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# Reading Pictures : Writing Stories

## Introduction

**Reading Pictures : Writing Stories** is designed to support the teaching of literacy across Key Stage 1. In line with Literacy Framework guidance, *Reading Pictures: Writing Stories* is presented as a series of units which incorporate aspects of speaking, listening, reading and writing. Each unit covers a broad range of literacy learning objectives and experiences and is made up of a series of lesson plans.

**[Literacy teaching]** 'should follow or build upon the teaching sequence, broadly moving from reading, through analysis into writing (although these will not necessarily be strictly segregated as activities – for example, the 'reading phase' of a unit may well involve writing which supports the reading objectives such as note-taking or summarising) ... It should involve development across all or most of the literacy learning strands, including speaking and listening, but not necessarily cover all the objectives in each strand.'

Extract from 'Planning across the literacy strands' on the National Strategies website.  
Refer to: <http://nationalstrategies.standards.dcsf.gov.uk/primary/literacysubjectarea/planning>

The teaching and learning sequence in each unit is based on children's responses to images and short texts in a PowerPoint presentation, alongside more in-depth work based on getting to know a storybook really well. All the stimulus materials – the images, short texts and storybooks – are used to explore story ideas, settings, plot and language, so that children are inspired to produce their own creative writing. Each unit guides the children through three stages: **Reading Pictures**, **Reading Texts** and **Writing Stories**.

The first part of each unit, **Reading Pictures**, develops reading comprehension skills through children's responses to a visual stimulus. This can be used on its own in whole class or guided reading work. The rationale behind *Reading Pictures* is to develop aspects of reading comprehension that make direct links with story writing. It uses a media familiar with children – TV and DVD, to develop children's ability to deduce, infer and interpret. The children are then equipped with an understanding of meanings they can then apply to text.

The second part of each unit, **Reading Texts**, leads on directly from *Reading Pictures*, employing the comprehension skills learned and practised when looking closely at pictures in part one, but applying them to simple texts. The texts are all related to the pictures, giving children models of how to use writing to build up vivid images and stories for the reader.

*Reading Pictures* and *Reading Texts* can be used on its own without continuing into the writing sequence, however, we recommend that **Writing Stories** is not taught on its own, but is linked directly to the *Reading Pictures* and *Reading Texts* section. The *Writing Stories* section continues a sequence that teaches narrative writing by looking really closely at stories and doing a range of comprehension activities including role play, empathising and prediction; the children also do a range of simple writing activities in response to story texts and undertake creative writing tasks such as writing alternative endings and retelling their own versions of a familiar story.

There are 10 teaching sequences throughout Years 1 and 2 that refer directly to Literacy Framework objectives and are linked to the planning guidance on the Standards Site (see the table on page 5). Each sequence has an image or images, together with texts created especially for use in the classroom. Each sequence starts with work on comprehension and then takes a slightly different focus to help children apply their reading skills to their narrative writing. For example, one unit might focus on characters and settings and another will focus on story endings. As you work through the units you will see how the *Reading Pictures* and *Reading Texts* work relates directly to *Writing Stories*.

## Planning

Year 1						
Literacy Framework guidance Narrative (16–17 weeks)	Unit 1 Stories with familiar settings (4 weeks or 2 x 2 weeks)	Unit 2 Stories from other cultures/Stories with predictable and patterned language (4 weeks or 2 x 2 weeks)	Unit 3 Traditional and fairy stories (4-5 weeks or 2-3 weeks and 2 weeks)	Unit 4 Stories about fantasy worlds (4 weeks or 2 x 2 weeks)		
<i>LCP Reading Pictures: Writing Stories</i> planning Narrative (17 weeks)	Unit 1 Stories with familiar settings (3 weeks)	Unit 2a Stories from other cultures (3 weeks)	Unit 2b Stories with predictable and patterned language (3 weeks)	Unit 3a Traditional stories (2 weeks)	Unit 3b Traditional stories (3 weeks)	Unit 4 Fantasy worlds (3 weeks)
(NB: Number of weeks is a suggestion only)						

