



Term: Autumn 1 Year group: Y3 History: Stone Age to Iron Age

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are left un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Weeks	Anchor	Supplementary	Reading	SPAG	Writing	Class Reader
	Text	Texts	objectives		objectives	
1-4	'How to	Reading	Vocabulary	Imperative verbs recap and commands	Writing to Inform: Write and evaluate a range of instructions (including	
	Wash a		apply their growing knowledge of	from Year 2.	directions/prepositions)	The
	Woolly	Stone Age:	root words, prefixes and suffixes both			Accidental
	Mammoth'	Hunters,	to read aloud and to understand the	Conjunctions to create compound	Using simple organisational devices e.g. headings, sub-headings, bullets and	Prime
	by Michelle	Gatherers and	meaning of new words they meet	sentences – For, and, nor, but, or, yet,	numbering.	Minister
	Robinson	Mammoths by		so		
		Marcia Williams	read further exception words, noting		plan their writing by discussing writing similar to that which they are planning to	The
			the unusual correspondences	Use 'a' and 'an' correctly.	write in order to understand and learn from its structure, vocabulary and	Abominables
		Stone Age	between spelling and sound, and		grammar	
		Sentinel	where these occur in the word	The prefix- anti as in anti-clockwise.		The Fastest
		The Stick and Stone Age by Jacqui Bailey	understand what they read, in books they can read independently checking	The suffix –ly	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Boy in the World Amelia Fang
		Stone Age boy by Satoshi	that the text makes sense to them, discussing their understanding, and explaining the meaning of words in		Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.	and the Barbaric Ball
		Kitamura The Stone Age	context		Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Harriet Versus the Galaxy by
		News by Fiona Macdonald	Retrieve Retrieve and record information from non-fiction		Proof read for spelling and punctuation errors.	Samantha Baines
5-7	Stone Age			Revision of 2A sentences, capital letters,	Writing to Entertain: Narrative -Stone age theme	
	boy by	<u>Writing</u>	Prediction	commas and full stops.	Plan their writing by discussing writing similar to that which they are planning to	The
	Satoshi		Predicting what might happen from	·	write in order to understand and learn from its structure, vocabulary and	Christmasaur
	Kitamura	Range of	details stated and implied	Adverb openers eg. How did the	grammar	us and the
		additional		character move? How did the character		Winter Witch
		instruction texts	Summerising identifying main ideas drawn from	move?	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence	The
		texts	more than 1 paragraph and summarising these	Use of inverted commas for direct speech.	structures.	Christmasaur us
				Use of reporting verbs.	In narratives, creating settings, characters and plot.	The Iron Man
				Use conjunctions, adverbs and prepositions to express time and cause	Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.	Delete as appropriate
					Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
					Proof read for spelling and punctuation errors	

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Term: Autumn 2 Year group: Y3Geography: Europe

- Use the diagonal and horizontal strokes that are needed to join letters.
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Weeks	Anchor	Supplementary	Reading	SPAG	Writing	Class
	Text	Texts	objectives		objectives	Reader
1-4	'Until I met	Reading	Reading books that are structured in	Revision of 2A sentences,	Writing to Inform: Explanation Text	
<u>Explan</u>	Dudley,' by	Learning about	different ways and reading for a range of	capital letters, commas and	Plan their writing by discussing writing similar to that which they are planning to write	The
<u>ation</u>	Roger	Europe	purposes	full stops.	in order to understand and learn from its structure, vocabulary and grammar	Accidental
<u>Text</u>	McGough	Living in France	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Ask guestions to improve their	Extend the range of sentences with more than	Discussing and recording ideas	Prime Minister The
		Living in Poland	understanding of the text. Preparing poems and play scripts to read	one clause. By using a wider range of conjunctions,	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Abominables
			aloud and to perform, showing understanding through intonation, tone, volume and action	including when, if because, although, since, until, however, yet.	Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.	The Fastest Boy in the World
		Writing	Vocabulary	Using a and an correctly	Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.	Amelia Fang and the
		Examples of Explanation Texts	Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their	The prefix- anti as in anti- clockwise.	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Barbaric Ball Harriet
5 6	Th.	Examples of	understanding, and explaining the meaning of words in context	Addisonational	Proof read for spelling and punctuation errors.	Versus the Galaxy by
5 – 6 Poetry: Kennin gs	The Christmasa urus by Tom	Kennings	Using dictionaries to check the meaning of words that they have read Explain	Adding er to root words Endings tion, sion, ssion, cian	Writing to entertain: Read and write kennings. Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Samantha Baines
<u> 63</u>	Fletcher		Recognising some different forms of poetry [for example, free verse, narrative poetry]	Possessive apostrophe with plural nouns – the	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	The Christmasaur us and the
			Discussing words and phrases that capture the reader's interest and imagination	apostrophe is placed after	Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.	Winter Witch
			Inference drawing inferences such as inferring characters' feelings, thoughts and motives	the plural form of the word eg girls', boy's and babies'. S is not added if the plural	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	The Christmasaur us
			from their actions, and justifying inferences with evidence.	already ends in s but is added if the plural is	Proof read for spelling and punctuation errors.	The Iron Man
				irregular e.g. children's.	Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Delete as appropriate

