

English - Whole School plan

Introduction

Rationale

It is hoped that this school plan will be a useful tool for teachers providing them with clear guidelines in the teaching of English and ensuring consistency and continuity in practice throughout the school. During the development phase of this plan, some concern was expressed regarding pupil achievement in certain aspects of our English programme. We have therefore decided that pupils would benefit from the development and implementation of a co-ordinated programme of learning. This plan also reflects main areas of emphases in the English curriculum statement (Gov. of Ireland 1999) and accompanying Teacher Guidelines.

The plan also reflects our actions and strategies for the St. Colman's SSE plan.

Vision

Our vision in St. Colman's N.S. is to ensure that pupils are holistically developed in order to assist them in contributing and playing a fulfilling role in their own community. We see the development of their language skills 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 children leaving our school should have a competency in all aspects of the English language. We also see the teaching of English as something which underpins all other subjects across the primary curriculum. We believe that language learning as a tool for lifelong learning.

Aims

In teaching English we aim:

- To promote positive attitudes and develop an appreciation of the value of language-spoken, read and written
- 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 speak, read and write independently and effectively.
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

English Curriculum pp. 10-12

Broad Objectives, Content and Methodologies

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy.

The strands of Receptiveness to language, Competence & Confidence in using language, developing cognitive abilities through language & Emotional & Imaginative development through language are understood in the context of learning language and learning through language. We feel the better the child's ability with language, the more effectively he/she will learn. Therefore the integration of oral language, reading and writing is of paramount importance. The development of oral language is given an importance as great as that of reading and writing at every level.

Within each strand, the strand units reflect the contribution oral language, reading and writing make to that particular facet of the child's development and these strand units contain the detailed elements of curriculum content.

Methodologies:

This plan will inform all teachers of the methodologies used in teaching English i.e. talk and discussion, collaborative learning, active learning, use of the environment, problem-solving and skills through content.

Oral Language:

(Oral Language is a main target in our School Self evaluation Plan for the academic year 2013/1014 – see SSE Plan)

Approach to Oral Language:

The agreed approach to Oral Language will draw on three areas of content:

Discrete Oral Language

- **45 minutes per week as per SSE plan. Will be indicated on class timetable by each teacher.**

Form, structure, use of language and grammar are addressed during Discrete Oral Language time. Children are encouraged and taught to use correct pronunciation, grammar etc. when speaking. Discrete oral language will be addressed using curriculum objectives as guidelines e.g.

introducing oneself and others; greeting others and saying good-byes; giving and receiving messages; using the telephone; making requests for information; giving directions; expressing appreciation; welcoming visitors; making a complaint; expressing sympathy etc.

Bearing in mind the context of the school, we are aware that there is a huge diversity in the oral language skills of children entering our school. Therefore the pivotal role of oral language as an integrating factor in all aspects of the English programme is recognised.

- **Integrating Oral language through the Reading and Writing process**

The following oral language activities and skills will be developed through the teaching of reading and writing - comprehension strategies, language experience approach, brainstorming at the pre-writing stage, peer-conferencing and conferencing with teacher, children in author's chair, use of novel, writing process, etc.

- **Integrating Oral language across the curriculum**

The following oral language skills will be targeted in an integrated way e.g. describing skills in Visual Arts, listening skills in Music and PE, turn taking, expressing opinions, media study in SPHE.

Planning oral language across the three strands ensures that these three areas of content are adequately addressed.

In planning for oral language across the strands, the following contexts are utilised (T.G. pp. 38-49):

- Talk and discussion
- Play and games
- Story
- Improvisational Drama
- Poetry and Rhyme

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work.

Resources that will be used in our school include: Chatterbox, Magic Emerald Cards, Reading Zone Oral Language posters, Folens Listening and Speaking and Prim-Ed Oral Language books.

SET Team Resources -

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 and Methodology 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. <i>Observe commands and classroom instructions</i> ▪ Listen to a story or description and respond to it. <i>Oral responses to story. Questions and answers. Use of story tapes</i> ▪ Hear, repeat and elaborate words, phrases and sentences modelled by the teacher <i>Teacher models correct speech structure.</i> ▪ Use and interpret tone of voice expressing varying emotions <i>Teacher uses voice control to express emotions during storytelling, poetry, drama, Big Books etc.</i> 	<ul style="list-style-type: none"> ▪ Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. <i>Talk about experiences during news time, birthdays, and maths time. Discuss child's future plans, holidays, after school activities. Maths – relate to Time SESE – related to Timelines Imaginary experiences – storytelling, drama, song</i> ▪ Choose appropriate words to name and describe things and events. <i>Vocabulary development and language enrichment</i> 	<ul style="list-style-type: none"> ▪ Provide further information in response to the teacher's prompting. <i>Teacher provides comfortable environment and positive prompting. Give child time/space to respond. Give further encouragement and praise following response as a result of prompt. Use of Circle Time for Positive Environment.</i> ▪ Listen to a story or a narrative and ask questions about it. <i>Storytelling within the programme combined with questioning Use of Stay Safe/ Walk Tall programmes for further development of cognitive ability</i> ▪ Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, 	<ul style="list-style-type: none"> ▪ Reflect on and talk about a wide range of everyday experience and feelings. <i>Everyday experiences expressed through News, SPHE, Walk Tall</i> ▪ Create and tell stories. <i>Finishing, sequencing, changing ending or beginning of stories. Use of objects to create a story</i> ▪ Listen to, learn and retell a rich variety of stories, rhymes and songs. <i>Use of variety of stories and rhymes. Re-tell stories that children enjoyed in the past, children's choice of stories.</i> ▪ Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt. <i>Discuss poems/rhymes. Enjoyment of drama, oral language lessons. Discussion. Provide</i>

<ul style="list-style-type: none"> ▪ Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner. <i>Understanding and development of use of eye contact and body language</i> ▪ Mime and interpret gesture, movement and attitude conveying various emotions. <i>Integrated with SPHE. Appropriate conversation cues</i> 	<ul style="list-style-type: none"> ▪ Experiment with descriptive words to add elaborative detail. <i>Vocabulary development and language enrichment</i> ▪ Combine simple sentences through the use of connecting words. <i>Language activities based on use of conjunctions 'and' 'because' 'then'</i> ▪ Initiate and sustain a conversation on a particular topic. <i>Sustain particular topic through circle time, news time. Use cross curricular subjects for language development – Alive O, SPHE, SESE</i> ▪ Use language to perform common social functions. <i>Daily classroom interaction - Use language for manners, formalities, orders</i> 	<p>position. <i>Link with Maths for colour, shape, size. Everyday movements around classroom for order, e.g. Time, Circle Time, Action movement</i></p> <ul style="list-style-type: none"> ▪ Discuss different possible solutions to simple problems. <i>Provide a wide range and level of questioning</i> ▪ Ask questions in order to satisfy curiosity about the world. <i>Ask questions relating to child's own environment, experiences, family, news, SESE</i> ▪ Show understanding of text. <i>Questioning re text to develop appreciation and understanding</i> 	<p><i>props for drama</i></p> <ul style="list-style-type: none"> ▪ Use language to create and sustain imaginary situations in play. <i>Development through drama, mime, role-play</i> ▪ Listen to, learn and recite rhymes, including nonsense rhymes. <i>Use of core list of Rhymes, riddles, for Junior and Senior infant Classes. Develop nonsense rhymes, change original rhymes</i> ▪ Listen to, learn and ask riddles. <i>Experience and enjoy riddles</i> ▪ Create real and imaginary sound worlds. <i>Use of Auditory discrimination tapes and CDs</i> ▪ Recognise and re-create sounds in the immediate environment. <i>Use of auditory discrimination tape. Creating sounds relating to pictures, animals, instruments, oral language posters.</i> ▪ Experiment with different voices in role-playing. <i>Character development-variety of peoples, ages etc</i>
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Oral Language: Content and Methodology 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. <i>In oral language activities and other</i> 	<ul style="list-style-type: none"> ▪ Talk about and reflect on past and present experiences, and plan, predict, anticipate and 	<ul style="list-style-type: none"> ▪ Give a description, recount a narrative or describe a process, and 	<ul style="list-style-type: none"> ▪ Describe everyday experiences and events. <i>News time, Religion, SPHE</i> ▪ Express feelings in order to clarify them and explain them to others.