Year 2				
Literacy Framework guidance Narrative (14 weeks)	Unit 1 Stories with familiar settings (4 weeks)	Unit 2 Traditional stories (4 weeks)	Unit 3 Different stories by the same author (3 weeks)	Unit 4 Extended stories/ Significant authors (3 weeks)
<i>LCP Reading Pictures: Writing Stories</i> planning Narrative (14 weeks)	Unit 1 Stories with familiar settings (4 weeks)	Unit 2 Traditional stories (4 weeks)	Unit 3 Different stories by the same author (3 weeks)	Unit 4 Extended stories/ Significant authors (3 weeks)
(NB: Number of weeks is a suggestion only)				

# Assessing Pupil Progress (APP)/ Assessment Focuses (AFs)

The teaching sequences are linked directly to reading and writing assessment focuses (AFs) used in **Assessing Pupil Progress** (APP) should the teacher decide to use this work in their periodic assessment (see table below). The appendix at the back of this book contains examples of guided reading and guided writing assessment sheets that you could use to assess the children that you teach.

## Assessing Pupil Progress (APP)

### Reading Focuses

- AF1** – use a range of strategies, including accurate decoding of text, to read for meaning (RAF1)
- AF2** – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (RAF2)
- AF3** – deduce, infer or interpret information, events or ideas from texts (RAF3)
- AF4** – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (RAF4)
- AF5** – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level (RAF5)
- AF6** – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader (RAF6)
- AF7** – relate texts to their social, cultural and historical traditions (RAF7)

### Writing Focuses

- WAF1** – write imaginative, interesting and thoughtful texts (WAF1)
- WAF2** – produce texts which are appropriate to task, reader and purpose (WAF2)
- WAF3** – organise and present whole texts effectively, sequencing and structuring information, ideas and events (WAF3)
- WAF4** – construct paragraphs and use cohesion within and between paragraphs (WAF4)
- WAF5** – vary sentences for clarity, purpose and effect (WAF5)
- WAF6** – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences (WAF6)
- WAF7** – select appropriate and effective vocabulary (WAF7)
- WAF8** – use correct spelling (WAF8)

(NB: The codes in brackets like WAF1 and RAF3 are used in the lesson plans)

# Year 1 Unit 4: Fantasy worlds

## Overview

This unit comprises 14 lesson plans, guiding the children through three stages: **Reading Pictures**, **Reading Texts**, **Writing Stories**. Each lesson will take approximately 1 hour to complete. In the planning for this unit we have used the classic children's fantasy story *Where The Wild Things Are* by Maurice Sendak (Red Fox). However, you can use any children's fantasy story of your choice. There are specific learning outcomes for each lesson as well as Assessment Focuses for reading and writing. Please refer to the chart on page 9 for a full breakdown of all the literacy framework objectives covered in this unit.

## Lesson 1

### Learning outcomes:

- Children can talk about pictures in a literal sense

**Resources:** PowerPoint Y1 U4, Activity sheet 3

**Assessment opportunities (APP Assessment Focuses):** RAF3

## Reading Pictures

1. Show the children slide 2. Look at the picture and give children some time to discuss it.

### 2. Freeze

Now show the same picture on the 'DVD player' (slide 3) and tell the class you have freeze-framed it. They are going to look at the picture in three different ways. We call this 'layers of understanding'. The freeze-frame is the first layer of understanding. Ask children to talk about the 'facts' they know from looking at the picture. Make sure they are only stating what they definitely know, e.g. 'There are two people in the picture. The man is wearing a hat and the woman has pink hair'. Challenge them to think about what they know for sure and encourage children to challenge each other too. They should not go into stories at this point such as explaining why they have blue skin.

### 3. Close-up (slide 4)

A frame has appeared on the picture to give a sense of zooming in, but the children should still look at the picture as a whole. This is the second layer of understanding. Explain to the children that they are going to look closer at the picture and make some guesses about what is happening using things they can see in the picture. This might be: 'I think they live in the computer because half of their body is in it and half is out'. Ask children to work in pairs to take a close look and try and explain what they see. They shouldn't go into stories just yet but only use clues from the picture to generate some ideas.

