**Galbally NS**

**Whole School English Plan**

## Introductory Statement

This whole school plan for English was formulated in consultation with teaching staff in Galbally N.S. in term 2 of the 2021/2022 school year. This plan follows the template as set out by PDST/PPDS.

Currently we have five main stream teachers, two full time learning support teachers, one teacher in our ASD unit and one shared learning support teacher. This whole-school English plan will be developed for Junior Infants - Sixth Class and will be reviewed as necessary. It will include the established Primary Language Curriculum for Junior Infants to Second Class and the newly developed Primary Language Curriculum for 3rd- 6th class. This will also be an opportunity to reflect on the National Literacy and Numeracy Strategy 2011- 2020, as well as possible next phases of such.

## Rationale

We prioritised this area of the curriculum because of the increasing importance placed on literacy because of the National Literacy and Numeracy Strategy 2011-2020. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016.

We believe that a consistent, structured and intensive oral language and phonics programme will improve learning and teaching in all areas of the curriculum.

Therefore, we are using the **Jolly Phonics** programme to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the **Rainbow** oral language programme in every class to enhance competence and confidence in speaking and listening.

**Vision**

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect.

## Aims

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers’ long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

*1.Children and their Lives*

* + enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
  + encourage children of different languages and cultures to be proud of and share their heritage
  + recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

1. *Children’s communications and connections with others*
   * embrace children’s uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
   * enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

*3 Children’s language learning and development*

* + promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
  + broaden children’s understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
  + support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
  + nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of language

## Curriculum Planning

## Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral Language | Engagement, listening and attention (intentionality, verbal memory)  Motivation and Choice  Social conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills) |
| Reading | Engagement,  Motivation and choice (relevance) |
| Writing | Engagement (intentionality)  Motivation and choice (relevance, purpose, audience) |

## Element 1: Communicating

|  |  |
| --- | --- |
| Strand: | Learning Outcome: |
| Oral Language | Engagement, listening and attention (intentionality, verbal memory)Motivation and ChoiceSocial conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills) |
| Reading | Engagement (intentionality) Motivation and choice (relevance) |
| Writing | Engagement (intentionality)Motivation and choice (relevance, purpose, audience) |

**Element 2: Understanding**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral Language | Sentence structure and grammar (syntax, morphology)  Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills)  Demonstration of understanding (semantics) |
| Reading | Conventions of print (meaning and understanding of text/illustration)  Phonological and phonemic awareness  Phonics, word recognition and word study (alphabetic principle, word identification strategies)  Reading vocabulary (semantics) |
| Writing | Conventions of print and sentence structure (syntax) Spelling and word study  Vocabulary (semantics) |

## Element 3: Exploring and using

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral Language | Requests, questions and interactions Categorisation |

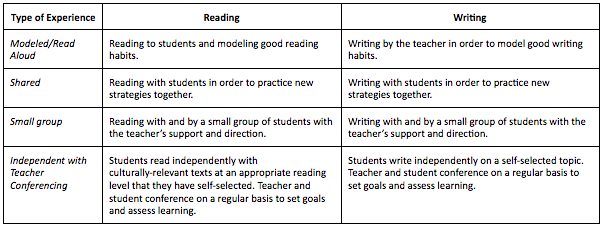
|  |  |
| --- | --- |
|  | Retelling and elaborating (narrative text and response)  Playful and creative use of language (aesthetic dimension of language)  Information giving, explanation and justification (expository text)  Description, prediction and reflection |
| Reading | Purpose, genre and voice (awareness of author’s purpose)  Comprehension (comprehension, text organizational structure and fix-up strategies)  Response and author’s intent  Fluency and self-correction (accuracy, fluency and meaning) |
| Writing | Purpose, genre and voice (sense of voice, aesthetic dimension of text)  Writing process and creating text (using processes, structures and language register)  Response and author’s intent (author’s purpose and  responding)  Handwriting and presentation (legibility) |

**Approaches in our school**

**Balanced Approach to Literacy**

**The overall purpose of balanced literacy instruction is to provide students with a differentiated instructional program which will support the reading and writing skill development of each individual. Throughout this process, students progress from having a great deal of teacher support to being independent learners. The teacher support is reduced gradually as the students acquire the concepts, skills and strategies needed. We, at Galbally National School, agree that children’s early literacy experiences need to involve a balance of varied activities and experiences. Effective literacy instruction in the early years (Juniors to 1st) requires a combination of skills-based and whole language teaching in a motivating and supportive environment. A Balanced literacy program uses both whole language and phonics. The goal of a balanced literacy program is to include the strongest elements of each. The components of a 'balanced literacy' approach are as follows: The read aloud, guided reading, shared reading, interactive writing, shared writing, Reading Workshop, Writing Workshop and word study. Table 1.1, below, outlines the central learning experiences associated with these components.**