<p><i>curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use</i></p> <ul style="list-style-type: none"> ▪ Listen to stories, descriptions, instructions and directions and respond to them. <i>In English and other curricular areas, the children will have the opportunity to listen to stories and direction, and to respond to them. Use of story tapes.</i> ▪ Listen to sounds and respond to them. <i>Children will be encouraged to listen carefully to sounds, and to respond accurately to them</i> ▪ Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener. <i>The children will frequently have the opportunity to address the teacher and class, when sharing news, telling stories, news item etc</i> ▪ Use gesture and movement to extend the meaning of what he/she is saying. <i>The child will frequently have the opportunity to address the teacher and class in a meaningful manner, as above</i> ▪ Express in mime various emotions and reactions, and interpret the emotions and reactions of others. <i>Children will be afforded this opportunity in English activities, and in other curricular areas such as SPHE, Religion etc</i> 	<p>speculate about future and imaginary experiences. <i>Oral discussion during English language activities, as well as other curricular areas</i></p> <ul style="list-style-type: none"> ▪ Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. <i>In English and other curricular areas, the children will be encouraged to use increasingly more elaborate vocabulary and sentence construction</i> ▪ Experiment with word order and examine its implications for meaning and clarity. <i>Children will be encouraged to experiment and become aware of word order, especially in relation to past, present and future tense</i> ▪ Focus on the subject under discussion and sustain a conversation on it. <i>Use of language posters and brainstorming to initiate and sustain discussion</i> Initiate discussions, respond to the initiatives of others, and have practice in taking turns. <i>Children will be encouraged to express opinions, and tell stories, re-count news events etc and will be encouraged to take</i> 	<p>answer questions about it. <i>Narratives and accounts in English Language activities, as well as other curricular areas</i></p> <ul style="list-style-type: none"> ▪ Listen to a story, poem or a narrative and ask questions about it. <i>Children will listen to stories and accounts given by the teacher, and will be encouraged to ask meaningful questions about what is heard.</i> ▪ Listen to other children describe experiences and ask questions about their reactions to them. <i>Children will be encouraged to listen attentively to other children, and to question them meaningfully, whether working at English activities or other curricular areas</i> ▪ Become increasingly explicit in relation to people, places, times, processes and 	<p><i>Circle Time and SPHE</i></p> <ul style="list-style-type: none"> ▪ Tell stories in his/her own words and answer questions about them. <i>News time, other curricular areas</i> ▪ Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. <i>Use of a wide variety of poetry. Children will also be encouraged to bring in and recite their own poetry for the class</i> ▪ Re-create stories and poems in improvisational drama. <i>Linked with Drama curriculum</i> ▪ Use play and improvisational drama to sustain imaginary situations. <i>Based on other curricular areas as well as English</i> ▪ Listen to and say nonsense words and unusual words. <i>Nonsense poetry. Also linked to Phonics programme</i> ▪ Listen to, learn and tell riddles and jokes and tongue twisters <i>Experience and explore riddles, jokes and tongue twisters</i> ▪ Clap the rhythms of poems and rhymes. <i>Pulse and rhythm activities integrated with the Music programme</i> ▪ Listen to, read and recite more sophisticated nonsense verse and rhymes. <i>Children will enjoy a wide variety of poetry, rhymes and nonsense verse</i> ▪ Recognise and re-create sounds in the environment. <i>Use of auditory discrimination tapes. Linked with Music programme.</i> ▪ Use imaginative play to create humorous
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	<p><i>turns and to listen to the expressions of others</i></p> <ul style="list-style-type: none"> ▪ Engage in real and imaginary situations to perform different social functions. <i>Children will be afforded this opportunity in English activities, and in other curricular areas such as SPHE, Drama, Religion etc</i> 	<p>events by adding elaborative detail to what he/she describes and narrates. <i>Children encouraged to become increasingly explicit in their accounts.</i></p> <ul style="list-style-type: none"> ▪ Engage in real and imaginary situations involving language use. <i>This objective will be met through English activities, as well as through Drama, Poetry, SPHE, and other curricular areas</i> ▪ Ask questions that will satisfy his/her curiosity and wonder. <i>Children facilitated to ask questions in English as well as in other curricular areas</i> 	<p>characters and situations. <i>Exploration of imaginary situations and characters, use of drama</i></p>
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Oral Language: Content and Methodology 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. <i>Questions and instructions. Draw attention to new vocabulary</i> ▪ Listen to, retell and record a narrative or a description, taking turns giving the account. <i>Use of video camera recordings to improve oral language. Also encountered in reading and writing</i> ▪ Give and follow instructions on how to perform a particular task or process. <i>Teacher instruction in conjunction with drama, class discussion, circle time etc</i> ▪ Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others. <i>Use of expression in reading, narrative etc</i> ▪ Use of mime to convey ideas, reactions, emotions, desires and attitudes. <i>Mime linked to poems and stories learned in class</i> ▪ 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. <i>Circle Time, news etc</i> ▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. <i>Group work and circle time</i> ▪ Present ideas that are relevant to the subject in a logical sequence. <i>Project work - Use of questions in sequence</i> ▪ Summarise and prioritise ideas. <i>Class discussion – brainstorming in groups and project work in groups</i> ▪ Discuss the meanings and origins of words, phrases and expressions with the teacher. <i>Based on phonics, History and Geography, e.g. Roman numerals, as well as English</i> ▪ Become aware of new words and new connotations of words through his/her reading and writing experience. <i>underline and explain new words</i> ▪ Play synonym and 	<ul style="list-style-type: none"> ▪ Discuss issues that directly affect his/her life. <i>Topics encountered in Circle Time, Stay Safe, etc</i> ▪ Discuss a story being read and predict future events and likely outcomes in it. <i>As in reading, e.g. what will happen next in the story</i> ▪ Discuss different possible solutions to problems. <i>What would you do? Circle Time, Walk Tall, Stay Safe etc</i> ▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. <i>Topics encountered in Circle Time, Stay Safe and Walk Tall</i> ▪ Discuss causes and effects in relation to processes and events and predict possible outcomes. <i>As well as English work, SPHE work – consequences of choices made</i> ▪ Listen to a presentation and discuss and decide which the most important questions to ask 	<ul style="list-style-type: none"> ▪ Describe everyday experiences to the class or group and discuss them. <i>News, Circle Time, religion etc</i> ▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. <i>Based on reading materials and class discussions</i> ▪ Express reactions to events and characters in stories. <i>Based on reading and class discussions</i> ▪ Discuss reactions to poems. <i>Question the children. Allow them to give their views</i> ▪ Create and tell stories to the class or group and retell them after questioning, comparing the versions. <i>Teacher directed as well as developed by child</i> ▪ Express feelings and attitudes through improvisational drama. <i>Drama, stories. Acting out a poem</i> ▪ Create and sustain imaginary contexts through improvisational drama. <i>Dramatisation of stories, poems etc</i> ▪ React to poems through improvisational drama. <i>Dramatisation of poetry</i> ▪ Dramatise stories.

<p><i>Listen and respond to a musical piece.</i></p>	<p>antonym games. <i>Words encountered in reading and the writing of same, e.g. skills book</i></p> <ul style="list-style-type: none"> ▪ Become familiar with the functions without necessarily using technical grammatical terms. <i>Skills books and activity book work</i> ▪ Practice the common social functions in the everyday context of class and school and through improvisational drama. <i>Instructions e.g. Good morning, Proper Line etc</i> ▪ Make lists of local expressions and words. <i>To be compared with word usage of overseas children</i> ▪ Use improvisational drama to re-create well-known characters. <i>Nativity Plays, history plays etc</i> ▪ Hear, discuss and react to local storytellers and/or meet local and national authors ▪ <i>E.g. – visits to local library and Stradbally Art house</i> 	<p>are. <i>Questions, e.g. what top five questions would you ask a famous person?</i></p> <ul style="list-style-type: none"> ▪ Learn how to use the basic key questions. <i>Use of – who, what, when, where, why etc? Essays and critiques and project work</i> ▪ Make presentations to the class about his/her own particular interests. <i>Informally in class as well as formally project work and Circle Time</i> ▪ Justify personal likes and dislikes. <i>Discuss books etc in class</i> ▪ Argue a point of view and try to persuade others to support it. <i>Beginning Debate in class</i> ▪ Explore historical events through improvisational drama. <i>Drama on a particular incident, e.g. Helen of Troy</i> ▪ Explore reactions to ideas through improvisational drama. <i>Character roles – happy/sad etc</i> 	<p><i>Dramatisation of stories read in reading time as well as SPHE, Religion, history etc</i></p> <ul style="list-style-type: none"> ▪ Experience and enjoy playful aspects of language. <i>Tongue twisters, synonyms, antonyms, compound words, riddles and rhymes, nonsense verse</i>
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Oral Language: Content and Methodology for 5th & 6th Classes