### 4. Play (slide 5)

This is the third layer of understanding and it's the fun part where children get to make up the full story of what is happening in the picture. Explain that they are going to work in pairs or small groups and talk about what might happen next in the story if we pressed 'play' on the DVD player. Explain that there is no right or wrong answer as long as it relates to the picture. You might want to use the following questions to start discussion:

- *Who are they?*
- *Why is their skin blue and hair pink?*
- *Where are they from?*
- *What's in the case?*
- *Why are they 'in' the computer?*
- *Where are they going?*

Give the children a few minutes and then collect the responses, commenting on their answers. Explain to the class that we don't know any of the names or details so any of their guesses are valid. Encourage them to think of unusual or made up names. Remind them that they can have a different story from someone else.

5. Next, ask them to think about any characters on TV or in games that look strange. Talk about characters from *Doctor Who*, *Harry Potter*, etc. Then try and think of some explanations of why the people in the picture look different and why they are in a computer. Some examples include: 'This couple have been trapped in a computer game for three

years. Now the owner of the computer is on holiday so they are escaping back to the real world'; 'These people are aliens and they come to Earth through the internet and escape out of computers. They cover their skin with make-up so no one notices them'. Give children lots of opportunity to rehearse their stories verbally before sharing with the class. Ask others to give feedback on some of the stories and how they differ from their own. Encourage children to ask questions of each other.

## 6. Independent work

Ask children to draw two fantasy characters for their own story. They don't have to look like humans and can be any colour. Ask them to look at one another's pictures when they have finished and think of names for their characters. (Keep these for later in the unit.)

7. End the session by reading a book blurb for *Where The Wild Things Are* by Maurice Sendak (see Activity sheet 3). Ask the children if the blurb makes them want to read the book.

# Lesson 2

## Learning outcomes:

- Children can talk about pictures by inferring information based on experience and discussion
- Children can explain what a blurb is

**Resources:** PowerPoint Y1 U4, Activity sheet 3

**Assessment opportunities (APP Assessment Focuses):** RAF3, RAF5

## Reading Pictures

### 1. Review

Return to the main image on the PowerPoint. It is worth discussing this picture several times and encouraging children to tell different versions of the story, changing names, etc. The more familiar they are with the picture, the more confident they will be in answering questions. Ask them to keep count of how many different stories they can come up with using the same picture. Explain that the photographer has been very clever in only showing us part of the story and that it's fun to make up the rest.

2. Now ask the children to imagine these people are from another planet and have just arrived in their school. They must decide whether they would be good or bad characters and what they would think of the school. Children can write or draw their ideas.

### 3. Extension

Invite the children to imagine arriving on another planet where everything was very different. Discuss how they would feel.

4. Re-read the blurb for *Where The Wild Things Are* (Activity sheet 3). Explain that a blurb is usually found on the back of a book and it is there to tell readers a little bit about the story and to make them want to read it. Ask them if they can think

why the blurb wouldn't tell the whole story. Explain that there would be no point reading the whole book if you knew what was going to happen.

5. Show children the use of the ellipsis (three dots) and explain that this is a cliff hanger, leaving you to wonder what might happen. Give examples of TV programmes where they use cliff hangers to make you want to watch the next episode.
6. Now read the quote from the '*LCP Times*'. Ask the children why they might include this on a book cover. Explain that a recommendation is a useful selling tool as people are more likely to read a book if it has had a good review.
7. Throughout this unit, in guided and shared reading, focus on any blurbs that the children come across. Also ask children to see if they can find any cliff hangers in their schoolbooks, books at home, or on TV programmes.

## Lesson 3

### Learning outcomes:

- Children can find literal meaning in a text

**Resources:** PowerPoint Y1 U4, *Where The Wild Things Are* by Maurice Sendak

**Assessment opportunities (APP Assessment Focuses):** RAF3

### Reading Texts

**1.** Read Text 1 aloud to the children but don't show them the text on slide 7. Ask them to close their eyes and try to picture what is happening in the story. Repeat this several times until the children become familiar with the story.