***Table 1.1: Central Learning Experiences of the Balanced Approach to Literacy***

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**Reading Workshops**

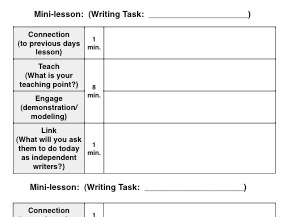
**In Reading Workshops, skills are explicitly modelled during mini lessons. The mini lesson has four parts- (1) the connection, (2) the teach (demonstration), (3) the active engagement and the (4) link. The teacher chooses a skill and strategy that she believes her class needs based on assessments she has conducted in her classroom.**

**1. During the connection the teacher connects prior learning to the current skill they are teaching that day.**

**2. The teacher then states the teaching point or the skill and strategy they are going to teach. The children are then shown how to do the skill by modelling the strategy in a book the students are familiar with [using a "think aloud" to show students what the teacher is thinking].**

**3. Students then try that work out in their own books or in the teacher’s book during the active engagement.**

**4. During the link the teacher reminds students of all the strategies they can do while they are independently reading.**

***Table 1.2: Outline of a Typical Mini-Lesson* **

**Writing Workshops**

**Writing Workshop follows the same flow. Students are explicitly taught skills and strategies for writing during a mini lesson. Then they go off and write independently. They choose the skills they are trying out that day. The teacher comes around and confers with students to help them with their goals.**

**Shared Reading**

**Shared reading is when the students read from a shared text. Often this is a big book, a book on screen using a website or documents camera. Students may sometimes have their own copies also. Students and the teacher read aloud and share their thinking about the text. (Students and Teacher can collaboratively make anchor charts)**

**Guided Reading**

**Guided reading is a small group activity where students gradually take on the responsibility when reading by using taught skills and strategies. They use the skills directly taught during mini lessons, interactive read aloud and shared reading to increase their comprehension and fluency. The teacher is there to provide prompting and ask questions. Based upon assessment, the teacher works with small groups of students on a levelled text. The teacher models specific strategies before reading and monitors students while they read independently. After reading, the teacher and students engage in activities in word study, fluency, and comprehension. The purpose of Guided Reading is to systematically scaffold the decoding and/or comprehension strategy skills of students who are having similar challenges. Students move up a level when they note that the entire group is ready. During guided reading time the other students are engaged in reading workstations that reinforce various skills. They can also work in pairs during this time. Stations can include library, big book, writing, drama, puppets, word study, poetry, computer, listening, puzzles, buddy reading, projector/promethean board, creation station, science, social studies.**

**Independent Reading**

**Independent reading is exactly what it sounds like: students reading self-selected text independently. Students choose books based on interest and independent reading level.**

**Oxford Reading Tree is a well-established, stimulating and successfully trialled reading scheme, which we use as a core independent reading scheme within our balanced approach to literacy. Each child receives individual attention in order to become a reader and will always be encouraged to feel successful. This will mean that your child's reading progress will be individual too. Guided Reading, (or as the children call it Group Reading), is a classroom activity in which the children are taught reading skills. The teacher works with each group on a text selected to offer just the right level of challenge to the group. Through guided, shared and independent reading our pupils will be extending language and vocabulary and later on, developing more sophisticated aspects of grammar, inference, skimming and scanning.**

**The Oxford reading Tree stories are carefully written using simple, natural sounding language that children can understand. 'Key' words are repeated throughout the storybooks to enable children to gradually increase the number of words they can recognise and read. The stories are fun to read and children can easily relate to some of the situations Biff, Chip, Kipper and their dog, Floppy get into. Children will be bring home a story book that she/he has chosen from a range of books at an appropriate level, which parents will share and discuss with their child. The first storybooks use pictures without any words to tell the story. These pictures are full of detail and humour, making them fun to use and share. These picture storybooks teach children important skills, among them discussing the pictures to create their own story and making the connections between the picture and the story. These skills are invaluable at later stages in helping children read unfamiliar words. Children may choose to bring home a book they have particularly enjoyed on more than one occasion, should they do this too often we will actively encourage them to choose a new book**

**Direct/Whole Class Instruction**

**Phonics and Word Study**

**Direct Instruction in phonics and Word Study are also included in the balanced literacy Approach. For emergent and early readers, the teacher plans and implements phonics based mini-lessons. After the teacher explicitly teaches a phonemic element, students practice reading and/or writing other words following the same phonemic pattern. For advanced readers, the teacher focuses on the etymology of a word. Students who are reading at this stage are engaged in analysing the patterns of word derivations, root words, prefixes and suffixes.**

**Comprehension Strategies**

**Children are taught to use comprehension strategies including as outlined in the Building Bridges of Understanding Programme (see Appendix Section)**

