

**Scoil Íosagáin
Whole School Plan for
English**

Curriculum Planning

English

Introductory Statement and Rationale

(a) Introductory Statement

The English whole school plan was formulated by class teachers and learning support teachers on May 4th 2011. The staff undertook a review of this plan during school year 2016/2017. Aspects of the plan have been updated to include new initiatives, new teaching strategies and methodologies and new programmes/resources. An overall review cannot be completed until staff have attended training on the New Language Curriculum, which is due to take place on May 30th 2017.

(b) Rationale

In Upperchurch N.S, we are committed to the holistic development of all pupils. We see the development of their fluency in the English language as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word. In our school, there is a high priority to giving pupils a command of English.

Vision and Aims

(a) Vision

English is presently the first language of all our pupils. The better the Child's ability with language the more efficiently he/she will learn. In developing their potential to use language, other dimensions of the Child's personality and potential are cultivated and enriched.

By equipping our pupils with these language skills they will become effective members of their own communities, the world of work and of society in general.

(b) Aims

We endorse the aims of the Primary school curriculum for English.

- To promote positive attitudes and develop an appreciation of the value of language – spoken, read and written
- To create, foster and maintain the child's interest in expression and communication
- To develop the child's ability to engage appropriately in listener-speaker relationships
- To develop confidence and competence in listening, speaking, reading and writing.
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
- To enable the child to read and write independently
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

Curriculum planning

1. Writing
2. Reading
3. Oral Language

Writing

Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary
3. Use grammar and punctuation appropriately
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences
7. Develop a high standard of penmanship.

Writing: Content for Junior & Senior Infants

Creating & Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Experience and enjoy a print-rich environment. <input type="checkbox"/> Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. <input type="checkbox"/> Write and draw frequently. <input type="checkbox"/> Write for different audiences. <input type="checkbox"/> See personal writing displayed. <input type="checkbox"/> Read personal writing aloud and hear it read. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn to form and name individual letters using various materials. <input type="checkbox"/> Write and draw. <input type="checkbox"/> Understand the left-right, top-bottom orientation of writing. <input type="checkbox"/> Develop a satisfactory grip of writing implements. <input type="checkbox"/> Copy words from signs in the environment. <input type="checkbox"/> Copy letters and words informally as part of class activities. <input type="checkbox"/> Write his/her name. <input type="checkbox"/> Use labels to name familiar people or things. <input type="checkbox"/> Write letters and words from memory. <input type="checkbox"/> Become aware of lower-case and capital letters and the full stop. <input type="checkbox"/> Develop the confidence to use approximate spelling. <input type="checkbox"/> Begin to develop conventional spelling of simple words. <input type="checkbox"/> See the teacher model writing as an enjoyable experience. <input type="checkbox"/> Choose subjects for drawing and writing. <input type="checkbox"/> Choose the form of expression he/she finds appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Draw a picture and write about it. <input type="checkbox"/> Draw and write about everyday experience or about something just learned. <input type="checkbox"/> Writing naming words and add descriptive words. <input type="checkbox"/> Rewrite sentences to make the message clearer. 	<ul style="list-style-type: none"> <input type="checkbox"/> Draw and write about feelings. <input type="checkbox"/> Draw and write about things he/she likes and dislikes. <input type="checkbox"/> Draw and write about sensory experiences. <input type="checkbox"/> Draw and write stories. <input type="checkbox"/> Hear a rich variety of stories, rhymes and songs and write about them. <input type="checkbox"/> Use mime and role-playing to create imaginary situations and then draw and write about them.

Writing: Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- ☐ Provision of print-rich environment e.g. labels, flashcards, posters.
- ☐ Teacher as scribe – pupils tell story and teacher writes and pupils may copy / type.
- ☐ Compilation of Our News.
- ☐ Scribbling, writing patterns using different media e.g. chalk, crayon, paint.
- ☐ Tracing of basic letters on sandpaper and sand, making letters with marla and use of magnetic letters.
- ☐ Letter formation including lower case, upper case, capital letters and full stop.
- ☐ Making cards and writing simple messages.
- ☐ Copying / writing own name, environmental labels, words and simple sentences.
- ☐ Writing for different people / purposes e.g. card, name on art work.
- ☐ Display personal writing and read pupils' writing aloud.
- ☐ Making of little books e.g. My Book about...Autumn.
- ☐ Teacher models letter formation on the blackboard / air and pupils imitate.
- ☐ Start with dot – left / right, top / bottom. front / back.
- ☐ Teach writing grip progressing from chubby crayons to chublets, to chubby pencils to standard pencils.
- ☐ Allow children to spell own words – approximate spelling.
- ☐ Draw a picture and write about it e.g. name, caption, sentence.
- ☐ Add descriptive words to naming words.
- ☐ Dominoes – match the start of a sentence with an ending and write.
- ☐ Draw and write about feelings e.g. happy face and write word 'happy', I feel sad / happy when...

Writing: Content for 1st & 2nd Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Experience a classroom environment that encourages writing. <input type="checkbox"/> Observe the teacher as he/she models writing stories. <input type="checkbox"/> Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. <input type="checkbox"/> Experience how a story structure is organised by reading and listening to fiction. <input type="checkbox"/> Write regularly for different audiences. <input type="checkbox"/> Choose topics to write about. <input type="checkbox"/> Explore different genres. <input type="checkbox"/> Work with other children when writing. <input type="checkbox"/> Have writing valued. 	<ul style="list-style-type: none"> <input type="checkbox"/> Experience an abundance of oral language activity when preparing a writing task. <input type="checkbox"/> Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing. <input type="checkbox"/> Understand that the conventions of punctuation help to make meaning clearer in writing. <input type="checkbox"/> Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. <input type="checkbox"/> Use approximate spelling as an interim measure in mastering the conventions of spelling. <input type="checkbox"/> Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling. <input type="checkbox"/> Choose topics for writing after conferring with the teacher. <input type="checkbox"/> Have regular opportunities to write for himself/herself or for others. <input type="checkbox"/> Decide whether or not to re-draft a piece of writing. <input type="checkbox"/> Confer with the teacher and others on the quality of presentation. <input type="checkbox"/> Write notes and messages to different audiences. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write in a variety of genres. <input type="checkbox"/> Write a version of a story told by the teacher. <input type="checkbox"/> Write about something that has been learned. <input type="checkbox"/> Write the significant details about an event or an activity. <input type="checkbox"/> Write an explanation for something. <input type="checkbox"/> Re-read work, confer with the teacher or others about it, and then rewrite it. <input type="checkbox"/> Write a simple sentence and add words to it to extend its meaning. <input type="checkbox"/> Listen to a story and write down questions to ask about it. <input type="checkbox"/> Write answers to questions asked by the teacher. 	<ul style="list-style-type: none"> <input type="checkbox"/> Express feelings in writing. <input type="checkbox"/> Write about experiences. <input type="checkbox"/> Listen to the experiences of others and express reactions to them in writing. <input type="checkbox"/> Draw and write about sensory experience. <input type="checkbox"/> Write about feelings experienced in drama activity. <input type="checkbox"/> Draw and write stories and poems. <input type="checkbox"/> Express in writing likes and dislikes about events and characters in stories and poems. <input type="checkbox"/> Listen to music and write about it.

Writing: Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- ☐ Teacher as scribe, modelling story structure.
- ☐ Cross-age tutoring – older pupil as scribe for younger pupil.
- ☐ Print-rich environment e.g. labels, captions, displays of simple sentences / stories, writing corner.
- ☐ Oral preparation for all written work.
- ☐ Express feelings in print, write about experiences, write about senses.
- ☐ Spelling in accordance with school policy.
- ☐ Choose writing topic through brainstorming, mind-mapping, drawing up lists of favourite topics.
- ☐ Pupils select own topic to write about.
- ☐ Personal writing collections.
- ☐ Include pupils' writing in class library.
- ☐ Free-writing in personal journal.
- ☐ Lists, messages, reminders, letters, invitations.
- ☐ Write for self, other pupils, teacher, parents.
- ☐ Write the important details of an event e.g. school / local event.
- ☐ Class story – each pupil writes 5 – 10 sentences.
- ☐ Writing pairs / groups for editing and re-drafting.
- ☐ Pupils read own work to class / at assembly.
- ☐ Displays of writing in corridor.
- ☐ Publish work in an anthology / school newsletter.

Writing: Content for 3rd & 4th Classes

Creating and Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional and Imaginative Life Through Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Experience a classroom environment that encourages writing. <input type="checkbox"/> Observe the teacher modelling different writing genres. <input type="checkbox"/> Use personal reading as a stimulus to writing. <input type="checkbox"/> Write stories that explore a variety of genres. <input type="checkbox"/> Re-read his/her writing for pleasure. <input type="checkbox"/> Choose the audience for which to write. <input type="checkbox"/> Choose both the subject and form of his/her writing. <input type="checkbox"/> Receive and give positive responses to writing. <input type="checkbox"/> See his/her writing valued. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write regularly, and gradually extend the period over which a writing effort is sustained. <input type="checkbox"/> Engage in the writing of one piece over a period. <input type="checkbox"/> Experience varied and consistent oral language activity as a preparation for writing. <input type="checkbox"/> Learn to use questions as a mechanism for expanding and developing a story. <input type="checkbox"/> Give sequence to ideas and events in stories. <input type="checkbox"/> Develop an appreciation of how the intended audience should influence the nature of a piece of writing. <input type="checkbox"/> Develop an awareness of the difference between written language and oral language. <input type="checkbox"/> Learn to revise and re-draft writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write in a variety of genres with greater sophistication. <input type="checkbox"/> Read a story and write it in his/her own terms. <input type="checkbox"/> Read a narrative or expository piece and summarise it. <input type="checkbox"/> Write about an idea to explain it to someone else. <input type="checkbox"/> Write about why he/she finds an idea attractive. <input type="checkbox"/> Write about ideas encountered in other areas of the curriculum. <input type="checkbox"/> Write down directions on how to perform a particular process. <input type="checkbox"/> Write a list of questions about a particular topic and prioritise them. <input type="checkbox"/> Write a sentence and elaborate on it by adding one or more ideas to it. <input type="checkbox"/> Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Express his/her reactions to particular experiences in writing. <input type="checkbox"/> Write about experiences and feelings in diary form. <input type="checkbox"/> Write about feelings experienced in improvisational drama. <input type="checkbox"/> Create stories and poems. <input type="checkbox"/> Write extended stories in book form. <input type="checkbox"/> Write about favourite moments, characters and events in stories. <input type="checkbox"/> Express in writing his/her reactions to poems. <input type="checkbox"/> Express in writing his/her reactions to personal reading. <input type="checkbox"/> Use his/her own artwork and that of others as a stimulus to writing.