<p>Developing Receptiveness to Oral Language</p>	<p>Developing Competence and Confidence in Using Oral Language</p>	<p>Developing Cognitive Abilities Through Oral Language</p>	<p>Developing Emotional & Imaginative Life Through Oral Language</p>
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<ul style="list-style-type: none"> ▪ Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure. <i>Discussion, debate, questioning. Listening to and extracting key ideas.</i> ▪ Listen to expressions, reactions, opinions and interpretations and retell or summarise them. <i>Debate, discussion, news telling</i> ▪ Listen to radio broadcasts and discuss what has been learned. <i>Re-telling news. Discussion</i> ▪ Follow detailed instructions or directions from others in order to test their accuracy. <i>Explorations, instructions</i> ▪ Take part in games in which unseen objects are identified from descriptions given by other pupils. <i>Questioning and description activities</i> ▪ Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others. <i>Good diction with appropriate expression encouraged</i> ▪ Use mime to convey ideas, reactions, emotions, desires and attitudes. <i>Character role play and non-verbal communication</i> ▪ Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, 	<ul style="list-style-type: none"> ▪ Acquire the ability to give detailed instructions and directions. <i>Instructions and explorations</i> ▪ Converse freely and confidently on a range of topics. <i>Debates. Defending viewpoints</i> ▪ Give and take turns in an environment where tolerance for the views of others is fostered. <i>Teach respect for communication through turn taking, formal debates, Circle Time etc</i> ▪ Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. <i>Role play and mime</i> ▪ Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language. <i>Discussion of jargon, slang, different usage etc</i> ▪ Understand the functions and know the names of the parts of speech. <i>Noun, verb, adjective, adverb, conjunction, articles</i> ▪ Learn about and name the basic properties of nouns and verbs. <i>Different types of nouns. Functions of verbs. Tenses of verbs</i> ▪ Become familiar with compound and complex sentences and know and understand the 	<ul style="list-style-type: none"> ▪ Discuss ideas of major concern. <i>Debate. Discussion. Circle Time Topical, national and international issues.</i> ▪ Discuss ideas and concepts encountered in other areas of the curriculum. <i>Discussion, debate and questioning during English time as well as in other curricular areas</i> Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept. <i>Local issues to global issues. Personal issues to more general</i> ▪ Use the basic key questions and checking questions as a means of extending knowledge. <i>Use of who, what, where, why etc in English work as well as in project work</i> ▪ Listen to a presentation on a particular topic, decide through discussion which is the most appropriate questions to ask, and then prioritise them. <i>Questioning logic</i> ▪ Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates. <i>Debate. Defending viewpoint</i> ▪ Justify and defend 	<ul style="list-style-type: none"> ▪ Discuss with others his/her reactions to everyday experiences and to local, national and world events. <i>News telling and discussion. Circle Time</i> ▪ Discuss the concerns of other children. <i>Everyday experiences as well as issues of local, national and international concern</i> ▪ Discuss ideas, concepts and images encountered in literature. <i>Discussion, Art, Debate based on literature</i> ▪ Discuss personal reading and writing. <i>Reading aloud children's compositions. Discussion</i> ▪ Express individual responses to poems and literature and discuss different interpretations. <i>Expressing personal preferences and reactions. Discussion</i> ▪ Discuss plays, films and television programmes. <i>Discussion, story re-construction, compare classification of genre</i> ▪ Experience and enjoy playful aspects of language. <i>Nonsense poetry, riddles, rhymes, limericks, tongue twisters</i>
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<p>paintings and photographs. <i>Discussion, assigning conversation to pictures</i></p> <ul style="list-style-type: none"> ▪ Listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content. <i>Discussion, comparing and contrasting</i> <p>FÍS Programme 2013/2014</p> <ul style="list-style-type: none"> ▪ Listen to authors reading and discussing their own work. <i>Interviews, character interviews and questioning</i> 	<p>terms 'phrase' and 'clause'. <i>Teacher directed lessons, and contextual usage</i></p> <ul style="list-style-type: none"> ▪ Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts. <i>Narratives, description activities</i> ▪ Discuss the meaning, effect and diversity of local words and expressions. <i>Exploration and discussion of local words, phrases, syntax usage</i> ▪ Hear accents and dialects other than his/her own on tape and on video and discuss them. <i>Awareness of and Respect for accents and dialects other than their own</i> ▪ Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations. <i>Character role-play. Story re-construction</i> 	<p>particular opinions or attitudes and try to persuade others to support a particular point of view. <i>Debate. Defending viewpoint</i></p> <ul style="list-style-type: none"> ▪ Respond to arguments presented by the teacher. <i>Questioning and debating</i> ▪ Discuss the value, truth or relevance of popular ideas, causes and proverbs. <i>Discussion, debate, creative enquiry, Circle Time</i> ▪ Explore and express conflicts of opinion through improvisational drama <i>Character interviews and role play</i> ▪ Explore historical contexts through improvisational drama. <i>Character interviews, role play and news telling</i> 	
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Reading

Approach to Reading:

In our approach to reading, we consider the following:

- the children's general language development
- the central role of phonological and phonemic awareness
- the planning of book related events such as book fairs (**Khan Books annually to coincide with PT meetings**)
- the involvement of parents' in children's reading -**Reading Pals (JI – 1st)**
- Buddy reading – 2nd -6th using a structured approach including text analysis.

These approaches will be recognised at all stages of children's acquisition of reading i.e. from the emergent reader, to the instructional reader and to the independent reader.

- **Print-Rich Environment**

We are very conscious of the importance of a print-rich environment throughout all classes and a variety of genres, picture books, independent reading books, charts of poems, songs and rhymes, labels and directions, name charts, written materials produced by the children, jobs chart, timetables, word charts, magnetic surfaces and magnetic letters, notice board (messages for children to read), charts of days, months, seasons and festivals calendars, theme charts, environment print in the neighbourhood, etc.

- **Basic Sight Vocabulary**

Basic sight vocabulary is an important component of the language base the child needs before embarking on a structured reading programme. It will be acquired from a number of sources, such as language experience material, large-format books, environmental print, labeling, flash cards, etc. Sight vocabulary will be developed through selecting common words, core words, and words from the reader, high interest words, Dolch list, Jolly Phonics tricky words and social sight vocabulary.

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. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

Phonics

General Principles

- This programme is based on Jolly Phonics up to 1st class. Other schemes such as Sounds in Action and Spellbound are also used.
- A systematic phonic programme with daily instruction is recommended.

- It is desirable that the phonic programme should be integrated with the spelling programme
- From Rang 2 upwards, phonics instruction will be based on sight words from the Reading Scheme and/or Sounds O.K. series and /or Spellbound series and/or Alpha to Omega/ Newell/ Sounds in Action

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

Linking 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:

Resources

Junior Infants

Jolly Phonics Manual and Resources
Jolly Phonics Interactive whiteboard material
Word Lists

Senior Infants

As above
Spellbound
Sounds in Action (Folens)

Rang 1

Combination of Senior Infants and 2nd class

Rang 2- Rang 6

Sounds O.K. series and/or Spellbound series
Alpha/Omega
Newell
Senior Grammar Workbook

Software Resources

Wordshark (L.S) complements the PAT - Phonological Awareness Training (LS)

Homework

Homework in Phonics may come in isolation or it may come under spellings and 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, e.g. through work lists, word games, strategies etc. Notes should be made in the child's file of any such consultations with parents

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.
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 = familiarization with short vowel sounds
4. Continue blending to make 3 letter words, e.g. cab
5. Building up work families (cat, bat, mat etc)
6. Introduction of onset and rime, e.g. = at

Senior Infants

1. Teachers revises Junior Infant Jolly Phonic Programme, and finishes sounds
2. ai oa ie ee or ng oo ch sh th ou
 oi ue er ar
3. Pay particular attention to discriminating between vowel sounds
4. Concentrate on analysis and blending

Rang 1

1. Consonants in initial positions :
2. g(hard) k v y j (fun, king etc)
3. Final double consonants: -ss -ll (mass, hill etc)
4. Common endings: -ed -ing -s (singing, sings etc)
5. Initial blends bl cl fl gl pl sl sp st
6. Final blends : -nd -st -nt -ft
7. Initial digraphs: ch- sh- th-
8. Final digraphs -ch -sh -ng

9. Common irregular words: taken from reading scheme and everyday writing e.g. News and free writing
10. Long vowels with silent e

Rang 2

1. Long vowels with silent e: mane, fine, bone, cure
2. Double e: -ee, bee etc
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
6. Initial digraphs: qu- wh- ph-
7. Final digraphs: -th -tch -st -th -ck
8. Vowel digraphs: -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

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
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
3. Suffixes
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
3. Suffixes
4. Syllabification
5. Compound words
6. Simple homonyms: revise earlier work, plus more challenging lists
7. Irregular words based on reading programme

Reading Fluency

The primary strategies recognised in this school to enable children to identify words are their knowledge of letter-sound relationships (grapho/phonetic cues), their experiences and understanding of the world (meaning or semantic cues) and their knowledge of the forms of language (syntactic cues).

From the outset children are encouraged to look at letters in words, the shape of words, for letters they recognise, to sound out letters that they know, to look for little words in big words etc.

Other strategies used with the children every day are encouraging the children to look at the shape of the word, look for small words, breaking the word into syllables etc.

In order to develop reading fluency among our children we ensure time is allocated weekly to reading activities such as USSR, DEAR, etc.

- **Comprehension Skills**

The comprehension skills that will be developed through language activity in our school included analysis, synthesis, inference, deduction, summarisation, evaluation and correlation. Teachers explicitly teach a number of strategies that relate to both factual texts and fictional texts including scanning, skimming, search reading, KWL, reflective reading, brainstorming and categorising, sequencing, predicting etc. by modelling the language and process for children. Comprehension skills are developed through oral and written work with an emphasis on discussion.

Reading Material

In St. Colman's N.S. we aim to use a variety of reading material such as big books, class readers, parallel readers, poetry anthologies, etc. Big Books are used to expose children to reading in order to develop their receptiveness to language. It also provides children with an opportunity to talk about reading and expose them to the conventions of print. The class reader is used to develop reading skills such as word attack skills, dictionary work, comprehension, information retrieval skills etc. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom. Parallel readers serve to give children the opportunity to read independently at their level to ensure they view reading as an enjoyable activity, to develop fluency and heighten their self-esteem. We endeavour to select reading material that lends itself to group/individual recitation, and we aim to include expository, narrative and diagrammatic/representational texts in our selection. We recognise the importance of using reading material as a means to develop our children emotionally and imaginatively and engage in activities such as character development, discuss why they chose a particular text, respond to material read through drama, art and music, etc We have adopted a variety of approaches such as collaborative reading, independent reading, group reading, whole class approach, etc and we aim to strike a balance throughout the year.