***Teaching Comprehension through Scaffolded Instruction***

**During the Reading and Writing Workshop teachers use scaffolded instruction as follows:**

**(1)Teacher modelling or showing kids what a reader does when reading a text, thinking aloud about the mental processes used to construct meaning while reading a book aloud to the class.**

**(2)Active Engagement during the mini lesson students try the work they were shown by the teacher.**

**(3) Using the "link"-Students are reminded of all the strategies they can do as readers and writers.**

**Independent practice where children begin to work alone while reading books by themselves, trying out the work they have been taught by the teacher, not only on that day but any previous lessons as well is essential.**

**Application of the various skills and strategies is achieved when the students can correctly apply comprehension strategies to different kinds of texts and are no longer just practicing but are making connections between and can demonstrate understanding through writing or discussion.**

**Implementing a Balanced Approach to Literacy**

**1. Create a classroom culture that fosters literacy motivation.**

**2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed, and to perform a task.**

**3. Provide children with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to promote independent reading.**

**4. Give children time for self-selected reading.**

**5. Provide children with high quality literature across a wide range of genres.**

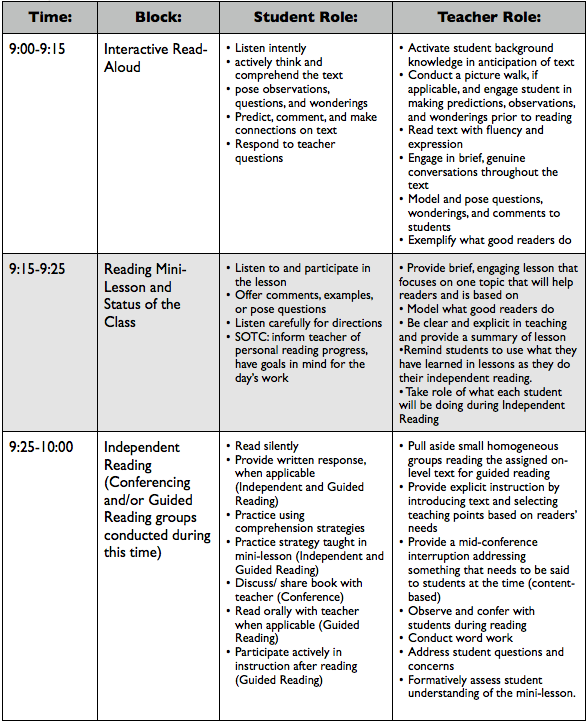
**6. Use multiple texts that build on prior knowledge, link concepts and expand vocabulary.**

**7. Build a whole-class context that emphasises community and collaboration.**

**8. Balance teacher and child led discussion of texts.**

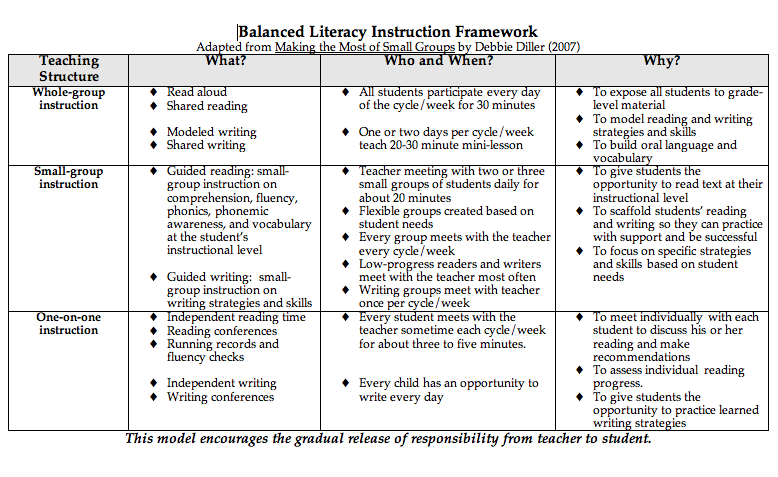
**9. Integrate technologies that link and expand concepts.**