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Term: Spring 1 Year group: Y3 History: Ancient Egypt

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Weeks	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
1-4	Flat Stanley: The Great Egyptian	The Ancient Egyptians by Fiona Macdonald A Soldier's life in Ancient Egypt	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Participate in discussion about both books that	Organising paragraphs around a theme.	Writing to Entertain: Narrative -Adventure stories Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	The Accidental Prime Minister
	Grave Robbery by Jeff Brown	Ancient Egypt	are read to them and those they can read for themselves, taking turns and listening to what others say	Using and punctuating direct speech.	Discussing and recording ideas.	The Abominables
5-7		The Orchard Book of Egyptian Gods and Pharaohs by Robert Swindells Early Civilisations: Egyptian Life Ancient Egypt Ancient Egypt by Jill Laidlaw Egyptian Treasures by Catherine Chambers History Detectives: Ancient Egypt The Great Fairy Tale Disaster'	Vocabulary Apply their growing knowledge of root words, prefixes and suffixes 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 Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context Retrieve Retrieve and record information from non-fiction Prediction Predicting what might happen from details stated and implied	Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Use of inverted commas for direct speech. Adverb openers eg. How did the character move? How did the character move?	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Writing to entertain: Narrative - Fairy Tale with a twist Write a	The Fastest Boy in the World Amelia Fang and the Barbaric Ball Harriet Versus the Galaxy by Samantha Baines The Christmasaurus and the Winter Witch The Christmasaurus
		by David Conway 'Snow White in New York,' byFiona French 'The Wolf's Story,' by Toby Forward 'The True Story of the Three Little Pigs!' By Jon Scieszka 'Little Red and the Very Hungry Lion,' by Alex Smith	Summerising Identifying main ideas drawn from more than 1 paragraph and summarising these	Similes choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition spell words that are often misspelt	traditional tale by changing one aspect giving it a modern twist. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot. Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors	The Iron Man Delete as appropriate

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Term: Spring 2 Year group: Y3Geography: Spain and Catalonia

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Weeks	Anchor Text	Supplementary	Reading	SPAG	Writing	Class Reader
<u> </u>		Texts	objectives		objectives	
1-3	Play Time: Plays for all	Range of playscripts	Reading books that are structured in different ways and reading for a range of purposes	Presentational features of a play script	Writing to Entertain: Play scripts Pupils write a play script based on a familiar fairy tale.	The Accidental Prime
	ages by Julia Donaldson	Texts about Spain and Catalonia	Listening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	The suffix –ly the suffix –ly is added to an adjective to form an adverb. T	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Minister The Abominables
			Ask questions to improve their		Discussing and recording ideas	7.00
			understanding of the text. • Preparing poems and play scripts to	Homophones and near homophones	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	The Fastest Boy in the World
			read aloud and to perform, showing understanding through intonation, tone, volume and action	use the first 2 or 3 letters of a word to check its spelling	Evaluate and edit by assessing the effectiveness of their own writing and suggest	Amelia Fang
				in a dictionary	improvements.	and the Barbaric Ball
			Vocabulary understand what they read, in books they can read independently checking that the	write from memory simple sentences, dictated by the teacher, that include words	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Harriet Versus the
			text makes sense to them, discussing their understanding, and explaining the meaning of words in context	and punctuation taught so far	Proof read for spelling and punctuation errors.	Galaxy by Samantha
4 – 6		Examples of	Using dictionaries to check the meaning of	Use of rich vocabulary	Writing to Inform: Newspaper Report	Baines
Newsp aper		Newspapers	words that they have read	ose or risk recast and y	Write a newspaper article based on one of the plays from Play time.	The Christmasaur
Report		First News	Explain	The prefix – im (impossible,	Plan their writing by discussing writing similar to that which they are planning to write	us and the
		Nat Geo Kids	recognising some different forms of poetry [for example, free verse, narrative poetry]	impatient, imperfect, immature) – stand-alone	in order to understand and learn from its structure, vocabulary and grammar	Winter Witch
				lesson	Discussing and recording ideas	The
			discussing words and phrases that capture the reader's interest and imagination	write from memory simple sentences, dictated by the	Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.	Christmasaur us
			identifying how language, structure, and presentation contribute to meaning	teacher, that include words and punctuation taught so far	Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	The Iron Man Delete as
			Inference drawing inferences such as inferring	Homophones and near	Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.	appropriate
			characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	homophones	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
					Proof read for spelling and punctuation errors.	