Writing: Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- ☐ Personal class diary.
- ☐ Poetry writing.
- ☐ Pupils write to one another for a specific purpose
- ☐ Party invitation
- ☐ Write a joke book (clarify boundaries)
- ☐ Write a quiz on a particular topic
- ☐ Write a set of directions
- ☐ Devise an evacuation plan for the building
- ☐ Collate class rules
- ☐ Give a sentence – each child writes for 5 minutes starting with that sentence.
- ☐ Give 6 to 8 words – build a story around them
- ☐ Letters of thanks, complaint, invitation
- ☐ Display pupils written work – writing corner, corridor display, school anthology/newsletter.
- ☐ Encourage pupils to ornament work for display. Create book covers.
- ☐ Pupils read written work aloud to class, assembly.
- ☐ Write-a-Book
- ☐ Create boxes of facts etc...for projects.
- ☐ Brainstorm for story writing and use questions to expand. Sequence events. Discuss different beginnings and endings.
- ☐ Paired/group writing
- ☐ Write a book for younger family member/younger classes.
- ☐ E-mail pen pal, friend, other school.
- ☐ Provide middle of story – tease out beginning and conclusion.
- ☐ Use rough work drafts before presenting final copy after discussion with teacher.
- ☐ Earmark weeks for poetry, letters etc.
- ☐ Read a story to the class and ask them to write a summary
- ☐ Take a paragraph from a familiar story/piece and re-write in own words.
- ☐ Select a famous person whom you would like to interview and select questions you would ask.

Writing: Content for 5th & 6th Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Experience a classroom environment that encourages writing. <input type="checkbox"/> Observe the teacher model a wide variety of writing genres. <input type="checkbox"/> Express and communicate reactions to reading experiences. <input type="checkbox"/> Experience interesting and relevant writing challenges. <input type="checkbox"/> Write for an increasingly varied audience. <input type="checkbox"/> Receive and give constructive responses to writing. <input type="checkbox"/> See his/her writing valued. <input type="checkbox"/> Experience a level of success in writing that will be an incentive to continue writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write regularly on chosen topics. <input type="checkbox"/> Write for a sustained length of time. <input type="checkbox"/> Engage in the writing of one piece over a period. <input type="checkbox"/> Experience varied and consistent oral language activity as part of the pre-writing process. <input type="checkbox"/> Observe the teacher improving writing. <input type="checkbox"/> Write independently through a process of drafting, revising, editing and publishing. <input type="checkbox"/> Write, without re-drafting, on a given or chosen topic within certain time constraints. <input type="checkbox"/> Observe the conventions of grammar, punctuation and spelling in his/her writing. <input type="checkbox"/> Use dictionaries and thesauruses to extend and develop vocabulary and spelling. <input type="checkbox"/> Explore the possibilities of syntax and sentence structure in reading and writing. <input type="checkbox"/> Choose a register of language appropriate to subject and audience. <input type="checkbox"/> Choose a form and quality of presentation appropriate to the audience. <input type="checkbox"/> Help others with editing their work. <input type="checkbox"/> Take part in co-operative writing activities. <input type="checkbox"/> Write fluently and relevantly in other areas of the curriculum. <input type="checkbox"/> Develop a legible, fluent, personal style of handwriting. <input type="checkbox"/> Develop skills in the use of information technology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write in a wide variety of genres. <input type="checkbox"/> Examine the characteristics that differentiate written and oral language. <input type="checkbox"/> Write for a particular purpose and with a particular audience in mind. <input type="checkbox"/> Reflect on and analyse ideas through writing. <input type="checkbox"/> Refine ideas and their expression through drafting and re-drafting. <input type="checkbox"/> Express and communicate new learning. <input type="checkbox"/> Relate new ideas to previous learning. <input type="checkbox"/> Use notes to summarise reading material and write an account from the notes. <input type="checkbox"/> Sketch an ordered summary of ideas and draft a writing assignment on it. <input type="checkbox"/> Argue the case in writing for a particular point of view. <input type="checkbox"/> Argue the case in writing for a point of view with which he/she disagrees. <input type="checkbox"/> Explore the use of compound and complex sentences in expressing thought. 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyse in writing his/her reactions to personal experiences. <input type="checkbox"/> Express in writing reactions to the experiences of others. <input type="checkbox"/> Write stories and poems. <input type="checkbox"/> Write longer stories or a series of related stories in book form. <input type="checkbox"/> Keep a personal diary. <input type="checkbox"/> Express a personal reaction to ideas, emotions and images encountered in literature. <input type="checkbox"/> Express and analyse his/her reactions to poems. <input type="checkbox"/> Analyse different interpretations of poems in writing. <input type="checkbox"/> Write about the relationship between poems and personal experience. <input type="checkbox"/> Write short plays based on activity in improvisational drama. <input type="checkbox"/> Express in writing reactions to music, artwork, films, television programmes and videos.

Writing: Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- ☐ Supply print-rich environment
- ☐ Narrative:
 - adventure
 - horror
 - plays
 - folk and fairy tales
 - historical
 - mystery
 - magic
 - science
 - fables
 - personal experiences
- ☐ Provision of relevant topics.
- ☐ Brainstorming, webbing, research, conferencing.
- ☐ Note-taking.
- ☐ Instructions.
- ☐ Newspapers.
- ☐ Reports.
- ☐ Persuasive text.
- ☐ Explanations.
- ☐ Formal / informal letters and faxes.
- ☐ Reports and reviews.
- ☐ Diary.
- ☐ Editing, drafting and publishing.
- ☐ Spelling, grammar, punctuation and layout.
- ☐ Correction, self-correction, use of dictionary, thesaurus.
- ☐ Write-a-book.
- ☐ E-mail.
- ☐ Poetry

- **Left Handed Pupils**
Children's hand dominance will not be influenced.
- Children will be encouraged to find a pencil grip that is comfortable, and allows good writing.
- In senior classes, ball point pens may be more suitable for left handed children than ink pens.

Junior Infants

September

- Use of crayon and plastic materials
- Scribbling and drawing shapes.
- Free style drawing.
- Displaying,
- Print with environment
- Use of finger rhymes to prepare fingers for writing work
- Prewriting letter patterns and activities.
- Developing of fine motor skills eg threading, pegboards, play dough, etc...

October to December

- As above plus...
- Develop satisfactory grip using crayons progressing to pencils.
- Use of hand hugger pencils
- Emphasise posture
- Kinaesthetic approach emphasised
- Begin formal writing of letters & numbers.

January to June

- As above plus
- Forming individual letters according to Jolly Phonics Programme, from Term 1.
- Formations of numerals 1-5
- Creating awareness of left-right, top-bottom orientation
- See teacher model writing as an enjoyable experience

Resources

Teacher Resources – IWB, charts, posters (letters), Jolly Phonics Programme.

Pupil Resources – Ready to Write A1, Crayons, Hugger pencils, play dough, sandpaper letters/numerals.

Senior Infants

- Children will be encouraged to write and draw frequently throughout the year
- Emphasis on proper pencil grip
- Posture will be encouraged
- Greater emphasis on left-right orientation

September – December

- Revision of sounds in Jolly Phonics – approx 2 sounds per week.
- Revise lower case letters in the following format → letter formation (functional writing)

c	o	a	d	g	q	i	j	l	k	t	→ Term 1
r	n	m	h	b	p	u	v	w	y	x	→ Term 2
z	e	f	s								

- Word families → Focus on blending word families, Oral sentences and dictation eg 'at', 'in', 'ip', 'am', 'an', 'it' etc.

From Halloween

Writing homework from IWB

Activity book exercises.

Copy words from the environment

Writing sentences based on spellings

January to June

- Capital letters introduced in alphabetical order → Revise capital letters along with lower case letters as above
- Write labels to name families, people and things
- Write his/her full name
- Awareness of lower case and capital letters and full stops
- Awareness of ascenders and descenders
- **Awareness of spacing between words**
- Trying to keep writing on the line

Resources

Pupils – Hugger pencils

Ready to Write B1

B2 Handwriting copy

First Class

- Consolidation and reinforcement of Senior infant work
- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation including prejoined writing eg, a d c h
- Emphasis on quality presentation

Resources

Just Write 1 workbook

B2 Handwriting Copy

Second Class

- Consolidation and reinforcement of above
- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Joined writing will be introduced in 1st term, as in the text book Just Write 2

Third Class

- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Revision and consolidation of joining

Resources

Term 1 – Activities from a selection of handwriting books.

Fourth Class

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Use of pen to be introduced in Term 2 of 4th Class
- Use of ink pen rather than ballpoint biro to facilitate good handwriting
- Use of brackets plus one line to correct errors.

Fifth and Sixth Classes

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Develop a fluent personal style of handwriting
- Write for more sustained periods

Functional Writing

Snrs + Rang 1

Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.

Parts of Speech

The children will be introduced to the concept of Proper Nouns and Common Nouns, without use of formal terminology, adjectives, plurals.

‘Special’ names such as John, Mary, Rex and Mallow get capital letters, while ‘ordinary’ words such as boy, girl, dog and town get lower case letters. ? Mark, alphabetical order, simple contractions e.g. can’t, don’t’.

Rang 2

Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.

Use of the question mark, commas

Awareness of inverted commas for direct speech.

Contractions, adjectives, verbs (past tense), collective nouns.

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns, without use of formal terminology.

‘Special’ names such as John, Mary, Rex and Mallow get capital letters, while ‘ordinary’ words such as boy, girl, dog and town get lower case letters.

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

Rang 3

Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.

Use of the question mark.

Use of commas in lists.