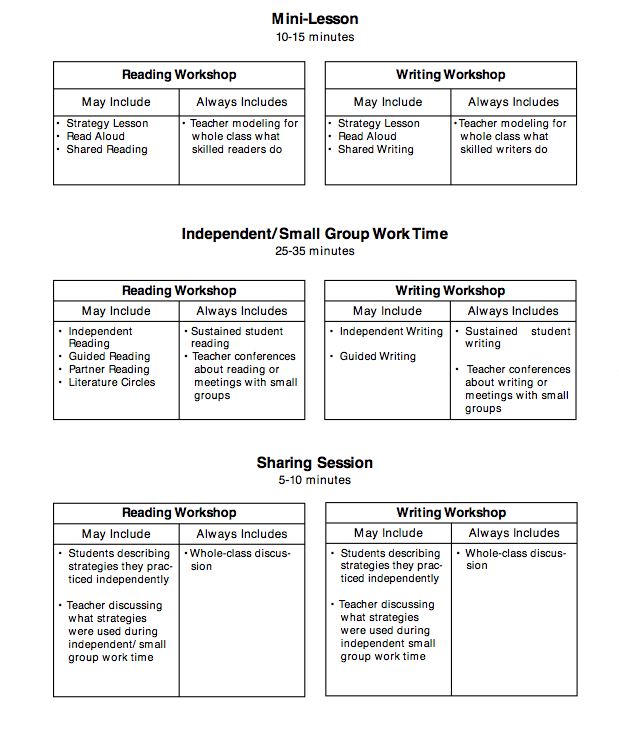
**10. Differentiate instruction using a variety of instructionally relevant assessments.**

***Table 1.3: Integrating whole class, group and independent learning experiences* **

**Providing Rich Reading Experience with a Gradual Release of Responsibility**

**We use the Gradual Release of Responsibility (GRR) Model to help young children (typically Junior Infants, Senior Infants 1st Class) to become independent readers. It shows how skills and strategies taught during (1) reading aloud, (2) shared reading, (3) guided reading and (4) oral reading ‘just-right texts’ to an adult transfer to (5) the children’s own independent reading. It should be emphasised that this is not a strictly linear process and rich reading experiences will involve young children moving backwards and forwards through various activities. However, we will endeavour to enable a gradual shift from the child being dependent on the adult, to the child being independent of the adult when reading and responding to text.**

***Table 1.4: Balanced Literacy Instruction Framework* **

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**Oral Language**

**Learning Outcomes for Oral Language**

* + See pages 22 & 23 of the Primary Language Curriculum

## Whole School Strategies for Oral Language

* Assemblies:

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught Positive non-verbal behaviour is encouraged

* Yard:

Using words to communicate and solve problems Self-Maintaining Language

Model positive and respectful language

* School Related Functions: Etiquette for children visiting classes
* Aistear:

Aistear activities daily (30 minutes) in Junior and Senior Infants classes. Aistear activities in 1st Class at the discretion at the class teacher. We use a thematic approach for approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

* Rainbow Oral Language Programme (CJ Fallon)

Rainbow oral language programme taught in infant classes- 6th class

Timetable for Oral Language

* Aistear:30 minutes every day
* Oral language lessons daily: discreet lessons/formal lessons/informal language use

## Some Activities/Methodologies currently used for Oral Language

The following skills will be modelled and taught in our school **at all class levels**:

* Using words for common social functions in a polite and respectful manner (on-going, daily)
* Communicating to meet personal needs (on-going, daily)
* Listening (rhymes, jingles, riddles, listening activities, bingo, news)
* Recalling (re-telling stories, class trips/visits, news)

Naming (name, address, days, months, seasons, family members, things you need for/find in)

* Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
* Describing (colour, shape, feelings, characters)
* Denoting Position (orientation-left/right, relational- under/beside/behind/on/in)
* Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
* Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
* Giving instructions and directions (how do we make a cup of tea/go to the shop?)
* Reporting (reporting back from a group activity or project)
* Speaking out clearly (on going, daily)
* Predicting (hear part of a story, what do you think will happen next?, picture sequences)
* Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
* Imagining (a new planet, a newly discovered species of animal)
* Questioning (20 questions, the Yes/No game show)
* Interpreting and using appropriate non-verbal language
* Taking turns in speaking and listening (circle-time, news time)
* Showing tolerance for views of others (circle-time, debating)

Resources/Methodologies for Oral Language

* + See each class level

Teacher’s planning for Oral Language

* + Teacher’s plan using Learning Outcomes
  + English oral language and Gaeilge ó bhéal are integrated thematically through Aistear and through teaching topics at the same time and discussing language
  + New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) and word walls are displayed from 1st class upwards.
  + Key vocabulary for pupils is identified for all subject areas and listed in

teachers’ short-term planning

1. **Reading**

**Learning Outcomes for Reading**

* See pages 26 and 27 of the Primary Language Curriculum

Aims for Reading

In the area of reading development we aim to:

* promote positive attitudes and develop the appreciation of reading
* develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
* develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
* develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
* develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasingly complexity
* engage in and enjoy sustained silent reading
* enhance emotional and imaginative development through reading
* develop cognitive ability and the capacity to clarify thinking through reading
* Use the school library to increase fluency and interest in books.
* Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

## Methodologies for Reading

* See each class level

## Whole School Initiatives for Reading

* + World Book Day
  + D.E.A.R. time
  + Buddy Reading
  + Study of Authors and Visiting Authors
  + Reading Recitals at assemblies and school concerts
  + Team Teaching focus on Reading Skills
  + Guided Reading
  + Book Fair
  + Dress up as book character (at Halloween)
  + Paired reading with volunteers

## School Library

Each class equipped with a fully stocked class library.