The core list of texts for each class is included in the plan. However this list is to be added to during the year by each class teacher in order to cater for children's needs and interests

Reading: Content and Methodology 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. <i>Children become familiar with a range of stories, nursery rhymes and poems. Core list of nursery rhymes</i> ▪ Become an active listener through the development of a range of listening activities based on stories read or told. <i>Predict endings of stories. Change endings. Re-telling stories and rhymes</i> ▪ Play with language to develop an awareness of sounds. <i>Wrong words at the end of a rhyme – pupils spot and correct. Nonsense verse</i> ▪ Develop a sense of rhythm and rhyme. <i>Through nursery rhymes and poetry</i> ▪ Become familiar with a wide range of environmental print, beginning with print in the classroom. <i>Flashcards in room. Labelling items. Signs around school. Link with SPHE – road signs etc</i> ▪ Learn about the basic terminology and conventions of books. <i>Use of big book. Terminology of books discussed at storytelling time. Focus on author,</i> 	<ul style="list-style-type: none"> ▪ Experience the reading process being modelled. <i>Teacher reads books and big books aloud to children</i> ▪ Handle books and browse through them. <i>Shared reading programme and Library Corner, and DEAR Time. Shared Reading will be implemented for January in Junior Infants, and from October in Senior infants (Reading Pals)</i> ▪ Encounter early reading through collaborative reading of large-format books and language-experience material. <i>Big books, Pre-reading big books and other picture books</i> ▪ Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read. <i>Sight vocab will mainly be based on the Reading programme flashcards</i> ▪ Learn to isolate the beginning sound of a word or syllable. <i>in accordance with Phonics programme</i> ▪ Learn to isolate beginning and final sounds in written words. <i>Onset and rime. Mainly oral work at Junior infant level</i> ▪ Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable. <i>Onset and rime</i> ▪ Use knowledge of word order, illustration, context and initial letters 	<ul style="list-style-type: none"> ▪ Re-read, retell and act out familiar stories, poems or parts of stories. <i>Incorporate drama with story time and poetry. Movement with stories and rhymes</i> ▪ Recall and talk about significant events and details in stories. <i>Questioning and discussion of stories</i> ▪ Analyse and interpret characters, situations, events and sequences presented pictorially <i>Focus on illustrations while discussing characters. Characters in role/drama. Sequencing stories. Integrated with SESE</i> ▪ Predict future incidents and outcomes in stories. <i>Prediction of outcomes and endings</i> ▪ Differentiate between text and pictures. <i>Structure of book</i> ▪ Understand the function of text. 	<ul style="list-style-type: none"> ▪ Associate print with enjoyment through listening to stories and poems read aloud. <i>Creation of comfortable reading environment with minimum disruption. Use variety of texts and materials to retain interest, e.g. Big Books, posters, fiction and factual books, puppets, drama etc</i> ▪ Respond to characters, situations and story details, relating them to personal experience. <i>Questioning and discussion. Relating to child's own situation. Developing empathy</i> ▪ Perceive reading as a shared, enjoyable experience. <i>Promoting Shared Reading at home and in school, in accordance with school policy</i> ▪ Record response to text through pictures and captions. <i>Creation of drawings relating to events in story or poem. Pictures of characters. Design new book cover, illustrations etc</i> ▪ Pursue and develop individual interests through engagement with books. <i>Questioning and follow up discussion on shared reading. Allow pupils choose books for Shared Reading, DEAR time</i>

<p><i>text, cover, illustrations</i></p> <ul style="list-style-type: none"> ▪ Read texts created by himself/herself and by other children in collaboration with the teacher. <i>Use of child created books</i> ▪ Learn to recognise and name the letters of the alphabet. <i>Linked with phonics and handwriting</i> ▪ Develop an awareness of some letter-sound relationships <i>Linked with school Phonics programme</i> 	<p>to identify unknown words <i>Encouraging use of contextual clues to decode print</i></p>	<p><i>Text portrays words and story</i></p>	
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Reading: Content and Methodology for First and Second 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. <i>Teacher reads stories aloud to the class. Big books are read/re-read</i> ▪ Engage in shared reading activities. <i>Each class will have a block of buddy reading each year (trialled Term 2 2014)</i> ▪ Use of class library/reading corner ▪ Continue to build a sight vocabulary of common words from books read and from personal experience. <i>Flash cards to illuminate English and other curricular areas, nature, Religion etc</i> ▪ Engage in activities designed to increase awareness of sounds. <i>Phonic education in accordance with school scheme, and phonic activities accompanying English scheme</i> ▪ Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable. <i>Drills based on the phonic programme as above</i> ▪ Learn about the sounds associated with the beginning of a word or syllable. <i>Drills to reinforce onset and rime, using words from class reader, and words from phonic programme</i> ▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. <i>Drills as above</i> 	<ul style="list-style-type: none"> ▪ Read from a range of children’s literature, choosing material for reading during silent reading periods <i>Children choose reading material from the class library and from the shared reading sets</i> ▪ Engage in personal reading <i>Children will be encouraged to read when they are finished assignments, written work etc. Classes will also frequently engage in DEAR time – Drop Everything and Read. Participation in the Book Fair</i> ▪ Learn to find books in a classroom or school library <i>Each class will have a class library of suitable books. The books will be changed regularly as the library van comes each term. Children will be encouraged to choose their own books according to their interest. Children will also choose their own books for shared reading etc.</i> ▪ Read aloud to share a text with an audience <i>Children will be</i> 	<ul style="list-style-type: none"> ▪ Pursue individual interests through independent reading of fiction and non-fiction <i>Children will pursue their individual interests through choosing books from class library and shared reading sets.</i> ▪ Adopt an active approach to a text by posing his/her own questions <i>Children will regularly be asked to make up their own questions relating to a piece of text read</i> ▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material <i>Children will be encouraged to review their shared reading and/or library books for the class, and give recommendations</i> ▪ Develop comprehension strategies <i>Through discussion of text read, the child will continue to develop his/her comprehension</i> ▪ Perform alphabetical order tasks <i>The child will be given frequent alphabetical ordering tasks, and will be taught how to attack these</i> 	<ul style="list-style-type: none"> ▪ Continue to listen to and enjoy stories and poems being read aloud <i>Teacher will frequently read poems and stories aloud to class</i> ▪ Engage in spare-moment reading and browsing by having ready access to reading material <i>Each class will have access to a class library , which will be frequently updated</i> ▪ Engage with a wider variety of text <i>Class libraries and shared reading boxes will contain a wide variety of books – fiction, factual, encyclopaedia, nature etc</i> ▪ Experience enhanced levels of self-esteem through success in reading <i>Children will experience success through reading at their own levels</i> ▪ Listen to entire stories read aloud in instalments <i>Teacher selects books to read aloud in instalments</i> ▪ Respond to characters and events in a story <i>Through discussion and drama, the children will explore and relate to characters and events in stories</i> ▪ Explore different attitudes and feelings by imagining what it would be like to be certain characters <i>Through discussion and drama, the children will explore different attitudes and feelings</i>