Use of inverted commas for direct speech

Use of apostrophe

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns, plus the introduction of the terminology

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

Plural of nouns

Verbs, adjectives

Rang 4

Sentence construction

- ♦ Use of capital letters at beginning of sentences and full stops at the end of sentences.
- ♦ Use of the question mark.
- ♦ Use of exclamation mark
- ♦ Use of commas in lists.
- ♦ Use of inverted commas for direct speech.
- ♦ Use of direct speech and indirect speech.
- ♦ Use of apostrophe
- ♦ Conjunctions
- ♦ Adverbs
- ♦ Writing number

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns.

Plural of nouns

Verbs. Verbs have tense. Past/present/future tense. .

Rang 5

Sentence construction

- ♦ Use of capital letters at beginning of sentences and full stops at the end of sentences.
- ♦ Use of the question mark.
- ♦ Use of exclamation mark
- ♦ Use of commas in lists.
- ♦ Use of inverted commas for direct speech.
- ♦ Use of direct speech and indirect speech.
- ♦ Use of apostrophe
- ♦ Pronouns, adverbs

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs. Past, Present and Future Tense Verbs

Conjunctions

Writing numbers

Rang 6

Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.

Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs - Past, Present and Future Tense Verbs

Conjunctions

Adverbs

Prepositions

Definite and Indefinite Article

Writing numbers

Oral Language, Junior Infants to Rang 6

Broad Objectives

The aim of this plan is to provide a structured sequential programme for teachers to enable children to:

1. Gain pleasure and fulfilment from language activity
2. Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
3. Develop fluency, explicitness and confidence in communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

Oral Language: Content for Junior & Senior Infants

Developing Receptiveness to Oral Language	Developing Competence & Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience, recognise and observe simple commands. ▪ Listen to a story or description and respond to it. ▪ Hear, repeat and elaborate words, phrases and sentences modelled by the teacher. ▪ Use and interpret tone of voice expressing varying emotions. ▪ Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner. ▪ Mime and interpret gesture, movement and attitude conveying various emotions. 	<ul style="list-style-type: none"> ▪ Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. ▪ Choose appropriate words to name and describe things and events. ▪ Experiment with descriptive words to add elaborative detail. ▪ Combine simple sentences through the use of connecting words. ▪ Initiate and sustain a conversation on a particular topic. ▪ Use language to perform common social functions. 	<ul style="list-style-type: none"> ▪ Provide further information in response to the teacher's prompting. ▪ Listen to a story or a narrative and ask questions about it. ▪ Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. ▪ Discuss different possible solutions to simple problems. ▪ Ask questions in order to satisfy curiosity about the world. ▪ Show understanding of text. 	<ul style="list-style-type: none"> ▪ Reflect on and talk about a wide range of everyday experience and feelings. ▪ Create and tell stories. ▪ Listen to, learn and retell a rich variety of stories, rhymes and songs. ▪ Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt. ▪ Use language to create and sustain imaginary situations in play. ▪ Listen to, learn and recite rhymes, including nonsense rhymes. ▪ Listen to, learn and ask riddles. ▪ Create real and imaginary sound worlds. ▪ Recognise and re-create sounds in the immediate environment. ▪ Experiment with different voices in role-playing.

Oral Language: Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Giving of instructions in class and wider school context e.g. PE, school playground.
- Instruction games e.g. 'O Grady Says', 'Follow the Leader', Drawing and pupils giving instructions to each other in pairs, groups.
- Elaboration of pupils own news by teacher.
- Practice of social greetings e.g. introduce self and others, greet and say goodbye.
- Read to children daily emphasising tone of voice, facial expression in reading story, occasionally inviting outside storyteller / older pupil.
- Re-read the same story occasionally, pupils choose the story to be read, read stories on particular topics e.g. animals / pets.
- Pupils continue / finish the story e.g. 'what do you think happened next?'
- Teacher / pupils ask questions based on the story read, pupils invited to tell the story in their own words.
- Chinese whispers.
- Drama – role play and miming based on stories, poetry, rhymes, popular films / videos, home situations, shopping, school etc.
- Use of puppets and dress-up box.
- 'Close your eyes and describe what you see', giving a definite topic e.g. a beautiful garden.
- Name objects in the classroom, school bag, home etc.
- Expand vocabulary through addition of descriptive words e.g. big / small, heavy / light (Maths language), warm / cold (environmental language), run / walk / skip (P.E.).
- Listen to music (e.g. Religion programme) and ask 'how does it make you feel?'
- Show and Tell, encouraging pupil to use sentences e.g. 'This is my doll. She has blonde hair...'
- Describe a friend.
- Starters e.g. 'I like...' 'After school I...'
- Send pupil on a message e.g. 'May I have 20 copies please'
- Emphasise appropriate vocabulary / sentence structure when requesting and relating.
- Provide vocabulary required to describe people, places etc.
- Teasing out situations e.g. 'If you were lost, what would you do'.
- Encourage questions about the world around us (SESE).
- Use big books as a springboard for discussion.
- Circle Time, Stay Safe
- Picture and / or object stimuli to create a story, create a collaborative story.
- Listening to rhymes, tapes etc. alerting pupils in advance to listen for specific sounds.
- Listen to and learn poems, nursery rhymes, nonsense rhymes, jingles and riddles, reciting individually and in groups (revise regularly).
- Listen to, focus on and re-create sounds e.g. animals, imaginary and add sounds to a story.

Oral Language: Content for 1st & 2nd Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional and Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience challenging vocabulary and sentence structure from the teacher. ▪ Listen to stories, descriptions, instructions and directions and respond to them. ▪ Listen to sounds and respond to them. ▪ Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener. ▪ Use gesture and movement to extend the meaning of what he/she is saying. ▪ Express in mime various emotions and reactions, and interpret the emotions and reactions of others. 	<ul style="list-style-type: none"> ▪ Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences. ▪ Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. ▪ Experiment with word order and examine its implications for meaning and clarity. ▪ Focus on the subject under discussion and sustain a conversation on it. ▪ Initiate discussions, respond to the initiatives of others, and have practice in taking turns. ▪ Engage in real and imaginary situations to perform different social functions. 	<ul style="list-style-type: none"> ▪ Give a description, recount a narrative or describe a process, and answer questions about it. ▪ Listen to other children describe experiences and ask questions about their reactions to them. ▪ Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates. ▪ Listen to a story or a narrative and ask questions about it. ▪ Engage in real and imaginary situations involving language use. ▪ Ask questions that will satisfy his/her curiosity and wonder. 	<ul style="list-style-type: none"> ▪ Describe everyday experiences and events. ▪ Express feelings in order to clarify them and explain them to others. ▪ Tell stories to his/her own words and answer questions about them. ▪ Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. ▪ Re-create stories and poems in improvisational drama. ▪ Use play and improvisational drama to sustain imaginary situations. ▪ Listen to and say nonsense words and unusual words. ▪ Listen to, learn and tell riddles and jokes. ▪ Clap the rhythms of poems and rhymes. ▪ Listen to, read, learn and recite more sophisticated nonsense verse and rhymes. ▪ Recognise and re-create sounds in the environment. ▪ Create real and imaginary sound worlds. ▪ Use imaginative play to create humorous characters and situations.

Oral Language: Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Talk and discussion.
- Circle Time
- Consider advertisements, posters, and themes of interest.
- Role play.
- Hot seating – one pupil takes on the role of a story / poem character and the pupils ask questions of him / her.
- Brainstorming.
- Word webs.
- Listening games e.g. Chinese whispers, auditory tapes / CDs / activities, Simon Says, clapping games.
- Story telling – rich and varied selection of texts.
- Cross-age tutoring and sharing stories.
- Visitors to school / classroom e.g. garda, priest, storyteller / poet, touring theatre.
- News board – newspaper cuttings, photographs.
- Reciting poems and rhymes.
- Identifying word families, rhyming words, onsets and rimes.
- Call out a list of words twice omitting one the second time.
- Teacher gives a list of numbers. Pupils repeat. Repeat in reverse order.
- Teacher taps rhythm. Pupil repeats.
- Twenty questions.
- Pupils listen for the silly sentence / word that shouldn't be there.
- Listen to sounds inside / outside the classroom.
- Different child presents news / weather / area of interest each morning.
- Pupil takes turn for the day for answering phone, door, going with messages.
- Introduce new words e.g. night words, scary words, magical words.
- List new words on the wall.
- Presentations to own / other class e.g. project, poem.
- Follow a recipe.
- Kim's Game – identify the missing object.
- 'What would you do if...?' e.g. found an injured animal, found a €1,000 lottery ticket.
- Finish the story.

Oral Language: Content for 3rd & 4th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience the teacher's use of challenging vocabulary and sentence structure. ▪ Listen to, retell and tape a narrative or a description, taking turns giving the account. ▪ Give and follow instructions on how to perform a particular task or process. ▪ Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others. ▪ Use of mime to convey ideas, reactions, emotions, desires and attitudes. ▪ Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips. 	<ul style="list-style-type: none"> ▪ Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered. ▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. ▪ Present ideas that are relevant to the subject in a logical sequence. ▪ Summarise and prioritise ideas. ▪ Discuss the meanings and origins of words, phrases and expressions with the teacher. ▪ Become aware of new words and new connotations of words through his/her reading and writing experience. ▪ Play synonym and antonym games. ▪ Become familiar with the functions without necessarily using technical grammatical terms. ▪ Practice the common social functions in the everyday context of class and school and through improvisational drama. ▪ Make lists of local expressions and words. ▪ Use improvisational drama to re-create well-known characters. ▪ Hear, discuss and react to local storytellers. 	<ul style="list-style-type: none"> ▪ Discuss issues that directly affect his/her life. ▪ Discuss a story being read and predict future events and likely outcomes in it. ▪ Discuss different possible solutions to problems. ▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. ▪ Discuss causes and effects in relation to processes and events and predict possible outcomes. ▪ Listen to a presentation and discuss and decide which are the most important questions to ask. ▪ Learn how to use the basic key questions. ▪ Make presentations to the class about his/her own particular interests. ▪ Justify personal likes and dislikes. ▪ Argue a point of view and try to persuade others to support it. ▪ Explore historical events through improvisational drama. ▪ Explore reactions to ideas through improvisational drama. 	<ul style="list-style-type: none"> ▪ Describe everyday experiences to the class or group and discuss them. ▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. ▪ Express reactions to events and characters in stories. ▪ Discuss reactions to poems. ▪ Create and tell stories to the class or group and retell them after questioning, comparing the versions. ▪ Express feelings and attitudes through improvisational drama. ▪ Create and sustain imaginary contexts through improvisational drama. ▪ React to poems through improvisational drama. ▪ Dramatise stories. ▪ Experience and enjoy playful aspects of language.