## Rhymes

See Nursery Rhyme Scheme (Infant level)

## Poetry

Children will learn poetry in each class

Guidelines and ideas for poetry are given at each class level

Poetry integrated throughout Rainbow Oral Language Programme

## Story

The children will explore the following types of story between Infants and Second class. 3rd to 6th class will explore a variety of fictional stories and texts.

(See the Story Scheme at each class level)

* Fairytales
* Fables
* Myths
* Legends
* Folk Tales

## Phonological Awareness

Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. The school uses the **Jolly Phonics** and **Rainbow Oral Language** schemes.

**Phonological Awareness Methodologies:** Identification of words as units within sentences. Identification and manipulation of syllables Phoneme blending

Identification and supply of rhyming words Identification and discrimination of phonemes Phoneme segmentation

Phoneme deletion Phoneme substitution Phoneme transposition

***Lesson Structure for Phonological Awareness***

## Infants

* Sound
* Sound in Context

**1st class to 6th class**

* + Sound
  + Sound in context
  + Sound as spelling/dictation
  + Sound as comprehension

## Timetable for Phonological Awareness

|  |  |
| --- | --- |
| Junior Infants: | 2 sounds per week/10 minutes daily |
| Senior Infants: | 2 sounds per week/10 minutes daily |
| 1st – 6th Class | Included in English timetabling |

**Reading comprehension:**

**Building Bridges of Understanding**

**Learning Outcomes for Each Section**

**1. LEARNING OUTCOMES OF PREDICTION INSTRUCTION**  
At the end of this unit the child will be enabled to:

* Understand *what* making a prediction is
* Understand *why* good readers make predictions
* Use illustrations, the title, key words and their own background knowledge to make predictions
* *Justify* predictions using evidence from the story or background knowledge
* *Revise* predictions as the story develops
* *Respond* to other people’s predictions

**2. LEARNING OUTCOME FOR VISUALISATION UNIT**At the end of this unit the children will be enabled to:

* Draw images in response to a text
* Create mental images in response to a text
* Discuss in detail the sights, sounds, smells, tastes and touch of their images
* Compare own image to others
* Understand the importance of visualisation

**3. LEARNING OUTCOMES FOR UNIT ON MAKING CONNECTIONS**  
At the end of this unit the child will be enabled to:

* Draw on personal experiences, other texts and background knowledge to deepen their understanding of the topic being read and the characters encountered
* Identify the three types of connections
* Understand that his/her own personal experiences and knowledge impact on their understanding of the text
* Use their connections for other strategies such as predictions and inferring
* Identify areas where they lack the prior knowledge necessary to fully understand the text and identify the means of rectifying that situation

**4. LEARNING OUTCOMES OF QUESTIONING UNIT**  
At the end of this unit, pupils will be enabled to:

* Generate questions before, during and after reading a non-fiction text
* Generate questions before, during and after reading a fiction/narrative text
* Understand that there are different types of questions
* Understand that the answers to the generated questions come from a range of sources. It may not be answered directly in the text itself
* Understand that some questions may remain un-answered
* Understand the importance of questioning

**5. LEARNING OUTCOMES FOR CLARIFICATION UNIT**  
At the end of this unit the pupil will be enabled to:

* Understand what monitoring comprehension and clarifying mean
* Understand why good readers clarify as they read
* Identify parts of a text that need clarification and use an appropriate strategy to repair comprehension

**6. LEARNING OUTCOMES FOR UNIT ON DECLUNKING/WORD IDENTIFICATION**  
At the end of this unit the pupils will be enabled to:

* Understand what the terms ‘clunk’ and ‘declunking’ mean
* Use a range of approaches to effectively ‘declunk’ a word
* Use prefixes, suffixes and word origins to assist word identification and vocabulary development
* Understand the importance of ‘declunking’ in developing comprehension

**7. LEARNING OUTCOMES FOR DETERMINING IMPORTANCE UNIT**  
At the end of this unit the child will be enabled to:

* Understand what determining importance is
* Understand why we need to determine importance
* Separate the facts of a piece of text – important and essential to non important and interesting
* Group facts according to topic/headings
* Edit their essential facts/main points as they read more of the book
* Justify their decision of facts using appropriate evidence from text
* Modify the approach to Determining Importance based on text genre

**8. LEARNING OUTCOMES FOR INFERENCE UNIT**  
At the end of this unit the child will be enabled to:

* Understand what inference is
* Understand the difference between prediction and inference
* Piece together clues from text, picture and schema to derive a deeper meaning
* Justify their inference using appropriate information from the text and the three types of connections
* Revise their inference as the text progresses
* Discuss others’ inferences

**9. LEARNING OUTCOMES FOR SYNTHESIS UNIT**  
At the end of this unit the child will be enabled to:

* Understand what synthesis is.
* Understand how and why we use synthesis when reading.
* Use all the comprehension strategies independently.
* Chose the most appropriate reading strategy/strategies when reading different texts.
* Be a confident skills driven reader.