<ul style="list-style-type: none"> ▪ Learn about common word endings, word families and roots of words <i>Exercises and drills based on words from readers, and based on phonic programme</i> ▪ Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words. <i>The child will be encouraged to use various word attack methods when de-coding print. An encouraging reading environment will be facilitated</i> ▪ Self-correct reading errors when what s/he reads does not make sense. <i>Encouraging reading environment will be facilitated, and children will be encouraged to guess and self-correct</i> ▪ Develop reading skills through engaging with reading material appropriate to his/her stage of development. <i>Resources will include class readers, sets of novels, shared reading books and library corner</i> ▪ Adapt his/her reading style for different purposes. <i>Children will have the opportunity to read class reader, library books, as well as other reading assignments including news items, book reviews, poems</i> 	<p><i>encouraged to read aloud from class text, from shared reading books, from own choice books, and from own writings, news items etc</i></p> <ul style="list-style-type: none"> ▪ Find information and share it with others <i>Pupils will be encouraged to find information relating to nature, religion and other curricular areas as well as English, from books, IT, and from interviewing others, and they will be encouraged to share their information with others</i> ▪ Perform simple information retrieval tasks <i>Use of age appropriate books, IT, dictionaries and encyclopaedias to find information relating to topics in English as well as other curricular areas.</i> 	<ul style="list-style-type: none"> ▪ Predict future events and outcomes in a book that is being read aloud <i>Teacher will facilitate the children to predict future events and outcomes when reading from class texts and other books to the class</i> ▪ Express a more formal response by giving a considered personal opinion of a book in oral or in written form <i>Pupils will frequently be afforded the opportunity to review their shared reading and/or personal reading books for their class mates. Pupils will also complete simple written book review forms.</i> 	<p><i>expressed by characters</i></p> <ul style="list-style-type: none"> ▪ Engage frequently in informal discussion of books with teachers and others <i>Teachers and shared reading partners will engage frequently in informal discussion of the material read</i>
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Reading: Content and Methodology 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. <i>Pictures, discussion, new word, word building, story as context builder, read summary</i> ▪ Identify unfamiliar words by reference to word parts, prefixes and suffixes. <i>Break words into parts. Use of sounds, phonics, phonemics</i> ▪ Continue to self-correct reading errors. <i>Reading aloud, comprehension questions, Cloze procedures</i> ▪ Become an increasingly independent reader. <i>DEAR time, print rich environment, library, research projects</i> ▪ Understand the relationship between text and illustration. <i>Discussion of picture before reading, identify character from reading text. Relate what incident from text is illustrated</i> ▪ Refine his/her listening skills through hearing the teacher read 	<ul style="list-style-type: none"> ▪ Have access to a plentiful supply of books in the classroom library; <i>Library books, shared reading books, Book clubs, Book Fair etc</i> ▪ Use library facilities outside the school. <i>Children will be encouraged to use library outside of school</i> ▪ Select personal reading material and develop personal taste in reading for pleasure and information. <i>Children encouraged to choose own books for Shared Reading, DEAR, Book Fairs etc. Book reviews, both oral and written</i> ▪ Experience different types of text. <i>Factual books, encyclopaedia, dictionaries, Research books, newspapers etc</i> ▪ Engage with a wide variety of poetry and verse on a regular basis. <i>Read and discuss poems, Make up poems, compare poems</i> ▪ Develop basic information retrieval skills. 	<ul style="list-style-type: none"> ▪ Extend participation in listening and silent reading activities. <i>DEAR time, reading at home, discussion of children's preferences.</i> ▪ Read short books in one sitting to experience success in reading. <i>Shared reading books, Comics ,etc</i> ▪ Explore new interests and perspectives through reading. <i>Range of factual books available in classroom library, shared reading etc</i> ▪ Read books independently. <i>DEAR time, independent personal reading</i> ▪ Seek recommendations for books to read and recommend books to others. <i>Encourage children to orally recommend books to others</i> ▪ Continue to use information technology to increase motivation to read and to enhance reading development. <i>At home and at school – . Use of internet for project research</i> ▪ Know the structure and terminology of books. <i>Discussion and questioning on author, titles, illustrators, chapters, table of contents etc</i> ▪ Develop skills in locating and handling books through using well-stocked school classroom libraries. <i>Reading and researching books from library</i> 	<ul style="list-style-type: none"> ▪ Extend and develop his/her response to increasingly challenging reading material. <i>Discussion. Changing endings. Writing about text</i> ▪ Engage in talk about books. <i>Discussion. Reviews, Written accounts</i> ▪ Talk about choice of books and the reasons for choices. <i>Discussion. Reviews, written accounts</i> ▪ Recognise and discuss differences in reading tastes. <i>Individual preferences recognised and discussed.</i> ▪ Share responses with other children and with adults to cultivate a community of readers. <i>Shared reading. Library books. Critiques of books read</i> ▪ Experience a shared response to fiction through the use of a

<p>aloud. Teacher reads stories, poems, and plays. Question children afterwards. Use of recordings</p>	<p><i>Dictionary, ICT, Encyclopaedia, magazines, project work</i></p> <ul style="list-style-type: none"> ▪ Use simple dictionaries effectively. <i>Use of set dictionary from 3rd Class upwards. Working in pairs, set questions on words looked up. Put words in sentences etc</i> 	<ul style="list-style-type: none"> ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. <i>Discussion, questioning, Cloze procedures</i> ▪ Use knowledge of printing conventions as an aid to expression and comprehension. <i>Knowledge of capital letters, spelling, paragraphs, punctuation</i> ▪ Keep a record of his/her reading in various forms. <i>Recording books and authors in written and IT format. Records on Shared Reading Record Cards, Keeping book reviews</i> 	<p>class novel. <i>Reading aloud a class novel, from 3rd Class onwards</i></p> <ul style="list-style-type: none"> ▪ Read aloud with expression. <i>Dramatic reading. Drama, Role play</i>
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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. <i>Breaking words into parts, word building, phonics, phonemics, contextual clues</i> ▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication. <i>Word building, word analysis, classification</i> ▪ Engage with an increasing range of narrative, expository and representational text <i>Use of class novels, internet, research reading, history and geography projects</i> ▪ Become self-reliant, confident, independent readers, having time in class for sustained silent reading. <i>DEAR</i> 	<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. <i>Class library, magazines, newspapers, internet, and DEAR time. Introducing the short story</i> ▪ Engage in books in group or in whole-class settings. <i>Class novels, book reviews</i> ▪ Learn about the structure and appreciate the function of the component parts of a newspaper. <i>Media studies, analysis of broadsheets, tabloids, local paper. Participate</i> 	<ul style="list-style-type: none"> ▪ Listen to, read, learn, recite and respond to a challenging range of poetry. <i>Experience wide range of poetry, visit from poet, children write own poetry</i> ▪ Have access to a wide range of reading material in the classroom and/or school a library. <i>Class library, use of local library</i> ▪ Continue to keep a record of personal reading in various forms. <i>Reading records. Children rate books 1-10</i> ▪ Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction. <i>Summarising, writing alternative endings, re-telling, CLOZE</i> ▪ Develop study skills such as skimming, scanning, note-taking and summarising. <i>Project research using encyclopaedia, and ICT. Editing information, making presentations. Retrieve and interpret information in a variety of ways. Internet and encyclopaedia research, editing, making presentations</i> ▪ Support arguments and opinions with evidence from the text. <i>Scanning, summarising, debate, discussion</i> ▪ Read and interpret different kinds of 	<ul style="list-style-type: none"> ▪ Hear the teacher model a response to poems, fiction, plays and parts of plays. <i>Modelled reading, reading to pupils, teacher and pupil analysis</i> ▪ Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. <i>Recalling, retelling, evaluation, presentation</i> ▪ Relate personal experience to the ideas and emotions conveyed in the text. <i>Discussion of texts read in class, written accounts</i> ▪ Appreciate issues in fiction. <i>Discussion and debate of relevant issues, personalised written accounts</i> ▪ Examine similarities and differences in various types of text. <i>Comparison through discussion, of class novel and texts read in class</i> ▪ Continue to share response to an ever-increasing variety of texts with the wider community of readers. <i>Book and newspaper reviews, introducing the short story</i> ▪ Browse through, handle, discuss,

	<p>in organised visits to the public library .</p> <ul style="list-style-type: none"> ▪ Read to satisfy personal interests. <i>DEAR time, Magazines, comics, novels, reviews, projects</i> 	<p>functional text. <i>Interpreting directions, adverts, instructions, recipes, timetables etc</i></p> <ul style="list-style-type: none"> ▪ Explore appropriate non-fiction texts for various purposes. <i>Project work, retrieving information, timetable, recipes etc</i> ▪ Use information retrieval strategies in cross-curricular settings. <i>Use of ICT and encyclopaedia in other curricular areas such as history, geography etc</i> ▪ Distinguish between fact and opinion, and bias and objectivity, in text and in the media. <i>Pupils will explore the difference between fact and opinion, and will be taught to look out for bias etc</i> ▪ Use the 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. <i>Use of internet, CD ROMs, project and research work</i> 	<p>recommend and select books for independent reading. <i>Class library, visits to library, book fair</i></p> <ul style="list-style-type: none"> ▪ Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading. <i>Performance reading, DEAR time, use of class library</i> ▪ Read aloud from a personal choice of texts to entertain and inform an audience. <i>Performance reading, book reviews, project work</i> ▪ Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television. <i>Visit by author or poet. CDs, CD ROMs, audio, internet</i>
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Reading Resources and other English Resources :see Appendix 1

Class Libraries

All classes are supplied with a class library.

Buddy Reading

Buddy Reading affords each class from 2nd to 6th the opportunity to develop their reading skills and develop their interest in reading.

Class Novels

Class novels will be used from Rang 3 to Rang 6. There are several sets of novels currently available in the school. When selecting a class novel, the following issues will be considered

- Suitability for reading level/age of pupils
- Suitability of content/subject
- Teacher's own interest in a particular novel
- Interests of a particular class

Use of Dictionaries

Dictionaries will be used from Third Class up. Formal time will be devoted to teaching the children how to use a dictionary correctly.

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 of 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:

The Process of Writing

The school's approach to writing concentrates on the writing process in order to develop the child's expressive and communicative abilities. Through the process of writing, children will explore a selection of independently-chosen topics, through a variety of genres for different audiences within a whole school that values children's writing.

- **Fostering the Process of Writing**

The school will provide opportunities for children to write for real purposes and real audiences, recognising that drafting, editing and redrafting are at the heart of the writing process. Free writing will be used to enable the children to become independent writers.

- **Genres of writing**

The purpose of the writing and the audience for whom it is written will determine the genre. In St. Colman's N.S., we teach all the following genres to all classes.

- Recount – school trip
- Report writing – factual – e.g. life history of the butterfly – book review
- Explanatory writing – how a volcano is formed
- Procedural writing – rules, directions, recipes
- Persuasive writing - debate
- Narrative – story e.g. Cinderella

In teaching the genres of writing, the children will encounter the genres through reading/being read to, teacher-modelled writing, shared writing, guided writing, leading to independent writing.

- **Poetry**

In order to develop child emotionally and imaginatively we will encourage children to write a variety of poetry. Children will be given the opportunity to work as a whole class, in groups and pairs as well as individually when writing poetry and the writing of different types of poems will be modelled e.g. Limerick, acrostics, riddle poems, rhyming poems, pyramid poems.