Oral Language: Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- General classroom conversation in all subject areas.
- Informal story telling, life experiences, news, current affairs.
- Use of alternative words, phrases, sentence structures.
- Listen to commercial recordings / own recordings of stories and accounts.
- Chinese whispers.
- Pass on a story – each child adds on.
- Listening to and identifying sounds recorded on tape.
- Describing a process e.g. how to make a cup of tea, how to make a photocopy etc.
- Listening to and completing tasks e.g. in PE lesson.
- Turn down sound on TV – identify moods etc.
- Mime – charades.
- Use different tones of voice e.g. say ‘I need a cup of tea’ in 5 different ways.
- Display anger, sadness, joy, tiredness etc.
- Communicate using mime e.g. ‘I’m going out’.
- Role play arguments as to why / why not e.g. I need a mobile phone.
- Listen to a piece of music, select words to describe it, make up a story behind it.
- View a short video clip, turn down the music, select language to describe the extract.
- Use drum-tapping to convey moods e.g. happy, sad, angry, agitated, excited etc.
- Hot seating.
- Word webs.
- Collect local expressions.
- Act out sections of the class novel.
- Relay role play i.e. pupil takes place of existing character in middle of role play.
- Engage local storytellers.
- Make list of questions – correct use of why, what, where, when as a reaction to a passage.
- Making of presentations on project work etc. followed by question and answer session.
- Social interactions – greeting / introducing visitor, answering the phone.
- Working in groups and introducing members.
- Verse speaking.

Oral Language: Content for 5th & 6th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure. ▪ Listen to expressions, reactions, opinions and interpretations and retell or summarise them. ▪ Listen to radio broadcasts and discuss what has been learned. ▪ Follow detailed instructions or directions from others in order to test their accuracy. ▪ Take part in games in which unseen objects are identified from descriptions given by other pupils. ▪ Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others. ▪ Use mime to convey ideas, reactions, emotions, desires and attitudes. ▪ Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs. ▪ Listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content. ▪ Listen to authors reading and discussing their own work. 	<ul style="list-style-type: none"> ▪ Acquire the ability to give detailed instructions and directions. ▪ Converse freely and confidently on a range of topics. ▪ Give and take turns in an environment where tolerance for the views of others is fostered. ▪ Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. ▪ Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language. ▪ Understand the functions and know the names of the parts of speech. ▪ Learn about and name the basic properties of nouns and verbs. ▪ Become familiar with compound and complex sentences and know and understand the terms 'phrase' and 'clause'. ▪ Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts. ▪ Discuss the meaning, effect and diversity of local words and expressions. ▪ Hear accents and dialects other than his/her own on tape and on video and discuss them. ▪ Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations. 	<ul style="list-style-type: none"> ▪ Discuss ideas of major concern. ▪ Discuss ideas and concepts encountered in other areas of the curriculum. ▪ Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept. ▪ Use the basic key questions and checking questions as a means of extending knowledge. ▪ Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them. ▪ Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates. ▪ Justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view. ▪ Respond to arguments presented by the teacher. ▪ Discuss the value, truth or relevance of popular ideas, causes and proverbs. ▪ Explore and express conflicts of opinion through improvisational drama ▪ Explore historical contexts through improvisational drama. 	<ul style="list-style-type: none"> ▪ Discuss with others his/her reactions to everyday experiences and to local, national and world events. ▪ Discuss the concerns of other children. ▪ Discuss ideas, concepts and images encountered in literature. ▪ Discuss personal reading and writing. ▪ Express individual responses to poems and literature and discuss different interpretations. ▪ Discuss plays, films and television programmes. ▪ Experience and enjoy playful aspects of language.

Oral Language: Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Discussion – local, national and global issues, sport, pupils' concerns and social issues.
- Debate topical issues e.g. homework.
- Instructions – giving, receiving, interpreting.
- Non-verbal communication.
- Assigning conversation to pictures.
- Character interviews.
- Character role plays – creating a story using a selection of characters.
- News telling.
- Narratives.
- Explanations.
- Story reconstruction – using sets of picture sequences, groups of pupils put the pictures into a logical sequence and practise retelling the story around the circle.
- Defending viewpoints.
- Story composition.
- Questioning.
- Creative inquiry – 'What if?'
- Questioning and logic.
- Comparing and grouping.
- Brainstorming and building knowledge.
- Description activities.
- Circle Time.
- Communication skills – clear, distinct, concise, coherent.
- Respectful for communication.
- Etiquette and social convention.

List of Oral Language Resources

- Magic Emerald posters
- Magic Emerald boxes
- Folens Oral Language posters
- Chatterbox
- Speaking and Listening - Folens

Aistear: Junior, Senior Infants and 1st Class

Aistear is integrated learning through play

Play promotes the holistic development of the child and it helps develop fine motor skills, oral language, social skills, creativity and imagination.

Methodology

Aistear is presented with various play areas including a Role Play/Socio dramatic area, a construction area, a small world play area and a creative area (E.g. painting, junk art, printing, fabric & fibre, sand/water play area).

Aistear's topics may include: The Dentist Surgery, The Hairdressers, The Post Office, The School, The Doctors Surgery, The Garden Centre, The Veterinary Clinic, Santa's Workshop, The Shoe Shop, The Clothes Shop etc...

Principles of early learning and development

Aistear is based on 12 principles of early learning and development. These are presented in three groups:

1. The first group concerns children and their lives in early childhood:

- the child's uniqueness
- equality and diversity
- Children as citizens.

2. The second group concerns children's connections with others:

- relationships
- parents, family and community
- The adult's role.

3. The third group concerns how children learn and develop:

- holistic learning and development
- active learning
- play and hands-on experiences
- relevant and meaningful experiences
- communication and language
- The learning environment.

Purpose of Aistear

Aistear is the curriculum framework for children from birth to six years in Ireland. It provides information for adults to help them plan for and provide enjoyable and challenging learning experiences, so that all children can grow and develop as competent and confident learners within loving relationships with others. Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions as to how this learning might be nurtured. The Framework also provides guidelines on supporting children's learning through partnerships with parents, interactions, play, and assessment.

In supporting children's early learning and development Aistear

- Identifies what and how children should learn, and describes the types of experiences that can support this.
- Makes connections in children's learning throughout the early childhood years and as they move from one setting to another.
- Supports parents as their children's primary educators during early childhood, and promotes effective partnerships between parents and practitioners.
- Complements and extends existing curriculums and materials.
- Informs practice across a range of settings, disciplines and professions, and encourages interdisciplinary work.

Aistear's themes

Aistear: the Early Childhood Curriculum Framework presents children's learning and development using four themes. These are:

- Well-being
- Identity and Belonging
- Communicating
- Exploring and Thinking.

The themes describe what children learn—the dispositions, attitudes and values, skills, knowledge, and understanding. Each theme begins with a short overview of its importance for children as young learners. The theme is then presented using four aims. Each aim is divided into six learning goals. Some of these goals may be more suited to children as they get older.

Reading

Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Expose them to and develop their appreciation of the richness and diversity of reading material
5. Experience the pleasure and fulfilment to be gained from reading.

Reading: Content for Junior & Senior Infants

Developing Concepts of Language & Print	Developing Reading Skills & Strategies	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none">▪ Listen to, enjoy and respond to stories, nursery rhymes, poems and songs.▪ Become an active listener through the development of a range of listening activities based on stories read or told.▪ Play with language to develop an awareness of sounds.▪ Develop a sense of rhythm and rhyme.▪ Become familiar with a wide range of environmental print, beginning with print in the classroom.▪ Learn about the basic terminology and conventions of books.▪ Read texts created by himself/herself and by other children in collaboration with the teacher.▪ Learn to recognise and name the letters of the alphabet.▪ Develop an awareness of some letter-sound relationships	<ul style="list-style-type: none">▪ Experience the reading process being modelled.▪ Handle books and browse through them.▪ Encounter early reading through collaborative reading of large-format books and language-experience material.▪ Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read.▪ Learn to isolate the beginning sound of a word or syllable.▪ Learn to isolate beginning and final sounds in written words.▪ Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable.▪ Use knowledge of word order, illustration, context and initial letters to identify unknown words▪ Engage in shared reading activities.	<ul style="list-style-type: none">▪ Re-read, retell and act out familiar stories, poems or parts of stories.▪ Recall and talk about significant events and details in stories.▪ Analyse and interpret characters, situations, events and sequences presented pictorially▪ Predict future incidents and outcomes in stories.▪ Differentiate between text and pictures.▪ Understand the function of text.	<ul style="list-style-type: none">▪ Associate print with enjoyment through listening to stories and poems read aloud.▪ Respond to characters, situations and story details, relating them to personal experience.▪ Perceive reading as a shared, enjoyable experience.▪ Record response to text through pictures and captions.▪ Pursue and develop individual interests through engagement with books.

Reading: Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Listen to and respond to teacher's / taped stories and rhymes.
- Simple re-telling of stories focusing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases.
- Listen to and repeat in proper sequence, alerting children in advance re what to listen for.
- Marching and clapping games, teacher claps and children copy.
- Making of simple percussion instruments.
- Clap syllables e.g. a cat is __ (fat)
- Finish line of a poem / rhyme.
- B/a/t = bat.
- Onset and rime e.g. d – og.
- Clap for each syllable e.g. John – 1 clap, Mary – 2 claps.
- Follow structured phonics programme.
- Labels in classroom, alphabet frieze, labelling charts using flashcards.
- Allow opportunities to handle a variety of books – cover, author, illustrations, left to right, page turning.
- Shared reading e.g. big books, our news, language experience charts.
- Shared reading with parents, older pupils.
- Letter / sound relationships using appropriate resources e.g. Letterland, Jolly Phonics.
- Teacher modelling reading process.
- Develop sight vocabulary of common words e.g. treasure hunt, word walk in locality.
- Isolate beginning sound e.g. onset and rime, word families, adding on rhymes, games e.g. foods that begin with b.
- Rhyming part of words using simple poems e.g. 'There was a man called Pat, he had a pet __'
- Pre-reading activities, reading scheme, library reading.
- Bingo, word matching.
- Re-read, re-tell and act out e.g. drama box, previous stories.
- Respond to characters / relate to events e.g. 'Did that ever happen to you?'
- Draw self in picture with characters or in scene from story, draw favourite part of the story / favourite character.
- Respond to text through pictures, bubble conversation, captions.
- Captions with marla / magnetic letters, write words under pictures etc.
- Pupils invited to bring in and discuss their favourite books from home.
- Books about favourite things.