**2.** Now reveal the text (slide 7) and read it through together, discussing any words they don't understand. Ask them if they have heard the words Trob and Pinno before and ask what they may be/ may mean.

#### **3. Freeze**

Now show the same text on the 'DVD player' (slide 8) and tell the class you have freeze-framed it. Invite children to talk about the 'facts' they know from listening to the story. Make sure they are only stating what they definitely know, e.g. 'There are two people who have just got married. They are in a box'. They shouldn't go into stories at this point, but only talk about what they have heard, e.g. if they say that the people are aliens, ask them if they might be people in fancy dress or actors, and that they might be from another country with names the children have never heard of. Encourage children to challenge each other too.

#### **4. Close-up (slide 9)**

Now explain to the children that they are going to look closer at the text and make some guesses about what is happening using things they have heard. This might be: 'I think the people are from a different planet because they have strange names'. Ask children to work in pairs to take a really close look at the text and discuss it. They should only use something in the text to explain their thinking.

#### **5. Play (slide 10)**

This is where children get to make up the full story of what is happening in the text, e.g. 'Trob and Pinno are nicknames for Troy and Penny. They just got married but the camera exploded and knocked them out. They are really in hospital but they think they are somewhere else'; 'These people are really aliens from Jupiter. They have been struck by lightning and have ended up stuck in a computer on Earth. They will need to be struck by lightning again to go back to their planet'.

**6.** Ask children to act out the story in pairs or small groups. Give them lots of opportunity to rehearse their role plays so they can show others in the class. Ask others to give feedback on some of the stories and how they differ from their own. Encourage children to ask questions of each other.

**7.** Finish the session by reading *Where The Wild Things Are*.

## Lesson 4

### Learning outcomes:

- Children can infer information from a text

**Resources:** PowerPoint Y1 U4, Activity sheet 2 (contains all the PowerPoint texts), *Where The Wild Things Are*

**Assessment opportunities (APP Assessment Focuses):** RAF6

### Reading Texts

#### 1. Review

Return to Text 1 on the PowerPoint. It is worth discussing this text several times and encouraging children to tell different versions of the story, changing names, etc. Ask them to keep count of how many different stories they can come up with using the same text. Explain that the author has been very clever in only telling us part of the story and that it's fun to make up the rest.

2. Now compare Text 1 with the other example text on slide 11. In Text 2, everything is explained. Ask the children to discuss the differences between the two. Ask them to point out the parts in Text 1 that make the story more interesting, e.g. the fact that we don't know whether they are aliens or not, and the use of a question at the end to make it more exciting.

#### 3. Extension

Read Text 3 (slide 12) and discuss the difference between this and Text 1. It is a totally different story based on the same picture.

4. Re-read *Where The Wild Things Are*. Discuss the reason why Max comes home. Explain that Max thought it was going to be great being king but in the end it wasn't as good as he thought it would be, and he missed home.

## Lesson 5

### Learning outcomes:

- Children can identify the main events in a story
- Children can think about fantasy settings for a story

**Resources:** *Where The Wild Things Are*, Activity sheet 4, Activity sheet 5, Activity sheet 6, safety scissors and art materials

**Assessment opportunities (APP Assessment Focuses):** RAF2

### Reading Texts

1. Return to the story of *Where The Wild Things Are*. Go through the pictures with the class and ask them to take it in turns to retell the story in their own words. This might need to be modelled for them to begin with.
2. Ask children to look back at the fantasy characters they designed in Lesson 1. Ask them to think about where those characters might be found. They could be in an imaginary world such as a faraway jungle full of strange creatures like Max; in space; at the bottom of the ocean; inside a volcano or a cave, etc.
3. As a class, decide on a setting to use for a story that you are going to model. Then ask the children to draw that setting and colour it in. (They can use Activity sheets 4-6 if they prefer.) They can cut and stick their characters on to this or draw new characters. Keep these settings sheets for use in later lessons.