Writing: Content and Methodology 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"> ▪ Experience and enjoy a print-rich environment. <i>Labels and flashcards in classroom. May be accompanied by corresponding picture</i> ▪ Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. <i>Teacher models formation of letters – blackboard/whiteboard, finger tracing, plasticine, sandpaper letters</i> ▪ Write and draw frequently. 	<ul style="list-style-type: none"> ▪ Learn to form and name individual letters using various materials. <i>Pre-writing activity book. Finger tracing. Chalk board, Sandpaper letters, plasticine modelling of letters. Whiteboard. Jr Infants – lower case letters. Sr Infants – lower case and upper case letters</i> ▪ Write and draw. <i>Pre-writing skills/patterns. Developing Left-right orientation. Frequent opportunities to practice drawing and writing. Ref: School Handwriting Policy</i> ▪ Understand the left-right, top-bottom orientation of writing. <i>Pre-writing skills/patterns. Development of left-right</i> 	<ul style="list-style-type: none"> ▪ Draw a picture and write about it. <i>Jr Infants – be able to draw a picture and label it – title or name. Sr infants – as above, plus drawing and writing news</i> ▪ Draw and write about everyday experience or about something just learned. <i>News. Writing and drawing based on curricular activities</i> ▪ Writing naming 	<ul style="list-style-type: none"> ▪ Draw and write about feelings. <i>Jr Infants – draw and label feelings – use of colour to express feelings. Sr Infants – longer sentences as appropriate to child's development</i> ▪ Draw and write about things he/she likes and dislikes. <i>Single words only at Jr Infants. Sr Infants – write full sentence –</i>

<p><i>Pre-writing/writing book daily. Free writing activities. Free drawing. Art activities</i></p> <ul style="list-style-type: none"> ▪ Write for different audiences. <i>Writing for parent, themselves – putting names on work, birthday cards, party invitations</i> ▪ See personal writing displayed. <i>Display written efforts, correction of writing copies, stars for good efforts. Jr Infants – be able to write lower case letters. Sr Infants – lower case and upper case</i> ▪ Read personal writing aloud and hear it read. <i>Child encouraged to read his/her work aloud. Teacher reads it aloud</i> 	<p><i>orientation.</i></p> <ul style="list-style-type: none"> ▪ Develop a satisfactory grip of writing implements. <i>3x 'Ps' before writing – pencil grip, posture, page position. Finger rhymes to loosen fingers before writing Stretching activities.</i> ▪ Copy words from signs in the environment. <i>Copy words from flashcards and signs</i> ▪ Copy letters and words informally as part of class activities. <i>In accordance with School handwriting policy</i> ▪ Write his/her name. <i>Jr Infants – first name Sr infants – first name and surname</i> ▪ Use labels to name familiar people or things. <i>Linked with reading programme</i> ▪ Write letters and words from memory. <i>Own name, commonly used words etc</i> ▪ Become aware of lower-case and capital letters and the full stop. <i>Jr Infants – lower case letters, Sr Infants – lower case and upper case plus full stop, plus capital letters at start of sentence</i> ▪ Develop the confidence to use approximate spelling. <i>In accordance with school spelling policy/phonics policy</i> ▪ Begin to develop conventional spelling of simple words. <i>Ref School Spellings Policy</i> ▪ See the teacher model writing as an enjoyable experience. <i>Teacher frequently models writing, and encouraged children to read and enjoy what is written</i> ▪ Choose subjects for drawing and writing. <i>Children given choices re drawing and writing tasks</i> ▪ Choose the form of expression he/she finds appropriate <i>Children allowed to occasionally choose whether to write or draw to express ideas/responses</i> 	<p>words and add descriptive words. <i>Jr Infants – write names/titles. Sr Infants – extend to writing sentences and descriptions</i></p> <ul style="list-style-type: none"> ▪ Rewrite sentences to make the message clearer. <i>With help from the teacher. No editing at this stage of writing</i> 	<p><i>e.g. I like.... I do not like....</i></p> <ul style="list-style-type: none"> ▪ Draw and write about sensory experiences. <i>Based on English and other curricular areas – single words only at Jr Infants</i> ▪ Draw and write stories. <i>As response to oral work</i> ▪ Hear a rich variety of stories, rhymes and songs and write about them. <i>Written work as response to oral work</i> ▪ Use mime and role-playing to create imaginary situations and then draw and write about them. <i>Written responses to oral/practical work</i>
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Writing: Content and Methodology 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"> ▪ Experience a classroom environment that encourages writing. <i>Labels, displays of written work, print rich environment</i> ▪ Observe the teacher as he/she models writing stories. <i>Teacher models examples, or acts as scribe to the children</i> ▪ Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. <i>Teacher makes suggestions as to use of writing conventions – sentence structure, grammatical conventions etc</i> ▪ Experience how a story structure is organised by reading and listening to fiction. <i>Linked with reading programme</i> ▪ Write regularly for different audiences. <i>Invitations, post cards, menus, stories, books etc</i> ▪ Choose topics to write about. <i>Children will occasionally be allowed to choose topics for written work</i> ▪ Explore different genres. <i>Factual work, fiction, post cards, advertisements, menus etc</i> ▪ Work with other children when writing. <i>Group writing will be encouraged as well as solo writing</i> 	<ul style="list-style-type: none"> ▪ Experience an abundance of oral language activity when preparing a writing task. <i>Writing should be preceded by oral language activities and preparation</i> ▪ Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing. <i>Learning to re-draft work</i> ▪ Understand that the conventions of punctuation help to make meaning clearer in writing. <i>Use of capital letters for proper nouns and beginning of sentences. Use of full stops and commas. Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. In accordance with School Spelling Policy</i> ▪ Use approximate spelling as an interim measure in mastering the conventions of spelling. <i>Ref: School Spelling Policy</i> ▪ Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling. <i>Ref: School Spelling Policy</i> 	<ul style="list-style-type: none"> ▪ Write in a variety of genres. <i>Factual writing, story writing, menus, invitations, greeting cards etc</i> ▪ Write a version of a story told by the teacher. <i>Oral preparation first. Key words displayed on whiteboard</i> ▪ Write about something that has been learned. <i>Linked with other curricular areas as well as English</i> ▪ Write the significant details about an event or an activity. <i>Orally identifying the significant details before writing them. Key words displayed on board.</i> ▪ Write an explanation for something. <i>Preceded by oral work</i> ▪ Re-read work, confer with the teacher or others about it, and then rewrite it. <i>Leaning to re-draft work</i> ▪ Write a simple sentence and add words to it to extend its meaning. 	<ul style="list-style-type: none"> ▪ Express feelings in writing. <i>Based on English and other curricular areas</i> ▪ Write about experiences. <i>Based on other curricular areas as well as English</i> ▪ Listen to the experiences of others and express reactions to them in writing. <i>Based on English and other curricular areas.</i> ▪ Draw and write about sensory experience. <i>Preceded by oral language activities</i> ▪ Write about feelings experienced in drama activity. <i>Preceded by oral language activities</i> ▪ Draw and write stories and poems. <i>Children encouraged to write and illustrate own stories and poems, and short books</i> ▪ Express in writing likes and dislikes about events and characters in stories and poems. <i>Children encouraged to write responses to poems and stories</i> ▪ Listen to music and write about it. <i>Linked with music programme</i>