Reading: Content for 1st & 2nd Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Continue to experience the reading process being modelled. ▪ Engage in shared reading activities. ▪ Visit the school library and the local library. ▪ Continue to build a sight vocabulary of common words from books read and from personal experience. ▪ Engage in activities designed to increase awareness of sounds. ▪ Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable. ▪ Learn about the sounds associated with the beginning of a word or syllable. ▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. ▪ Learn about common word endings, word families and roots of words ▪ Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words. ▪ Self-correct reading errors when what he/she reads does not make sense. ▪ Develop reading skills through engaging with reading material appropriate to his/her stage of development. ▪ Adapt his/her reading style for different purposes. 	<ul style="list-style-type: none"> ▪ Read from a range of children's literature, choosing material for reading during silent reading periods. ▪ Engage in personal reading. ▪ Learn to find books in a classroom or school library. ▪ Read aloud to share a text with an audience. ▪ Find information and share it with others. ▪ Perform simple information retrieval tasks. 	<ul style="list-style-type: none"> ▪ Pursue individual interests through independent reading of fiction and non-fiction. ▪ Adopt an active approach to a text by posing his/her own questions. ▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material. ▪ Develop comprehension strategies. ▪ Perform alphabetical order tasks. ▪ Predict future events and outcomes in a book that is being read aloud. ▪ Express a more formal response by giving a considered personal opinion of a book in oral or in written form. ▪ Use information technology to increase motivation to read and to enhance reading development. 	<ul style="list-style-type: none"> ▪ Continue to listen to and enjoy stories and poems being read aloud. ▪ Engage in spare-moment reading and browsing by having ready access to reading material. ▪ Engage with a wider variety of text. ▪ Experience enhanced levels of self-esteem through success in reading. ▪ Listen to entire stories read aloud in instalments. ▪ Respond to characters and events in a story. ▪ Explore different attitudes and feelings by imagining what it would be like to be certain characters. ▪ Engage frequently in informal discussion of books with teachers and others.

Reading: Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Read to children a rich variety of stories, facts and poetry.
- Develop sound awareness through focusing on sounds associated with letters and letter clusters and patterns of sounds in words.
- Rhyming words, onsets and rimes, different onsets, different rimes.
- Shared reading – parents / older siblings / older pupils.
- Individual / independent reading.
- Silent reading / personal reading.
- Reading for different purposes e.g. browsing, simple scanning, skimming.
- Encourage use of class and local library.
- Provide interesting and varied selection of books in class library and continuously change / supplement selection.
- Use of tapes, storybooks and tapes and CD ROMs.
- Use of comics, catalogues and local publications to augment library contents.
- Simple information retrieval e.g. table of contents, simple index.
- Book reviews.
- Write-a-Book Project – read other pupils' books.
- Reading programmes on CD ROMs
- Alphabetical order exercises.
- Discuss books, authors, plot with other pupils, teacher, parents.
- Recall and discuss significant events in stories.
- Analyse and interpret characters and situations.

Reading: Content for 3rd & 4th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Use more than one strategy when reading unfamiliar text. ▪ Identify unfamiliar words by reference to word parts, prefixes and suffixes. ▪ Continue to self-correct reading errors. ▪ Become an increasingly independent reader. ▪ Understand the relationship between text and illustration. ▪ Refine his/her listening skills through hearing the teacher read aloud. 	<ul style="list-style-type: none"> ▪ Have access to a plentiful supply of books in the classroom and in the school library. ▪ Use library facilities outside the school. ▪ Select personal reading material and develop personal taste in reading for pleasure and information. ▪ Experience different types of text. ▪ Engage with a wide variety of poetry and verse on a regular basis. ▪ Develop basic information retrieval skills. ▪ Use simple dictionaries effectively. 	<ul style="list-style-type: none"> ▪ Extend participation in listening and silent reading activities. ▪ Read short books in one sitting to experience success in reading. ▪ Explore new interests and perspectives through reading. ▪ Read books independently. ▪ Seek recommendations for books to read and recommend books to others. ▪ Continue to use information technology to increase motivation to read and to enhance reading development. ▪ Know the structure and terminology of books. ▪ Develop skills in locating and handling books through using well-stocked school and classroom libraries. ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. ▪ Use a knowledge of printing conventions as an aid to expression and comprehension. ▪ Keep a record of his/her reading in various forms. 	<ul style="list-style-type: none"> ▪ Extend and develop his/her response to increasingly challenging reading material. ▪ Engage in talk about books. ▪ Talk about choice of books and the reasons for choices. ▪ Recognise and discuss differences in reading tastes. ▪ Share responses with other children and with adults to cultivate a community of readers. ▪ Experience a shared response to fiction through the use of a class novel. ▪ Read aloud with expression.

Reading: Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Skim / scan through a passage.
- Read silently / out loud.
- Teacher provides questions first and pupils read passage to find answers.
- Pick out the sentence which proves the answer.
- Phonetic awareness.
- Begin with a discussion of the illustrations.
- Personalise the story.
- Use of class set of dictionaries.
- Use of computer to source specified information with questions being provided at outset.
- Distribute poetry books, pupils read and select their favourite poem.
- Pupils select which poem will be learned.
- Book reviews and recommendations for other pupils to read.
- Read book and present views to class.
- Group read same material. Pupils in group have different roles to discuss material.
- Silent Reading.
- Reading various packaging for information.
- Reading of brochures, fliers, leaflets, circulars.
- Read newspaper headline and predict story.
- Word building.
- Cloze procedure.
- Class novel.
- Read other pupils' work e.g. Write-a-Book.
- Pupil reads a story and other pupils dramatise different endings.
- Select 5 well known characters from different stories and create a new story for them.
- Invite younger / older children to read to class.

Reading: Content for 5th & 6th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Achieve proficiency in word identification by refining the different word identification skills. ▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication. ▪ Engage with an increasing range of narrative, expository and representational text. ▪ Become self-reliant, confident, independent readers, having time in class for sustained silent reading. 	<ul style="list-style-type: none"> ▪ Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability. ▪ Engage in books in group or in whole-class settings. ▪ Learn about the structure and appreciate the function of the component parts of a newspaper. ▪ Participate in organised visits to the public library and avail of the mobile library service. ▪ Read to satisfy personal interests. 	<ul style="list-style-type: none"> ▪ Listen to, read, learn, recite and respond to a challenging range of poetry. ▪ Have access to a wide range of reading material in the classroom and/or school a library. ▪ Continue to keep a record of personal reading in various forms. ▪ Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction. ▪ Develop study skills such as skimming, scanning, note-taking and summarising. ▪ Retrieve and interpret information in a variety of ways. ▪ Support arguments and opinions with evidence from the text. ▪ Read and interpret different kinds of functional text. ▪ Explore appropriate non-fiction texts for various purposes. ▪ Use information retrieval strategies in cross-curricular settings. ▪ Distinguish between fact and opinion, and bias and objectivity, in text and in the media. ▪ Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation. ▪ Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology. 	<ul style="list-style-type: none"> ▪ Hear the teacher model a response to poems, fiction, plays and parts of plays. ▪ Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. ▪ Relate personal experience to the ideas and emotions conveyed in the text. ▪ Appreciate issues in fiction. ▪ Examine similarities and differences in various types of text. ▪ Continue to share response to an ever-increasing variety of texts with the wider community of readers. ▪ Browse through, handle, discuss, recommend and select books for independent reading. ▪ Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading. ▪ Read aloud from a personal choice of texts to entertain and inform an audience. ▪ Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television.

Reading: Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the teaching of reading capacity are inherent in the content detailed on the previous page.

- Reading to pupils.
- Modelled reading by teacher / pupil.
- Guided reading.
- Shared reading.
- Independent reading.
- Performance reading.
- Paired-reading.
- Sustained Silent Reading.
- Research reading.
- Encouraging use of class/Bundoran Library.
- Book Fairs.
- Project work.
- Recalling, retelling, predicting.
- Analysis, explanation, mood, issues, theme.
- Inference.
- Deduction.
- Summarising.
- Evaluation.
- Correlation, classification.
- Use of different genres.
- Reading strategies – scanning, skimming, research reading, reflective reading.
- Book discussions involving comparisons of style etc.
- Class reader.
- Class novel.
- CD reading.
- Magazines, newspapers.
- Visit by author, poet.
- Sight Vocabulary Development – Dolch Wordlist

Literacy Lift Off

Literacy lift off is an early intervention intensive programme for Junior Infants, Senior Infants and First Class that is undertaken in our school each year.

Literacy lift off is 6-8 week programme using levelled reading books. Children are grouped according to their reading ability. Literacy lift off gives pupils lots of opportunities to read books at their own level of competency. Literacy lift-off is a regular literacy hour in which resource/learning support teachers and/or SNA's, work together in collaboration with class teachers. Children work in small rotating groups on a range of literacy activities.

Literacy lift-off consists of different literacy stations including writing, new reading, familiar reading, word work and Phonics using magnetic letters and independent stations.

At the new reading stations, children encounter new texts daily/every second day. These books challenge the pupils to discover new ways to go beyond her current operating ability and lift their literacy processing.

At the word work station children use magnetic letters on the whiteboard to make, segment, spell and break-up words. These words may include word families e.g. 'at', 'in', 'an' family words. These words may also focus on high frequency words, initial, medial and final sounds.

At the writing station pupils write sentences or complete written tasks based on their own experiences, using words that they encounter in their levelled reading books.

At the familiar reading station pupils read previously read books. This station allows pupil to build confidence and practice fluency, improving intonation & phrasing. Familiar reading consolidates phonological awareness, sight vocabulary and promotes oral language development.

At independent stations, pupils work without an adult. Literacy games reinforce previously taught phonics work, sight words etc....