## Lesson 6

### Learning outcomes:

- Children can generate similes to describe story settings and characters

**Resources:** *Where The Wild Things Are*, picture of a 'creature' in a fantasy story setting (e.g. an alien in space), Activity sheet 7

**Assessment opportunities (APP Assessment Focuses):** WAF7

### Writing Texts

1. Begin the session by practising how to describe settings. Look at how the author Maurice Sendak describes the setting when Max arrives at the new land and re-read how he describes the creatures there, e.g. 'they roared their terrible roars'; 'gnashed their terrible teeth'; 'rolled their terrible eyes'; 'showed their terrible claws'. Ask the children to listen carefully and to identify the repeating part of the text. Challenge them to suggest alternative words for 'terrible' to describe the monsters. Then re-write some of the sentences from the book on the board, using a variety of new adjectives.
2. Now show children an example of a creature in a new setting (such as an alien in space) and explain that they are going to describe it using similes. Give children some examples of similes, e.g. 'The alien is as big as a house. His eyes are as green as grass. His teeth are as sharp as razors.' Underline the part of the sentence that shows it's a simile (the key words 'like' or 'as'). Explain that a simile is a way of comparing two things. Ask the children if they know any examples of similes.
3. Now write some similes on the board for children to complete, e.g. 'The monster's spikes are as red as \_\_\_\_\_, The alien's hair is as spiky as \_\_\_\_\_.' Ask the children to try and complete these in pairs, by thinking of things that are red and then things that are spiky. Continue this activity until the children are confident in identifying the comparing part of the simile and creating their own.
4. **Independent**  
Next give children the simile work on Activity sheet 7 – a list of similes to complete. They could complete this on a computer or by hand. After they finish this, they should try to write out sentences using similes about their own fantasy character.

## Lesson 7

### Learning outcomes:

- Children can act out a role play in an imagined fantasy setting

**Resources:** (none required)

**Assessment opportunities (APP Assessment Focuses):** WAF7

### Writing Texts

1. Ask the children how they would feel if they wished they were on another planet and then it came true. Or, if they wished they were in the land of the dinosaurs and then it came true! What might happen? What would be good about it and what would be bad?
2. Organise children into small groups and challenge them to agree on a fantasy setting and to act out what would happen if they found themselves there. Ask them to think about the things they'd like/enjoy and the things that might go wrong. If possible, give children some room to do this outside or in the school hall. Give them plenty of time to explore their setting and to practise their story ideas.
3. Feedback to the class. How did they feel? Record their ideas and if necessary write down some examples, e.g. 'I couldn't believe my eyes', 'I was shocked', 'I had to pinch myself to see if it was just a dream'. Can they empathise with the way Max felt in *Where The Wild Things Are*?

## Lesson 8

### Learning outcomes:

- Children can plan a story opening using a fantasy setting

**Resources:** *Where The Wild Things Are*, Activity sheet 8, children's settings work from Lesson 5

**Assessment opportunities (APP Assessment Focuses):** WAF3

### Writing Texts

1. Explain to the children they are going to plan out their own fantasy stories based on *Where The Wild Things Are*. Tell them there are four main parts to the story. Invite them to work in pairs to try and work out what the four parts are. Then go through them together:
  1. Max gets in trouble and wishes he could go somewhere.
  2. His wish comes true.
  3. It's fun, but it's not as good as he thought it would be.
  4. He goes home.
2. Model planning the first two parts of the story using the setting the class decided on in Lesson 5. You could use the story planner on Activity sheet 8. Agree what Max gets into trouble for and write or draw a picture of it. Then write or draw where he wants to go and how he gets there, e.g. to the bottom of the sea by submarine or into space on a rocket.
3. Now ask children to fill in the first two parts of their plan. Encourage them to refer back to the settings they drew and coloured in as part of Lesson 5.