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Term: Summer 1 Year group: Y3 History: Ancient Greece

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Weeks	Anchor	Supplementary Texts	Reading	SPAG	Writing	Class Reader
Weeks 1-4 5-6	Anchor Text The Adventure of Odysseus by Hugh Lupton	Greek Myths by Marcia Wiliams Uncovering the past: Ancient Greece Ancient Greek Art by Susie Hodge This is Greece Rich and Poor in Ancient Greece by Jane Bingham Ancient Greeks by Anita Ganeri Trade and Warfare by Robert Hull What did the Ancient Greeks do for me? by Patrick Carter Life in Ancient Greece by Sarah Ridley My Best Book of Ancient	Reading objectives Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 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 Vocabulary apply their growing knowledge of root words, prefixes and suffixes 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 understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	Using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Use of reporting verbs. Indicating possession by using the possessive apostrophe with plural nouns. Prefixes – un, dis and mis	writing to Entertain: Narrative- Myths Write a new myth which conveys a message. Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. In narratives, creating settings, characters and plot Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors. Writing to Entertain: Poetry — Sense Poems. Plan their writing by discussing writing similar to that	Class Reader The Accidental Prime Minister The Abominables The Fastest Boy in the World Amelia Fang and the Barbaric Ball Harriet Versus the Galaxy by Samantha Baines The Christmasaurus and the Winter Witch The
5-6		Ridley	read independently checking that the text makes sense to them, discussing their understanding,	Alliteration Similes Use of rich vocabulary Homophones and near homophones Use conjunctions and prepositions to express time and cause use the first 2 or 3 letters of a word to check its spelling in a dictionary	Writing to Entertain: Poetry – Sense Poems.	and the Winter Witch

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- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
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Term: Summer 2 Year group: Y3 Geography: Extreme Earth

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Weeks	Anchor	Supplementary	Reading	SPAG	Writing	Class Reader
	Text	Texts	objectives		objectives	
1 – 4	Pebble in	Volcanoes	Reading books that are structured in different ways	Extend the range of	Writing to inform: Non- chronological Report	
	my		and reading for a range of purposes	sentences with more than	Pupils research and take notes on theme.	
	Pocket by	Natural Disasters by	 Listening to and discussing a wide range of fiction, 	one clause by using a		
	Meredith	Jenny Vaughan	poetry, plays, non-fiction and reference books or	wider range of	Using simple organisational devices e.g. headings, sub-headings, bullets	
	Hopper		textbooks	conjunctions – when, if,	and numbering.	
		Our Angry Planet:	Ask questions to improve their understanding of the	because, although		
		Volcanoes	text.		Plan their writing by: discussing writing similar to that which they are	
			 Preparing poems and play scripts to read aloud and 	Introducing paragraphs as	planning to write in order to understand and learn from its structure,	
		Earthquakes &	to perform, showing understanding through	a way to group related	vocabulary and grammar.	
		Tsunamis	intonation, tone, volume and action	material.		
					Draft and write by composing and rehearsing sentences orally,	
		Volcanoes Blow	Vocabulary	Using generalisers with	progressively building a varied and rich vocabulary and an increasing range	
		their Tops	understand what they read, in books they can read	commas	of sentence structures.	
		Malast Malassas	independently checking that the text makes sense to		End of the second of the secon	
		Violent Volcanoes	them, discussing their understanding, and explaining the	The suffice areas	Evaluate and edit by assessing the effectiveness of their own writing and	
		Examples of Non	meaning of words in context	The suffix -ous eg	suggest improvements.	
		•	using dictionaries to check the meaning of words that	dangerous, monstrous	Dranging changes to grammar and vessibulary to improve consistency	
		Chronological	they have read	Extend the range of	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
		reports	they have read	sentences with more than	including the accurate use of proffound in sentences.	
		Examples of letters		one clause by using a	Proof read for spelling and punctuation errors.	
5 – 6	•	both formal and	Explain	wider range of	Proof read for spenning and purictuation errors.	
5-6		informal	recognising some different forms of poetry [for example,	conjunctions – when, if,		
		IIIIOIIIIai	free verse, narrative poetry]	because, although	Writing to inform: Letters: Letter related to topic – possibly letter to	
				because, artifoligit	prevent climate change to the prime minister.	
			discussing words and phrases that capture the reader's	Introducing paragraphs as	prevent chinate change to the printe himster.	
			interest and imagination	a way to group related	Plan their writing by discussing writing similar to that which they are	
			identification in the contract of the contract	material.	planning to write in order to understand and learn from its structure,	
			identifying how language, structure, and presentation		vocabulary and grammar.	
			contribute to meaning			
			Inference		Draft and write by composing and rehearsing sentences orally,	
			drawing inferences such as inferring characters' feelings,		progressively building a varied and rich vocabulary and an increasing range	
			thoughts and motives from their actions, and justifying		of sentence structures.	
			inferences with evidence			
			interences with evidence		Evaluate and edit by assessing the effectiveness of their own writing and	
					suggest improvements.	
					Proposing changes to grammar and vocabulary to improve consistency,	
					including the accurate use of pronouns in sentences.	
					Proof read for spelling and punctuation errors.	

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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.