Resources

Level 1-24 “Blueberry Hill” books & “Engage” literacy books, Blank/unruled writing books, Magnetic letters – upper and lower case letters, literacy games such as Bingo, matching Alphabet games.

Guided Reading

Guided reading gives teachers the opportunity to observe students as they read from texts at their instructional reading levels.

Guided reading is subject to many interpretations, but our staff identify these common elements:

- Working with small groups
- Matching student reading ability to text levels
- Giving everyone in the group the same text
- Introducing the text
- Listening to individuals read
- Prompting students to integrate their reading processes
- Engaging students in conversations about the text

The goal is to help students develop strategies to apply independently. Work focuses on processes integral to reading proficiently, fluency, comprehension strategies and word attack skills. During guided reading, teachers monitor student reading processes and check that texts are within students’ grasps, allowing students to assemble their newly acquired skills into a smooth, integrated reading system.

Preparation for Instruction

Here is a general task list to consider before initiating guided reading instruction.

1. Assess students to determine instructional reading levels (IRLs). At IRL, students should sound like good readers and comprehend well. We regularly use reading records and teacher observations.
2. Look for trends across classroom data. Cluster students into groups based on their IRLs, their skills, and how they solve problems when reading. Make groups flexible, based on student growth and change over time. If we must compromise reading level to assemble a group, always put students into an easier text rather than a more difficult one.
3. Select a text that gives students the opportunity to engage in a balanced reading process. If a student looks at words but doesn’t think about the meaning or consider the pictures, find an IRL where the student uses all of the information the text offers. If there are more than a few problems for students to solve during reading, the text is too difficult.
4. Plan a schedule for working with small groups, and organize materials for groups working independently. Independent work should be as closely connected to authentic reading and writing as possible; try things like rereading familiar texts or manipulating magnetic letters to explore word families.

The Guided Reading Session

We generally do our Guided Reading sessions in an 8 week block while also encouraging the children to work through their levels in our Shared Reading programme which operates all year round.

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children’s later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
- The teacher prompts, encourages and confirms student’s attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

Schemes in use

Literacy Lift Off

- ❖ “Blueberry Hill” & “Engage” Literacy books / Levelled Readers, Level 1-24
Junior Infants to 2nd Class

Guided Reading

- ❖ As above
- ❖ “Big Cat” Collins Series of Levelled Readers / Band to 3rd to 6th class.
- ❖ Nelson Literacy Direction Boxes – sets of Levelled Cards.
- ❖ Prim Ed Comprehension Boxes.

Reading Initiatives

- ❖ Bookbag / Shared Reading at home.
- ❖ Novels – 2nd to 6th class.
- ❖ Peer Tutoring
- ❖ DEAR (all year round)
- ❖ Book Buddies
- ❖ SNIP and Toe by Toe
- ❖ Literacy Lift Off
- ❖ Guided Reading

Parental Involvement

- ❖ Shared Reading
- ❖ Parent Teacher meetings
- ❖ Readathon
- ❖ Newsletter regarding Literacy Lift Off
- ❖ PTA fundraising for Literacy Resources

Word Identification Strategies Used

Infants-3rd Class

- Jolly Phonics
- Picture as Context
- Sentence building – syntax
- Word prediction – Big Books, Experience charts
- Close Procedure
- Scrambled sentences
- Semantics-i.e. Understanding the meaning of words
- Magic Emerald Reading Scheme

4th - 6th Class

- Context
- Close procedure
- Oral Prediction
- Unscrambling Sentences
- Self Correct
- Identifying
- Awareness of function of punctuation marks
- Reading schemes in use

Reading Strategies

Eagle Eye	Chunky Monkey
Stretchy Snake	Flippy Dolphin
Skippy Frog	
Tryin’ Lion	
Lips the Fish	

Schools Development of phonological and phonemic awareness

General Principles

- Our infant programme is based on Jolly phonics. A systematic phonic programme is followed in our school.
- An ideal lesson should follow these steps:
 1. Review of sight words containing the sound, shop, ship etc.
 2. Isolation and identification of the sound eg sh
 3. Blending of the sound with known ending e.g. sh-ape, sh-ade etc
 4. Spelling the new words.
 5. Activities e.g. word building sh-
- In building up a sight vocabulary, pupils should be introduced to the major phonic elements within each word, eg stand = st sound =+nd sound
- It is desirable that the phonic programme should be integrated with the spelling programme.

Glossary of terms

Phonic method

An approach to reading instruction where the emphasis is placed upon the sound value of letters as a means of word recognition.

Analysis

Breaking down a word into its individual letter sounds, e.g. ship = sh+I+p

Blending

Liking together the individual sounds to form the whole word, sh+ee+p

Digraph

Two letters, vowel or consonant, which combine to make one sound:

chin meat

Diphthong

Two vowels blending to make one sound: oil

Assessment

Assessment in phonics will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:

Junior Infants - formal assessment. Check if each child knows letter sounds on his/her won

Senior Infants - as above

Rang 1 - Use relevant parts of the York Test (sounds) – Jnrs to 6th if a teacher is concerned about a pupil's reading and writing

Rang 2 – Rang 6: Teacher monitors individual children through the daily reading and writing activities.

Resources

Junior Infants

• Jolly Phonics Manual and Resources	• Letterbags
• Phonics Workbook	• Wordbags
• Word Lists	• Phonics copy
• Sounds at work scheme	

Senior Infants

• Jolly Phonics Resources	• Phonics copy each
• Word Lists	• Phonic Poems
• Workbook	• Look/Listen & learn book

Rang 1 – 6

• Spellbound/Spellcheck	• Worksheets
• Look/Listen & learn book	• Toe by Toe Programme

NB: There is a Phonics Resource file in the Special Ed Room

Software Resources

Cambridge IWB – phonics package, Jollyphonics IWB – songs, stories, Reading for literacy, Twinkle website.

Homework

Homework in Phonics will not be given in isolation as it will come under spellings & functional writing

Communication with parents

Particular problems will be documented informally and parents will be orally notified. They will be encouraged to help the child, and will be shown how to support their child's learning in this area, eg through wordlists, word games, strategies etc...

Scheme of Work

Junior Infants:

1. Consonants in initial positions (names and sounds) s,t,p,n,c,k,h,r,m,d,g,l,f,b,j,z,v,y,x,qu (as in Jolly Phonics Programme) to be introduced by Easter.
2. Short vowels in initial positions (names and sounds)
Blending of initial sounds when 3 sounds taught, i.e. s-a-t = sat
3. Short vowels in medial positions = familiarisation with short vowels sounds
4. Revision of initial sounds after Easter
5. Continue blending to make 3 letter words, e.g. cab
6. Building up word families (cat, bat, mat etc)
7. Introduction of onset and rime, e.g. c = at
8. Word lists based on 3 letter words

Snr Infants:

1. Teacher revises Junior Infant Phonic Programme and finishes sounds.
2. ai, oa, ee, or, ng, oo, ch, sh, th, ar, wh – depending on readiness
3. Pay particular attention to discriminating between vowel sounds
4. Concentrate on blending and analysis
5. Build up word families e.g. at, am, an, in

Rang 1

Revise

1. Building of word families
2. Consonants in initial positions :
3. g(hard) k v y j (fun, king etc)
4. Final double consonants: -ss -ll (mass, hill etc)
5. Common endings: -ed -ing -s (singing, sings etc)
6. Initial blends bl cl fl gl pl sl sp st
7. Final blends : -nd -st -nt -ft
8. Initial diagraphs: ch- sh- th-
9. Final diagraphs -ch -sh -ng
10. Common irregular words: taken from reading scheme (wordbag nightly – 12 a week)
11. Long vowels with silent e

Rang 2

1. Long vowels with silent e: mane, fine, bone, cure
2. Double e: -ee , bee etc (Reinforce ee)
3. Initial blends: sm- sn- sc- sk- sw- tw- br- cr- dr- fr- pr-
gr- tr-
4. Final blends: -lt -sp -ld -sk -ly
5. Word endings: -er -est d -ly (y as award ending)
6. Initial diagraphs: qu- wh- ph- -sh -ch -th
7. Final diagraphs: -th -tch -st -th -ck
8. Vowel diagraphs: -ay- -ea- -ie -oe-
Teach: *when 2 vowels go walking, the first one does the talking*
9. Simple two-syllable words: kitchen hotel
10. Common irregular words, e.g. cough, ghost etc based on reading scheme
11. Compound words
12. Simple Homonyms – eg their, there, too, two, to.

Rang 3

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow (bow tie/bow your head)
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: their/there see/sea no/know two/to/too etc
threw/through site/sight
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. three and four syllable words: aeroplane television

Rang 4

As in rang 3, plus

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: hole/whole eight/ate deer/dear not/knot
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. Irregular words: busy etc. take irregular words from scheme

Rang 5

1. Root families e.g. express/expressing/expression
2. Prefixes – in, mis, pre, over,
3. Suffixes –ed, -er, ing, -al, ful, fully
4. Syllabication
5. Compound words
6. Simple homonyms: extension of work in Rang 3 and Rang 4. More challenging groups
7. Irregular words based on reading scheme

Rang 6

1. Root families
2. Prefixes – dis trans intra
3. Suffixes – able, -ance, -ire, -ist
4. Syllabification
5. Compound words
6. Simple homonyms: revise earlier work, plus more challenging lists
7. Irregular words based on reading programme

Spellings

Regular class time will be timetabled for the teaching of spelling strategies.

The convention of spelling will be achieved progressively through a multi-dimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness (see page 58 Teacher Guidelines)
- Linking it with onset and rime, see page 58
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling personal word banks, eg personal names, local place names, seasonal words
- Using dictionaries and thesauruses
- Using strategies such as
 1. Look, say, cover, write, check
 2. Music
 3. ICT
 4. Mnemonics
 5. Rhythm and rhyme
 6. Creation of word searches
 7. Aide memoires
 8. Spelling buddies
 9. Breaking words into syllables
 10. Exaggeration of the word
 11. Word shapes □□□□
 12. Anagram
 13. Synonyms
 14. Antonyms
 15. Editing
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Junior Infants: Spellings

- Learn to form and name individual letters using various materials
- Understand left-right orientation when forming words
- Copy letters and words informally and from signs in the classroom
- Write own Christian name
- Use labels to name familiar people and things

Homework

Homework in spelling will consist of letter/word recognition and formation. Spelling lists will not be given at this stage

Assessment

Informal teacher assessment of knowledge of letter and word structure.
Teacher designed tests – Jackson phonics 3.