<ul style="list-style-type: none"> ▪ Have writing valued. <i>Work praised. Reading aloud of child's written work. Displays of written work</i> 	<ul style="list-style-type: none"> ▪ Choose topics for writing after conferring with the teacher. <i>Children occasionally allowed choose topics for written work</i> ▪ Have regular opportunities to write for himself/herself or for others. <i>Extended writing activities, based on English and other curricular areas, appropriate to the development of the child</i> ▪ Decide whether or not to re-draft a piece of writing. <i>After learning the mechanics of re-drafting, children may choose whether to re-draft a piece for display, storage etc</i> ▪ Confer with the teacher and others on the quality of presentation. <i>Different qualities of presentation acceptable, for different purposes, e.g. display, homework, 'best' work, rough work</i> ▪ Write notes and messages to different audiences. <i>Greeting cards, notes, postcards, etc</i> 	<p><i>Teacher models on board. Children suggest words, and teacher models how it extends/alters sentence. Children's own work in copies</i></p> <ul style="list-style-type: none"> ▪ Listen to a story and write down questions to ask about it. <i>After listening to a story, children write 3-6 questions to ask about it. Children ask friends and or teacher questions, and hear the answers</i> ▪ Write answers to questions asked by the teacher. <i>Teacher poses questions based on English or other curricular areas, and children write answers</i> 	
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Writing: Content and methodology 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"> ▪ Experience a classroom environment that encourages writing. <i>Print rich environment. Positive attitude encouraged. Displays of children's writings</i> ▪ Observe the teacher modelling different writing genres. <i>Teacher models writing letter, reports, projects, and teaches children how to do same</i> ▪ Use personal reading as a stimulus to writing. <i>Book critiques, changing endings, writing about characters</i> ▪ Write stories that explore a variety of genres. <i>Fantasy, science fiction, historical fiction etc</i> ▪ Re-read his/her writing for pleasure. <i>Reading personal writing to class. Compilation of favourite writings</i> ▪ Choose the audience for which to write. <i>Children occasionally allowed choose audience for writings</i> ▪ Choose both the subject and form of his/her writing. <i>As well as teacher set topics, children allowed choose topics</i> ▪ Receive and give positive responses to writing. <i>Reading work aloud, praise, display, compilation of class book</i> ▪ See his/her writing valued. <i>Praise, reading aloud, display, compilation of class book etc</i> 	<ul style="list-style-type: none"> ▪ Write regularly, and gradually extend the period over which a writing effort is sustained. <i>Writing paragraph, half page, page</i> ▪ Engage in the writing of one piece over a period. <i>Re-drafting story. Writing own book. Project work</i> ▪ Experience varied and consistent oral language activity as a preparation for writing. <i>Discussion, brainstorming, key words etc</i> ▪ Learn to use questions as a mechanism for expanding and developing a story. <i>Teacher asks where missing links are – use of who, why, where, what. Use of webs</i> ▪ Give sequence to ideas and events in stories. <i>Logical sequences. Put pictures in order. Put paragraphs in order</i> ▪ Develop an appreciation of how the intended audience should influence the nature of a piece of writing. <i>Use of different genres – report,</i> 	<ul style="list-style-type: none"> ▪ Write in a variety of genres with greater sophistication. <i>Reports, letters, postcards, greeting cards, projects, diaries, TV Guides, Timetables, questionnaire completion etc</i> ▪ Read a story and write it in his/her own terms. <i>Children may change characters, situations, endings etc</i> ▪ Read a narrative or expository piece and summarise it. <i>Use of key questions to pinpoint key points of story, then writing it</i> ▪ Write about an idea to explain it to someone else. <i>Use of key questions to identify key points, and then writing the account</i> ▪ Write about why he/she finds an idea attractive. <i>Persuasive writing. Teacher modelled first</i> ▪ Write about ideas encountered in other areas of the curriculum. <i>Linked with other curricular areas</i> ▪ Write down directions on how to perform a particular process. <i>Preceded by oral work – writing directions on how to perform common task, e.g. make cup</i> 	<ul style="list-style-type: none"> ▪ Express his/her reactions to particular experiences in writing. <i>Writing accounts of school tours, visits by writers etc</i> ▪ Write about experiences and feelings in diary form. <i>Learning conventions of diary writing. Class keeps diary for certain periods, e.g. week, fortnight, month etc</i> ▪ Write about feelings experienced in improvisational drama. <i>Based on English and other curricular areas</i> ▪ Create stories and poems. <i>Children create and write own stories and poems</i> ▪ Write extended stories in book form. <i>Write a book, projects</i> ▪ Write about favourite moments, characters and events in stories. <i>Based on stories heard, stories read, class novel etc</i> ▪ Express in writing his/her reactions to poems. <i>Preceded by oral discussion</i> ▪ Express in writing his/her reactions to personal reading. <i>Book reviews, writing why s/he liked/disliked certain book etc</i> ▪ Use his/her own artwork and that of others as a stimulus to writing. <i>Preceded by oral language activities</i>

	<p><i>letter, story, greeting card diary, note, text message etc</i></p> <ul style="list-style-type: none"> ▪ Develop an awareness of the difference between written language and oral language. <i>Conventions of print, grammatical conventions, care in written word, permanence of written work etc</i> ▪ Learn to revise and re-draft writing. <i>Learning and practicing the techniques of re-drafting work. Editing work</i> 	<p><i>of tea, sandwich, do homework etc</i></p> <ul style="list-style-type: none"> ▪ Write a list of questions about a particular topic and prioritise them. <i>5 questions to ask a famous person etc</i> ▪ Write a sentence and elaborate on it by adding one or more ideas to it. <i>Extending and altering sentences through adding words, phrases etc</i> ▪ Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting. <i>Story writing, brainstorming ideas, drafting and re-drafting</i> 	
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Writing: Content and Methodology or 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"> ▪ Experience a classroom environment that encourages writing. <i>Display of children's work. Displays of writers relevant to class</i> ▪ Observe the teacher model a wide variety of writing genres. <i>Teacher models writing letters, essays, poems etc</i> ▪ Express and communicate reactions to reading experiences. <i>Book reviews. Responses to text read by teachers</i> ▪ Experience interesting and relevant writing challenges. <i>Writing diaries, newspaper articles, essays, emails</i> ▪ Write for an increasingly varied audience. <i>Essays, articles, diaries, emails etc. Children read work aloud for class.</i> ▪ Receive and give constructive responses to writing. <i>Teacher and peer review. Writing reviews and critiques</i> ▪ See his/her writing valued. <i>Display children's work. Writing competitions</i> ▪ Experience a level of success in writing that will be an incentive to continue writing. <i>Writing competitions, class</i> 	<ul style="list-style-type: none"> ▪ Write regularly on chosen topics. <i>Writing paragraphs, pages, longer essays</i> ▪ Write for a sustained length of time. <i>Essay writing, re-drafting work, project work</i> ▪ Engage in the writing of one piece over a period. <i>Diary writing, Write a book project, letters to pen pals</i> ▪ Experience varied and consistent oral language activity as part of the pre-writing process. <i>Brainstorming, concept mapping, webbing</i> ▪ Observe the teacher improving writing. <i>Redrafting, group analysis, teacher modelling</i> ▪ Write independently through a process of drafting, revising, editing and publishing. <i>Redrafting and editing, publication of work using ICT</i> ▪ Write, without re-drafting, on a given or chosen topic within certain time constraints. <i>Formal writing, free writing, exams</i> ▪ Observe the conventions of grammar, punctuation and spelling in his/her writing. <i>Corrections code, teacher modelling</i> ▪ Use dictionaries and thesauruses to extend and develop vocabulary and spelling. 	<ul style="list-style-type: none"> ▪ Write in a wide variety of genres. <i>Reports, letters, postcards, diaries, projects, questionnaires, email, text messages</i> ▪ <u>(See SSE Plan)</u> ▪ Examine the characteristics that differentiate written and oral language. <i>Conventions of formal writing</i> ▪ Write for a particular purpose and with a particular audience in mind. <i>Newspaper reporting, comic strips, letters, essays etc</i> ▪ Reflect on and analyse ideas through writing. <i>Reports, debate, review, essays</i> ▪ Refine ideas and their expression through drafting and re-drafting. <i>Group analysis, teacher modelling</i> ▪ Express and communicate new learning. <i>Reports, summaries, note taking, project work</i> ▪ Relate new ideas to previous learning. <i>Brainstorming, concept mapping, project</i> 	<ul style="list-style-type: none"> ▪ Analyse in writing his/her reactions to personal experiences. <i>Personal writings, informal letters</i> ▪ Express in writing reactions to the experiences of others. <i>Reviewing, essays</i> ▪ Write stories and poems. <i>Writing short stories and poems</i> ▪ Write longer stories or a series of related stories in book form. <i>Write a book, diary</i> ▪ Keep a personal diary. <i>Use of diary</i> ▪ Express a personal reaction to ideas, emotions and images encountered in literature. <i>Personal writings, which may be preceded by oral work</i> ▪ Express and analyse his/her reactions to poems. <i>Poetry review, which may be preceded by oral work</i> ▪ Analyse different interpretations of poems in writing. <i>Comparison of individual pupil reviews</i> ▪ Write about the relationship between poems and personal experience. <i>Relating poetry to personal life and feelings</i> ▪ Write short plays based on activity in improvisational drama. <i>Writing short plays and screenplays. Group work</i> ▪ Express in writing reactions to music, artwork, films, television programmes

<p><i>magazine</i></p>	<p><i>. How to use a Thesaurus. Spellings will be In accordance with School Spelling Policy</i></p> <ul style="list-style-type: none"> ▪ Explore the possibilities of syntax and sentence structure in reading and writing. <i>Redrafting, editing</i> ▪ Choose a register of language appropriate to subject and audience. <i>Conventions used in writing for different audiences, e.g. formal letter, email, text message</i> ▪ Choose a form and quality of presentation appropriate to the audience. <i>Computer presentations, newspaper articles</i> ▪ Help others with editing their work. <i>Group writing activities, Group review</i> ▪ Take part in co-operative writing activities. <i>Group work, project work, team debates</i> ▪ Write fluently and relevantly in other areas of the curriculum. <i>Project work, exams, other curricular areas</i> ▪ Develop a legible, fluent, personal style of handwriting. <i>In accordance with School Handwriting Policy</i> ▪ Develop skills in the use of information technology. <i>Use of email and desk top publishing. Use of spell check</i> 	<p><i>work</i></p> <ul style="list-style-type: none"> ▪ Use notes to summarise reading material and write an account from the notes. <i>Note taking, summaries</i> ▪ Sketch an ordered summary of ideas and draft a writing assignment on it. <i>Summarising, editing, re-drafting</i> ▪ Argue the case in writing for a particular point of view. <i>Writing text of debates</i> ▪ Argue the case in writing for a point of view with which he/she disagrees. <i>Writing texts of debates, persuasive text</i> ▪ Explore the use of compound and complex sentences in expressing thought. <i>Formal conventions of grammar taught as appropriate</i> 	<p>and videos. <i>Reviews, reports, newspaper articles and critiques</i></p>
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Penmanship

Handwriting

Good habits in handwriting are developed at an early stage e.g. posture, paper position, pencil grip. In Junior Infants children write with thick pencils and crayons. Senior Infants to Fourth Class use standard pencils and Fifth Class to Sixth Class use pens. Cursive writing will be introduced in Third Class. In Fourth Class, children will continue to refine their skills in cursive writing. By Fifth Class children will be expected to write in legible joined script and in Sixth Class children will be expected to develop a legible, fluent personal style of writing.