## Lesson 9

**Learning outcomes:**

- Children can plan a complete fantasy story

**Resources:** *Where The Wild Things Are*, children's work from Lesson 8

**Assessment opportunities (APP Assessment Focuses):** WAF3, WAF7

### Writing Texts

1. Model planning the third part of the story. This part is the most difficult as it has to relate to the setting the children have decided on. They have to come up with a reason why Max doesn't like the place he has gone to – something has to go wrong. Give lots of examples of things that could go wrong, e.g. if Max ends up in a cave maybe he only has slugs and spiders to eat! If he goes to the bottom of the sea, maybe there is a scary shark that likes to eat little boys.
2. Ask children to think about the examples discussed in the class model and to then choose one (or to think of their own idea) to write or draw into the plan.
3. Finally, plan what happens when Max comes home. This can be the same ending as the book where he arrives back to find his tea is ready for him.
4. Ask children to complete the last part of the story on their plan.

## Lesson 10

**Learning outcomes:**

- Children can retell stories, recalling the correct sequence and using story language

**Resources:** Children's completed story planners from Lesson 9

**Assessment opportunities (APP Assessment Focuses):** RAF2

### Reading Texts

1. Go back to the whole class story plan you completed in the previous lesson. Explain to the children that they are going to practise telling their story to one another. Model this for them, using similes to describe the setting when Max arrives. Ask for a volunteer to retell the story using the planner on the board.
2. Now ask children to work in pairs and take turns to tell their story using their planners. Ask them to listen carefully as you will choose children to tell their partner's story at the end.
3. Finish the session by asking one or two children to tell their partner's story. Give praise to children that remember all four parts of the story and use similes.

# Lesson 11

**Learning outcomes:**

- Children can write a story opening using a plan

**Resources:** Children's completed story planners from Lesson 9

**Assessment opportunities (APP Assessment Focuses):** WAF2

## Writing Texts

1. Model writing the first part of the story using the story planner. Start with something like: 'The night Max wore his wolf suit he...' Add in the first part from the planner to show that Max does something naughty and after he gets into trouble, he wishes to go somewhere else. Model re-reading what you have written to check for sense.
2. Now ask children to write their story openers in their books. Give them time to re-read their writing to check it makes sense.

# Lesson 12

**Learning outcomes:**

- Children can write about a setting using a simile

**Resources:** Children's completed story planners from Lesson 9 and written stories from Lesson 11

**Assessment opportunities (APP Assessment Focuses):** WAF4

## Writing Texts

1. Model writing the next part of the story using the story planner on the board. Write where Max travels to and how he gets there, describing the setting and characters there. Remind children they should try to use at least one simile in their description.
2. Show them how to leave a gap and start this section on a new line as it's a different part of the story. Explain that this makes the story clearer for the reader.
3. Now ask children to write the second part of their story using their story planners. Ask them to include a simile in their description and to start this section on a new line. Give them time to re-read their writing and check for sense.

# Lesson 13

**Learning outcomes:**

- Children can group sentences into chunks of meaning

**Resources:** Children's completed story planners from Lesson 9 and written stories from Lesson 12

**Assessment opportunities (APP Assessment Focuses):** WAF3

## Writing Texts

1. Model writing the third part of the story using the story planner on the board. Write what happens to make Max want to go home. Remind children about starting this section on a new line and model re-reading to check for sense and editing if necessary.
2. Now ask children to write the third part of their story using their story planners. Remind them to re-read and check for sense.

# Lesson 14

**Learning outcomes:**

- Children can re-read their work to check it makes sense

**Resources:** Children's completed story planners from Lesson 9 and written stories from Lesson 13

**Assessment opportunities (APP Assessment Focuses):** WAF3

## Writing Texts

1. Model writing the story ending. Max goes home and everything is all normal and familiar again.
2. Now ask children to write the final part of their story, referring to their story planners.
3. If there is time, model how you would read back through the whole story and look for ways to make it more interesting, e.g. adding in extra/different adjectives, thinking of more similes, describing how the setting looks and how the characters move and feel, and so on.
4. Give children time to check their work after they have finished writing. Remind them to check for sense and punctuation.
5. If there is time, finish the session by inviting children to read their stories to other children, either to the whole class or in pairs or small groups. Perhaps they could share their stories with children in a different class. Praise the children for all of their excellent work.