Senior Infants: Spellings

- Learn to form and name individual letters using various materials
- Understand left-right orientation when forming words
- Copy letters and words informally and from signs in the classroom
- Write own name, Christian name and surname
- Use labels to name familiar people and things
- Write letters and simple words from memory
- Become aware of lower case and capital letters
- Develop the confidence to use approximate spelling

- Begin to develop conventional spelling of simple words, eg 3 letter words using onset and rime, e.g. c-at, b-at, r-at
- Simple spellings based on phonic programmes – e.g. Spellbound Snr Infants
- Word banks will consist of pupil's own name, teacher's name, 1st 40 words from the Dolch list
- Depending on class ability – my spelling workbook

Homework

Homework in spellings will consist of letter/word recognition and formation. 2 spellings & 2 sentences/night.

Assessment

Teacher designed – Friday tests.

Informal teacher assessment of knowledge of letter and word structure.

MIST Standardised Test

Rang 1

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 2 syllable words/3 syllables
- Spell correctly a range of familiar important and regularly occurring words.
- 2 daily activities based on week's words and use of variety of sources as aids to spelling eg. Class reader/library books, word banks.
- Develop Word Bank to include
 1. Numbers 1 – 10
 2. Colours
 3. Names of class mates
 4. Dolch list 1-100
 5. Class topics
- Spelling lists will not be taken from reader
- Children may be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists for different groups.

Pupil Resource

- Spellbound Book

Homework

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings, Spelling book etc as above, and will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 4 per night and 4 sentences.

Assessment

- Regular testing will take place – daily and Fridays.
- Total of words to be tested in a test will not exceed 16
- Spelling tests will be marked by the teacher, and records of progress kept.
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

Rang 2

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - 2/3 syllable words
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Work Bank may include
 1. Numbers 1 – 20
 2. Days of the week
 3. Seasons
 4. Relevant countries
 5. Commonly used words which sound the same, e.g. blue/blew
 6. Commonly used words which mean the same, e.g. big-huge
 7. Commonly used words which are opposite, e.g. large – small
 8. Commonly used question words, e.g. when, what, where, how etc
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists for different groups

Pupil Resource

Each pupil will have a spelling workbook, a dictionary sheet and a dictionary.

Homework

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings, Spelling book etc as above, and will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 4 /5 per night

Assessment

- Regular testing will take place
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above
- Spellings will be marked by the teacher
- Children may enjoy recording their progress on a graph template

Rang 3

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Word Bank may include
 - 1 Numbers 1 – 100
 - 2 Ordinal numbers 1st – 10th
 - 3 Days, months, seasons
 - 4 Names of class mates
 - 5 Relevant countries and counties
 - 6 Homonyms
 - 7 Synonyms
 - 8 Antonyms
- Use of dictionary copy/sheet.
- Spelling lists will not normally be taken from reader.
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists.

Pupil Resource

Each pupil will have a spelling workbook, dictionary and a dictionary copy/sheet.

Homework

- Adequate time will be given to learn spellings and spelling strategies in class
- Words will be based on phonics, word strings, Spelling lists etc as above, and will not normally be based on reader
- Lists of spellings to be memorised will be divided into daily segments, eg 4/5 per night.

Assessment

- Regular testing will take place
- Full sentence testing will occasionally be used at this level e.g. dictation.
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.
- Marking – children may occasionally be involved in marking their own work or the work of their peers at this stage, under the guidance of the teacher

Rang 4

- Learn about an increasing more complex set of word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 4 syllable words
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Work Bank may include
 1. Ordinal numbers 1st – 100th
 2. Full names of pupils
 3. Placenames and addresses
 4. Class topics
 5. Homonyms
 6. Synonyms
 7. Antonyms
 8. Curricular topics
- Spellcheck
- Spelling lists will not normally be taken from reader.
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists.

Homework

- Adequate class time will be given to learn spellings and spelling strategies
- Lists of spellings to be memorised will be divided into daily segments, eg 6/7 per night
- Words will be based on phonics, word strings, Spelling lists etc as above, and will not normally be based on reader

Assessment

- Regular testing will take place
- Full sentence testing will occasionally be used at this level dictation.
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher

Rang 5 and Rang 6

- Increased use of dictionary
- Use of thesaurus
- Study word derivation. eg octagon, century etc
- Learn about an increasingly more complex set common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

Homework

- Adequate class time will be given to learn spellings and spelling strategies
- Lists of spellings to be memorised will be divided into daily segments, eg 6/8 per night

Assessment

- Regular testing will take place
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.
- Full sentence testing will occasionally be used at this level
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher

Note:

SEN – Collaboration between Class teacher & SEN teacher in relation to marking spellings and tests are administered in SEN room on Fridays.

Planning Grid for Literacy Year 1

Term	Writing	Reading		Oral Language	Grammar & Punctuation	Integration
Term 1	Narrative	<u>Predicting:</u> <ul style="list-style-type: none"> Split Images Personal Predictions Check the text Crystal Ball Think Sheet Extended Anticipation Guides <u>Making Connections:</u> <ul style="list-style-type: none"> Connecting with the Text Before and After Chart Think and Share Linking Lines What's in a text? 	<u>Visualising:</u> <ul style="list-style-type: none"> Picture This! Sensory Chart Post Your Senses Changing Images Open Mind Portrait Information Images <u>Declunking</u>	Storytelling Anecdotes Conversation	Linking Words Contractions Paragraphs Speech Marks Pronouns Letter Writing	History SPHE
Term 2	Persuasive	<u>Questioning</u> <ul style="list-style-type: none"> Clouds of Wonder Stop and Think Cards B.D.A Questions Written Conversation <u>Determining Importance</u> <ul style="list-style-type: none"> What's your story? Famous 5 – Key Word Search V.I.P's Main Idea Pyramid 	<u>Comparing</u> <ul style="list-style-type: none"> Venn Diagrams Like or Unlike? Just Like Double Entry Journal 	Arguments & Debates Extended Conversations Discussions	Fact and Opinion Sentence Steps Persuasive Language Linking Words	SPHE Media Studies
Term 3	Explanation	<u>Inferring</u> <ul style="list-style-type: none"> Character Self Portrait Interviews Rating Scales Report Card What's my point of view? Developing Dialogue 	<u>Synthesising</u> <ul style="list-style-type: none"> Turn on the Lights Plot Profile Great Debate Synthesis Journal <u>Re-reading</u>	Questioning and Inquiry Interest talks Partner and small group Inquiry Extended Conversations	Comparatives Cause and Effect Linking Words Adjectives Verbs	SESE

Planning Grid for Literacy Year 2

Term	Writing	Reading	Oral Language	Grammar & Punctuation	Integration
Term 1	Recount	<u>Summarising and Paraphrasing:</u> <ul style="list-style-type: none"> • Oral Summaries • Reciprocal Retells • Main Idea Sort • Newspaper Report • 66 Words <u>Declunking</u>	Extended Conversations Oral Reports Storytelling and Anecdotes Greeting	Simple past tense Action Verbs Linking Words/Time Letter Writing	History
Term 2	Procedure	<u>Skimming and scanning:</u> <ul style="list-style-type: none"> • Picture Flick • Graphic Overlays • Sneak Preview • Hint the text challenge • Beat the Buzzer Quiz • Retrieval Charts • Interesting Words Chart <u>Re-Reading</u>	Instructions Questioning and Inquiry Partner and Small group Inquiry	Sequencing Words Bossy verbs and adverbs Timeless present tense	Science
Term 3	Report	<u>Determining Importance</u> <ul style="list-style-type: none"> • What's your story? • Famous 5 – Key Word Search • V.I.P's • Main Idea Pyramid <u>Skimming and Scanning</u> <ul style="list-style-type: none"> • Picture Flick • Graphic Overlays • Sneak Preview • Hint the text challenge • Beat the Buzzer Quiz • Retrieval Charts • Interesting Words Chart 	Oral Reports Interviews Interest Talks Arguments and Informal Debates	Amazing adjectives Vivid verbs Descriptive language	SPHE Media Studies

Whole School Plan - Reading Strategies

* The following is an outline framework of the strategies that will be taught to each class level over the period of one school year.
 * This outline framework is spiral and developmental in nature.

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st Class</u>	<u>2nd class</u>
<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Declunking 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying • Comparing
<u>3rd Class</u>	<u>4th Class</u>	<u>5th Class</u>	<u>6th Class</u>
<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying • Comparing • Determining Importance 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying • Comparing • Determining Importance • Inferring 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying • Comparing • Determining Importance • Inferring • Synthesising 	<ul style="list-style-type: none"> • Prediction • Making Connections • Visualising • Re-reading • Questioning • Declunking • Clarifying • Comparing • Determining Importance • Inferring • Synthesising

Assessment and Record Keeping

Oral language is assessed informally by each class teacher. Reading is assessed through a combination of teacher observation and standardised testing (Drumcondra Primary Reading Test, Micra T and Middle Infant Screening Test). Diagnostic assessment is administered as required at Learning Support level. Informal assessment by the class teacher is conducted on an ongoing basis. Standardised assessment is administered on an annual basis during the final term. Test results are used to establish the needs of individual pupils and to inform future planning. Results of formal assessments are collated over the period of a child's attendance at our school.

Children with differing needs

Children with learning difficulties and special educational needs are helped to achieve their potential in the core skills or oral language, reading and writing. Assessment is ongoing and an Individual Education Programme/Plan (IEP) is drawn up and co-ordinated by the Learning Support Teacher in consultation with the class teacher, the pupil, the parents and the Special Needs Assistant (SNA). Specific short-term targets are agreed between all concerned e.g. in relation to reading, homework, handwriting. Regular consultation also takes place with external professionals e.g. Speech Therapist, Occupational Therapist. The class teacher maintains first line responsibility for the welfare of the child. Suitable resources are provided to meet the learning needs of individual children.