- **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

- 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
 - Develop satisfactory grip using crayons progressing to pencils.
 - Use of hand hugger pencils
 - Emphasise posture
 - Kinaesthetic approach emphasised
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- Forming individual letters in the following order in conjunction with the Jolly Phonics programme: s, t, p, n, c, k, h, r, m, d, g, l, f, b, j, z, v, y, x, qu, short vowels
 - Formations of numerals
 - Creating awareness of left-right, top-bottom orientation
 - See teacher model writing as an enjoyable experience

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
- Revise lower case letters
- Writing homework from blackboard (May and June)
- Copy words from the environment
- Capital letters introduced
- 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 spacing between words
- Trying to keep writing on the line

First Class

- Consolidation and reinforcement of Senior infant work
- Use of pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation

Second Class

- Consolidation and reinforcement of above
- Use of pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation

Third Class

- Use of 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 third class.

Fourth Class

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Introduction of sloped handwriting

Fifth and Sixth Classes

- 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.
- Develop a fluent personal style of handwriting
- Write for more sustained periods

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Functional Writing

Grammar and Punctuation

In St. Colman's N.S. we aim to teach grammar and punctuation in the context of the children's own writing and/or reading and we emphasise the oral aspect of teaching. The main features of grammar and punctuation needed and taught at each level are outlined below.

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.

'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.

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.

Awareness of inverted commas for direct speech

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, e.g. bull/cow; king/queen; prince/princess.

Revision and extension of question marks, adjectives, adverbs, etc (see Away with Words 2)

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, e.g. bull/cow; king/queen; prince/princess.

Plural of nouns

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

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

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

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

Spellings

In the St. Colman's N.S. we recognise that spelling must be viewed as a fun activity by the children, and we acknowledge that spelling activities must be written as oral spelling is of little value. We understand that mastering spelling is a developmental process and when children

attempt to master the complexities of English spelling they go through a number of overlapping developmental stages:

- using sound-letter relationships
- using pattern
- using meaning.

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, e.g. personal names, local place names, seasonal words
- Using dictionaries and thesauruses
- Using strategies such as
 1. Predict, 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
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Integrated Learning/Aistear

We decided to introduce Aistear in the year 2015-2016 in Junior and Senior Infants.

Rationale:

As a staff we have been concerned with increasing evidence of poor oral language among a significant number of pupils enrolling each year. In 2013/2014 27 % of Junior Infants had attended Speech and Language or were referred for a Speech and Language Assessment during the school year and in 2014/2015 26 % of Junior Infants had attended Speech and Language or were referred for a Speech and Language Assessment.

There was a general consensus among the staff that Oral Language is of particular concern and is one of the key areas which is being addressed in our School Improvement Plan (SIP)

The school's policy on Oral Language includes 15 minutes of discrete oral language three times per week but we feel there is a need to create more opportunities for pupils to use language in meaningful way, encouraging them to express themselves, to solve problems and to work collaboratively.

It is our opinion that Aistear's aim of developing 'competent and confident learners' through interaction, play, building partnerships between parents and practitioners and through

assessment is in line with our St. Coleman's vision which strives to 'promote a caring school community where learning is nurtured.....

'Aistear is the early childhood curriculum framework (NCCA 2009) for all children from birth to six years. The word Aistear is the Irish word for journey and was chosen because early childhood marks the beginning of children's lifelong learning journeys. It recommends the use of play as a teaching and learning methodology . This topic approach to play promotes linkage and integration of children's learning. The teacher has a critical role in the 'behind-the-scenes' work in resourcing and organising the play environment. This process is known as the pedagogical framing. (Aistear Curriculum Framework)

We have decided to implement Aistear as we feel it will provide meaningful situations for pupils where they will

- communicate with each other in an informal way during play.
- develop the skills of listening and responding
- develop confidence in expressing themselves clearly
- develop turn-taking skills
- using language to plan and problem solve.
- work collaboratively as part of a team.

Term 2 2014/2015

- The Junior and Senior Infant teachers both attended CPD courses on Aistear.

Term 3 2014/2015.

- The Junior and Senior Infant teachers visited the Primary School in Borrisinossory where they observed Aistear in action.

Term 1 2015/2016

- The Senior Infant teacher has enrolled in CPD Aistear course with a starting date in October.

September

- group play and activities will be introduced in the Junior and Senior Infant classroom.
- From the 3rd week in September a designated room will be set up for the purpose of Aistear.
- The children in Junior Infants will participate in Aistear for 45 minutes 4 days per week
- The children in Senior Infants will participate in Aistear for 45 minutes 4 days per week

Both the Junior Infant teacher and the Senior Infant teacher will initially be supported by a SET Teacher and an SNA but this will be reduced to SNA support only when Literacy team teaching in the classrooms is being implemented.

It is hoped that parents will assist the class teachers in Aistear when it is up and running and the children are familiar with the whole process.

Both Junior and Senior Infants will use the same theme for the first term while Aistear is being introduced but the activities will be differentiated by the class teachers to meet the needs of the

pupils in their respective classes. It will be reviewed at the end of the first term 2015/2016 to decide if the same topics will be covered by both classes for the remainder of the year.

It was agreed that the classes will work on a topic for two weeks, learning appropriate vocabulary in the discrete class lessons in the week prior to engaging in Aistear activities based on that particular topic. Aistear activities will be linked to the curriculum objectives in each class for that particular period of time.

The Infant teachers will plan together in advance in preparation for each topic.

The topics for Term 1 – 2015 are:

- School
- Autumn / Halloween
- Houses/ Homes
- Santa's Workshop/ The Post office.

Team Teaching: (SIP 2015-2016)

'...a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.'

Goetz, 2000

- Implement Team teaching approach to improve literacy and numeracy in particular focus areas of Oral Language, Reading Comprehension and Vocabulary extension and problem solving in numeracy
- Timetable Team teaching into each class. One or two members of SET will work with class teachers from 10am -11 am, four days per week. (see timetable in Team Teaching section)

Assessment and Record Keeping

Assessment is integral to teaching and learning process. In St. Colman's N.S., we value the different assessment tools that we use that include:

- Teacher observation
- Teacher-designed tasks and tests
- Running Records and Free Writing
- Work samples, portfolios and reports
- Diagnostic tests e.g. Diagnostic Reading Analysis, etc.
- Standardised tests e.g. Drumcondra Reading

Each of these has a contribution to make in helping to monitor individual children's rates of progress and levels of attainment as they engage with the language curriculum and by using the information provided in them, we can build up a profile of each child as they progress through the school.

Children with Different Needs

In the teaching of English in the St. Colman's N.S. we aim to ensure that all are included. The LS/RT supports language/literacy needs through team teaching/collaborative approach.

Equality of Participation and Access

All children are included and participate. Reading material reflects intercultural approach in the school and The use of language and textbooks deemed to be sexist is avoided. Each child's culture is valued and encouraged. 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.

Resources and ICT

We have listed our schemes, programmes, educational software, online resources, videos, visuals and resource books that are consistently in use as an aid to curricular implementation within the plan. We are aware of the value of ICT in the teaching and learning of English by contributing to the print-rich environment, in supporting the development of word identification, spelling and other reading skills through reinforcement software and the Internet. We are very conscious of the value of content-free software e.g. Microsoft Word, in enhancing the process writing approach advocated in the curriculum and children in our school are encouraged to publish their work using ICT in order to enhance the standard of presentation of their work, giving them added pride in the final product.

Individual Teachers' Planning and Reporting

This plan in English and the curriculum documents will inform and guide teachers in their long and short term programme of work in English. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in English.

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. We have also availed of a number of support services as part of staff professional development, such as PCSP, SDPS, SESS, etc. Teachers are also encouraged to attend literacy courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

Parental Involvement

Parental involvement is considered an integral part to effectively implementing English as tSt. Colman's N.S. appreciates that parents are the primary educator and that therefore play a crucial role in the language development of their children. This plan and the curriculum documents are available for parents to inform them of the programme for English. We also organise an open night for Junior Infant parents and all aspects of the curriculum are discussed including English. We involve parents in a number of ways in their children's learning in English, for example, Reading Pals Programme.

Community Link

St. Colman's N.S. believe that the local community has a very important role to play in supporting the programme in English and encourage them to join the library and avail of the Summer Book Bus. We also encourage our children to take part in initiatives such as the Parish Annual ,Credit Union Quiz and World Book Day events.

■ **Success Criteria**

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan and children's learning has been enhanced 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 – *schools may like to be more specific*
- Increased involvement in independent reading.
- Involvement of parents in paired reading.
- Experiencing of reading as an enjoyable activity.

Writing

- Greater fluency and explicitness in communicating ideas and experiences.
- Enhanced experience of writing in a variety of genres and sharing stories and poems.
- Increased use of ICT to support the writing process.
- Improved presentation of written work.

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

■ **Implementation**

(a) Roles and Responsibilities

St. Colman's N.S. believes that the school community must be involved to successfully implement the English Curriculum. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

■ **Review**

(a) Roles and Responsibilities

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the English curriculum in the school. Ms. Roisin Brennan and Mrs. Collette Hanlon are responsible for co-ordinating this review.

Those involved in the review will also include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM

(b) Timeframe

This plan will be reviewed in academic year 2015/2016.

Review October 2015

Added note on Aistear along with sample aistear plans and sample team teaching plans along with short on Team teaching.