## Resources for Reading

(See each class level)

## Supplementary Resources for Reading

* + Big Books
  + Guided reading books (Songbirds, Oxford Reading Tree, Nelson Literacy cards, Ginn Readers, PM + and Red Rocket)
  + School Library
  + Galbally Library
  + Poetry Books
  + Rhyme Books
  + Story Books
  + Fairytales
  + Books of Myths and Legends
  + Scrapbooks
  + Posters
  + CDs/Interactive whiteboard resources
  + Nursery Rhyme Scheme for Infant Classes
  + Phonics Scheme for Infant Classes (Jolly phonics)
  + Games
  + Activities
  + Newspapers
  + Magazines
  + Catalogues
  + Novels

1. **Writing**

**Learning Outcomes for Writing**

* + See pages 30 and 31 of the Primary Language Curriculum

***Aims for Writing***

In the area of writing development, we aim to:

* + develop competent and confident writers in all writing genres
* develop print awareness and an understanding of the purpose and conventions of print
* promote a growing sight vocabulary
* utilise the various comprehension strategies
* write for different purposes and different audiences
* learn to edit and refine writing and develop a sense of appropriate presentation
* develop a personal style of writing and learn to distinguish and use appropriate levels of formality
* share writing experiences with others
* use computer technology in learning to write

## Resources for Writing

See class level

## Writing Skills: All class levels will teach the following writing genres as outlined in our School Improvement plan. Other genres maybe taught but these must be covered. ( Note YEAR 1 commenced in 2019,Year 2 2020)

Year 1 Year 2

**Recount Report**

**Narrative Explanatory**

**Procedural Persuasive**

**Spelling**

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitionary stage of spelling. Fallons spelling book is used throughout the school. Both Spellwell and Spelling city are used in SEN

## Objectives for Spelling

* Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
* Spelling must be taught
* Spelling must be fun
* Realisation that not all spelling is phonetically based
* Spelling activities should be written
* Spelling lessons should be daily; short and snappy
* Spelling strategies are taught to all children especially those who experience difficulty
* Self-checking is continuously encouraged to foster a more independent approach
* Spelling must never be a barrier to children’s writing as it is vital not to dampen a child’s enthusiasm to write by always insisting on accurate spelling
* Children are encouraged to take risks and attempt unknown words
* Provide opportunities for children to ‘problem-solve’ the rules themselves
* Children begin spelling informally in Senior Infants through exposure to phonics. Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils’ years in the school.

*Source of Spellings*

* Dolch list
* Phonics Scheme- Jolly Phonics
* Dictionary
* Jolly Grammar
* Spell Well
* Spelling city
* Fallons spelling book

*Our Approach to the Teaching and Learning of Spelling*

Our school uses a synthetic phonic approach to spellings. In this multi-sensory approach children learn:

* That words are a sequence of sounds: F/O/G
* These sounds are represented by spellings
* The spellings can be made up of one or more than one letter e.g. sh/o/p, th/a/t.
* Some sounds can be written in a variety of ways eg the oe in go; toe; dough; (sound the same but look different)
* A spelling can carry more than one sound eg “a”; at, apron, all and what,

(look the same but sound different)

* Children are taught the skills of blending, segmenting and manipulating the various phoneme through lots of drill.
* Some spellings that the child may not have the skill to sound out yet are call tricky words. In the junior classes these words will be displayed on the “Tricky-Words-Wall). In the senior classes children will be encouraged to devise their own strategies to remember these spellings/words.

**Assessing Spelling**

Children are assessed by way of a spelling/dictation test every day/Friday. This will consist of a selection of words from their spelling list of that week and/or sentence/word dictation. This is combined with regular assessment of the child’s independent writing.

*Correcting Spelling*

* Teachers will correct the spelling/dictation tests and return them to the children.
* Teachers are encouraged to avoid marking every spelling wrong, instead guide the child in spotting their errors.
* We do not make public any child’s results
* Children are encouraged to say the sounds as they write the words.
* The children must have their test signed by parents/carers

*Spelling and the Learning Support/Resource Teacher*

Arrangements may be made under the direction of the class teacher.