Equality of Participation and Access

We are committed to the provision of equal opportunities to all our pupils in the implementation of our English programme. Equal opportunities are provided to all pupils to participate in discussions, debates, reading and writing opportunities etc. The use of language and textbooks deemed to be sexist is avoided. Attention is afforded to developmental differences and remedial action is taken where appropriate. We encourage gender awareness through promoting consideration of the roles associated with men and women in literature, the media, advertising etc...as well as consideration of the language associated with such roles.

Organisational Planning

Timetable

A weekly minimum of three hours is allocated for English in the Infant Classes and four hours from 1st to 6th Classes. Extra discretionary curricular time is allocated to English as appropriate. A significant emphasis is placed on the provision of discrete time for oral language. All the way from Jnrs through to 6th class.

Homework

A range of activities given such as:

Read at home Fallons Programme

Newspapers

Library books

Spellings & Sentences

Comprehension Questions.

Shared Reading

Literacy Lift Off – Familiar Reading

Guided Reading – Familiar Reading

A balance between oral reading and writing activities will be maintained.

The class teacher and learning support teacher liaise with regard to homework.

Library

In our school, a library is located in each classroom. All books are organised according to their level of difficulty and category of interest. Each library is organised by the respective class teacher. Junior libraries are well stocked with wide range of books with senior libraries extending this range to include factual and reference books. Pupils change their books as often as required and record is kept of books read to ensure they experience reading in different genres. The local librarian visits the school bi-annually and encourages the children by bringing samples of books and reading excerpts. A reading culture is promoted in the school by participation in the Readathon every October. Our stock of books is regularly updated through the support of the County Library and through parents' donations of books.

Resources and ICT

In our school, we have the following resources to facilitate the implementation of our plan:

- ♦ Ancillary materials from language scheme which include resource books, posters
- ♦ Chatterbox Oral Language Programme
- ♦ Jolly Phonics Programme
- ♦ Levelled Readers
 - Nelson Literacy Directions
 - Big Cat (Collins)
 - Blueberry Hill
 - Engage
- ♦ Comprehension Boxes – Prim Ed
- ♦ Aistear Resources
- ♦ Sets of Class Novels for 3rd to 6th Classes
- ♦ Well stocked classroom libraries including a selection of Big Books
- ♦ Drama/dressing up box
- ♦ Selection of toys, phones etc
- ♦ Digital Camera
- ♦ CD player in each classroom
- ♦ Computer and laptop in each classroom
- ♦ Cambridge ICT resources on IWB

Resources in each classroom

Infant Classroom:

- ♦ Oral language cards – Chatterbox (1)
- ♦ Folens: Oral Language Poster Series – Posters & Teacher Manual
- ♦ Jolly Phonics – Teachers Manual, wall frieze, starter kit etc...
 - Jolly phonics for the IWB
 - Jolly phonics DVD
- ♦ Magic Emerald oral language posters – Jnr & Sr Infants
- ♦ Magic Emerald oral language cards – Jnr & Sr Infants
- ♦ Reading Zone (Folens) Big Books, Readers, Teachers Manual, Flashcards – Jnr & Snr Infants
- ♦ Big Box Adventures (Edco) Teachers Manual – Jnr & Snr Infants
- ♦ Poetry Posters + Wandsville Rhymes (Big Book Wonderland)
- ♦ The big Book of early phonics
- ♦ Sounds at Work A+B
- ♦ First steps – Beginning to Read
- ♦ Sand paper letters
- ♦ Play dough, threading beads, pegboards
- ♦ Nexus HB pencils
- ♦ Magnetic Letters – Capital & lower case

Snrs/1st Room

- ♦ Aistear: Theme Folders & Props
- ♦ Oral language Cards – Chatterbox 1
- ♦ Magic Emerald 1st & Snr Infant Oral Language Posters
- ♦ Phonics – Photocopiable Resources
- ♦ Jolly Phonics – Snr Infants
- ♦ Toe by Toe and SNIP
- ♦ Big book of Early phonics
 - Word families
 - Time to Rime
 - Poetry – folder of suitable poems for 1st & Snr Infants

- High in the sky Poetry Book
- 1st Steps writing Resource Book.
- Prim Ed: Phonic Poems
- Prim Ed: Big Book of Early Phonics
Big Book of Phonics
- Twinkle membership

2nd /3rd Room

Oral language Cards

- Chatterbox 2+3
- Magic Emerald 2+3
- Speaking & Listening – Prim Ed
- First Steps Resource Book

Spellings

- Spellbound B+C

Phonics – Photocopiable Resources

- Vowel Digraph Book
- Phonic Skills Book 1
- Word families (Remedia Publications)
- Phonic Poems
- Sounds in Action 2+3

Poetry

- Puffin Book of Utterly Brilliant Poetry.
- Very 1st Poetry BK – John Foster
- Blue skies
- Poetry Anthology 2nd & 3rd Class

Writing

- Adventures in literacy
- Big Book Series
- First Steps Resource Book

Reading

- My Read at Home 2+3
- First Steps Resource Book
- Reading Zone 2nd & 3rd Class

Comprehension

- Building Bridges of Understanding
- Teaching Comprehension Strategies 2nd & 3rd – Prim Ed

3rd & 4th Room

Oral language

- Magic Emerald Cards 3rd & 4th
- Prim Ed – listening comprehension – Middle level
- Chatterbox Cards 3

Spellings

- Spellcheck 3/4

Reading

- Reading Zone: The Talking Horse
The Golden Harp
- Read at Home 3/4

Writing

- Wordwise 3+4
- Literacy Leap 3rd & 4th
- Better English 3rd & 4th

Phonics

- Sounds Good Phonics 3+4

5th/6th Room

Oral Language

- ‘Listening + Speaking’ – 6th Class Folens (oral language)
- ‘Listening + Speaking’ – 5th Class Folens (oral language)
- I’m a Meteor’ – Drama + Language Activities (Starway)
- ‘Listening + Speaking’ – Upper Primary ‘Prim E’
- Magic Emerald Cards – 5th + 6th Class

Reading

- Class novels (school or borrowed)
- Read at Home 5+6 (photocopied)
- Reading Zone 5+6
- Guided Reading Books (school)
- Fiction & Non Fiction extracts – From the following books:
 - Racing Ahead Stage 4 – Book 2 – Fallons
 - Racing Ahead Stage 4 – Book 1 – Fallons
 - Fireworks 5th Class anthology – Gill & Macmillan
 - Fireworks 6th Class anthology – Gill & Macmillan

Writing

- Better English 5th Class
- Better English 6th Class
- Photocopying from the following for creative writing
Eg. Narrative, persuasive, recount, report writing etc:

Exercise your English 6 – Edco

Exercise your English 5 – Edco

The English Workbook – Developing Literacy Book F – Prim Ed

The English Workbook – Developing Literacy Book G – Prim Ed

Literacy Leap 5th Class - Folens

Literacy Leap 6th Class - Folens

Individual Teachers Planning and Reporting

See attached for

1. Cuntas Miosuil / Fortnightly Plan
2. Long term Template
3. Weekly Planning Template for Literacy Lift Off
4. Weekly Planning Template for Guided Reading

Staff Development

Staff development needs are identified through review and discussion at termly staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed. Responses may include the organisation of a staff development day/session, engagement of external expertise, attendance by a representative of the staff at specific in-service and /or the provision of required resource materials. Notices of upcoming courses in Thurles Ed Centre and Kilkenny Ed Centre are circulated to each staff member. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings or a staff development day.

Parental Involvement

At Upperchurch NS, we encourage and welcome the involvement of parents in their children's education. Such partnership is exemplified in:

- ♦ Our initial meeting for parents of the incoming Junior Infants at which the importance of speaking with and listening to as well as reading to and with the young child is discussed.
- ♦ Annual Parent/Teacher meetings which allow for a discussion of individual children's progress.
- ♦ Informal Parent/Teacher meetings convened at the request of the parent or teacher.
- ♦ Written communications via the child's Homework Journal.
- ♦ Other written communications e.g. School Newsletters, notes.
- ♦ Parental involvement in the organisation for Readathon.
- ♦ Implementation of partnership schemes which include our shared reading programme.
- ♦ Reading tips sheets distributed at November Meeting.

Community links

We encourage the children to talk with their grandparents & others in the locality regarding its history and folklore

Contributions from the children are encouraged and welcomed to the school. Articles on local clubs/organisations are researched for Christmas and Summer Bulletins.

Linkage and Integration

While our English Plan is presented under the three strand unit headings of oral language, reading and writing, the practice in this school is that all three strand units are interlinked. The manner in which our plan is organised also provides significant opportunities for its integration with all other curricular areas.

Success Criteria

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

Oral Language

- ♦ Increased confidence and competence in communicating.
- ♦ Greater willingness to express opinions and participate in class discussions.
- ♦ Improved listening skills

Reading

- ♦ Improved standards in reading
- ♦ Increased involvement in voluntary reading.
- ♦ Involvement of parents in shared reading activities
- ♦ Experiencing of reading as an enjoyable pursuit.

Writing

- ♦ Greater fluency and explicitness in communicating ideas and experiences.
- ♦ Enhanced experience of writing and sharing stories and poems
- ♦ Use of ICT
- ♦ Improved presentation of written work.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents

Roles and Responsibilities

The implementation of our plan will be supported as follows:

Roles	Person(s) Responsible
Development of schemes of work	Class Teacher
Assessment (Standardised/Diagnostic)	Class Teacher/Learning Support Teacher
Co-ordination of Class Libraries	Each Class Teacher
Purchasing of Resources	Decided at staff meetings
Co-ordination of monitoring and evaluation of plan	Principal

Implementation and Review

The implementation of this plan commenced in September 2011. Overall review of this plan will commence in Term I 2017/2018 when the new Language Curriculum will be implemented.

Ratification and Communication

This plan was originally ratified by the Board of Management of Upperchurch NS at its meeting on the 6th October 2011. Updates were communicated to the Board on Mar. 21st 2017. It was agreed to complete an overall review following staff training/in service on the New Curriculum.

Signed P.J. Harrington

Chairperson, Board of Management

Date 21st March 2017

Signed Alma Quinn

Principal

Date 21st Mar. 2017

