <p>To create simple representations of people and objects</p> <p>To draw and colour with pencils and crayons</p> <p>To role play using given props and costumes</p> <p>To explore different techniques for joining materials (Glue Stick)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques</p>	<p>To use colours for a particular purpose</p> <p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading, coring) – Biscuits Fruit snack preparation</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To share creations and talk about the process</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios</p> <p>To know how to work safely and hygienically</p>	<p>To plan what they are going to make (cooking, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials (playdough, clay)</p> <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p>	<p>To know some similarities and differences between materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling</p> <p>To share creations, talk about process and begin to evaluate their work</p> <p>To adapt work where necessary</p> <p>To experiment with mixing colours.</p>

<p>Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes</p> <p>To join in with whole school singing assemblies</p> <p>To experiment with different instruments and their sounds</p> <p>To use costumes and resources to act out narratives</p>	<p>To perform a song in the Christmas Play</p> <p>To learn and perform a poem at the Christmas Concert</p> <p>To pitch match</p> <p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	<p>To create musical patterns using untuned instruments</p> <p>To begin to create costumes and resources for role play</p>	<p>To talk about whether the like or dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To associate genres of music with characters and stories</p> <p>To create costumes and resources for role play</p>	<p>To move in time to music</p> <p>To learn dance routines</p> <p>To act out well know stories</p> <p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stores</p>	<p>To listen to poems and create their own</p> <p>To create own compositions using tuned instruments</p> <p>To invent their own narratives, making costumes and resources</p>
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Early Learning Goals

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.