*Timetable and Spelling*

* Monday-Thursday: 10-15 minutes per day introducing and teaching new words, with the assistance of spelling strategies, when necessary, for spelling homework that night
* Friday: 20 minutes for Spelling/Dictation check or daily check for 5 minutes

*Parental Involvement and Spelling*

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework. This can be done by using the Look, Say, Cover, Write(saying the sounds as they write), Check Method and by practising sentence dictation.

## Grammar & Punctuation

Grammar and punctuation is taught in Infants to 6th class. Teachers will use their own resources.

## Handwriting/Penmanship

Throughout the school there is an emphasis on penmanship. The pupils begin writing with a tail from Junior Infants and progress to looped style in second class, they then continue this style of writing through all classes. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn two letters per week.

Pupils in Junior Infants to 6th class use ‘Handwriting made easy’ workbook in each class.

Pen Licence

Children will earn their pen licence in 4th class when the teacher is satisfied that their handwriting is at an acceptable level to start writing with a pen instead of a pencil.

## Handwriting

* + The best way to ensure good handwriting is to learn it correctly from the beginning

Good penmanship also improves spelling since letter strings are connected when the child is writing a word.

* + Good posture, pencil-grip and how the children form their letters are explicitly taught
  + Children with poor motor control or little stamina need a script/cursive model that makes minimum demands on their physical

abilities – when the brain has a visual image of the word then the hand takes over.

* + Pre-writing patterns are taught before separate letter formations at infant level
  + Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. ‘a’ – ate, at, eat, etc…
  + A multi-sensory approach to handwriting is adopted in the school
  + The children will begin to complete some written tasks in cursive script in 3rd class. Cursive script is then encouraged for all written activities from 4th -6th class and not just English alone.

## Approach Used to Introduce Letters

* Jolly Phonics Programme
* Jolly Phonics Sound games
* Air pencil/magic dust
* Tracing: on table, on each other’s backs
* Playdough
* Sandpaper letters
* Large Letter in Crayon
* In Sand
* In paint bags

## Pencil Grip

* Tripod Grip

## Provisions for Left Handed Children

* Sit at the desk on the left hand side (when the layout of room allows)

*Timetable for Penmanship*

* Junior Infants and Senior Infants: half hour per week.
* First – Second class: 30 minutes/week
* 3rd-4th -20 minutes/week

5th -6th 20 minutes/week

*Correcting Handwriting*

* If a mistake is made when writing in pencil it is erased with an eraser
* If a mistake is made when writing in ink children are instructed to put brackets around the offending word and a line through it. ( ).

## Parental Awareness of Handwriting

* Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.
* Guidelines/instruction for parents will be provided at the teacher’s

discretion

## Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the se of free drawing and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children’s years in the school.

## Selecting Topics for Creative Writing

Sources of topics for children’s writing include:

* Narrative Genre
* Thematic Approach
* Personal Concerns
* Life at home and in school
* Stories
* Social Needs
* Personal Reading
* Poetry
* Drama
* Aistear
* Everyday Experiences: Emphasis is placed on writing from children’s own

experiences and ideas

## Strategies for Planning Creative Writing

* Narrative Genre strategies and ideas
* Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil

Webbing

* Story Board
* Story Plans
* Story Templates
* Poetry/Drama/Story as stimulus

## Whole School Approaches to Writing and Drafting

* Planning, Drafting, Editing, Re-drafting Method
* Encouraging Self Correction and Self Checking

Publishing on our school website/”Write-a-Story” competition, reading at assembly

## Correcting Creative Writing

Constructive comments are used by teachers when correcting the children’s work.

## Whole School Approaches to Valuing Creative Writing

* Displays
* Writer’s Corner
* Website
* Constructive and precise comments when possible
* Work included in anthologies
* Team Teaching
* Reading at assembly
* Enter in competitions in local library

## Assessment and Record Keeping

* + Standardised testing: B.I.A.P (Belfield Infants Assessment Profile), MIST (Middle Infant Screening Test), , EYES,. Drumcondra Reading, Reading Recovery sight word, Writing vocabulary, NRIT, Sound/letter knowledge test.
  + Teachers will hear children reading formally at least once a week.
  + Spelling tests (weekly from Senior infants)
  + Teacher checklists
  + Teacher observation
  + Teacher designed tasks
  + Work samples
  + Projects
  + Diagnostic tests

## Children with Different Needs

Children with special educational needs will receive support from our learning support teachers. English activities will be differentiated in order to meet the needs of the children in a particular class.

Where a teacher recognises that a child displays a particular ability in English, class teacher/LS teacher will provide challenging material to suit their needs. Teachers will also encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

## Continua of Support

A Continuum of Support will be completed (by LS teacher, in conjunction with class teacher) on each who requires extra support. This will be stored on Aladdin and relevant teachers will have access to this information. They will be reviewed twice yearly and adapted as needed.

## Resources

The LS teachers will work with class teachers and the resources that are in each class. Other resources that maybe used in team teaching and/or with individuals that may be withdrawn for support include:

* Wordshark
* Toe by Toe
* Nelson Literacy Directions
* Ginn Readers
* Sails readers
* O’Brien Panda Legends
* Oxford Treetops
* Reading Rockets
* Seriously Sill Stories
* Roaring Good Reads
* Sprinters
* I Am Reading
* Poolbeg Wren
* DK Readers
* New Reading 360
* Engage Literacy
* Engage Litercay Comprehension Kit
* Flying Boot
* PM Readers
* PAT programme
* SNIP programme
* Lexia typing
* TTRS
* Selection of dyslexia friendly novels- Barrington Stokes
* Range of apps on I pads

## E.A.L. Provision

The language needs of each child will be assessed and support will be provided. This support will be determined by the teaching and material resources available to us at the relevant point in time. All efforts will be made to make home/school communication as clear as possible given the resources at our disposal at the time in question.

## Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework should be assigned daily. From first class, spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

## Organisational Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011), as follows:

|  |  |
| --- | --- |
| Class Level: | Time Allocation for Language 1 (i.e. English): |
| Junior and Senior Infants | 4 hours per week |
| First – Sixth Class | 5 hours per week |
| *Discretionary time may also be used for the teaching and learning of English* | |

The teaching of English will be organised on a both a **whole-class** and **team- teaching** level. A team teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. Such will be organised based on the needs of each class and will focus on specific areas of the curriculum.

Resources and ICT

As a school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers’ resources for school-wide programmes will be available to all teachers, including Jolly Phonics, Rainbow Oral Language, Songbirds, Rigby Star, PM+, Oxford Reading Tree, Let’s Talk Literacy, Nelson Literacy, Engage Literacy, Engage Literacy Comprehension Kit, Big Box Adventures, novels.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, tablets, online programmes etc.

An appropriate amount of money may be requested from the Board of Management to fund our English programme. Contributions may also be requested through fundraising events.

## Individual Teachers Planning and Reporting

Class Teachers’ Planning:

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on-going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such.

They must also include English in their fortnightly (or weekly) plan. Such must include strand, element, learning outcomes, learning experience and key vocabulary.

The Cúntas Míosúil must document what has been covered in the teaching and learning of English each month.

Support Teachers’ Planning:

Teaching of English for pupils with special educational needs will be documented in the planning documents of S.E.T. staff.

## Staff development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum.

## Parental Involvement/Community Links

Parents/carers have a crucial role to play in their children’s language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children’s language development that supports and compliments the school experience. Parents are informed of this at the beginning of the year.

## Success Criteria

Means of assessing this plan are as follows:

* Teacher/parent/pupil/community feedback
* Children’s feedback regarding their learning
* Suggestions and reports of DES Inspectorate
* Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole-school plan.

## Implementation

1. Roles and Responsibilities

There is no one person responsible for the implementation of this English plan. Each teacher is responsible for implementing this plan within his/her own class. The plan should be monitored by all staff and any feedback duly noted to the Principal, who has overall responsibility for leading teaching and learning in the school.

1. Timeframe

As outlined in the introductory statement, this plan will be implemented for the 2020/2021 school year.

**Review**

This policy will be reviewed in January 2024 but will be amended as necessary.

## Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parents Forum. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management on 12th January 2021.

Signed: (Chairperson, BOM)

**Curriculum Content**

# Junior and Senior Infants

## Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

## Aistear Themes (Oral Language)

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * The Home * Autumn/Halloween | * The classroom * The Post Office * Café |
| * The Train Station/Transport * Toys/Christmas * Winter/Weather * The Supermarket * The Farm * Spring/St. Patrick * The Café * The Doctors/Vet * The Airport/Summer | * The Garda Station * Christmas * The Estate Agents * The Vet * The Garden Centre * The Zoo * The Ice-cream Parlour |

**Nursery Rhymes (Oral Language)**

## We reinforce Nursery rhymes taught at pre school and here are a selection below.

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Humpty Dumpty * Twinkle twinkle * Two little dickie birds * Row, row, row your boat * Incy, wincy spider * Five little ducks * I’m a little teapot * Baa baa black sheep * One, two, buckle my shoe * Mary had a little lamb * Hickory dickory dock * The queen of hearts * Miss polly * Little boy blue * Hey diddle diddle * Little bo peep * Rock a bye-baby * Mix a pancake * The man in the moon | * Revision of Junior Infant rhymes * Ring a ring a roses * See-saw Margery daw * Peter Peter pumpkin eater * Tom Tom the piper’s son * Ten green bottles * I love little pussy * Little Jack Horner * One for a tangle * Sing a song of sixpence * One litte baby * A dillar, a dollar * Girls and boys come out to play * Sally go around the sun * I had a little nut tree * Pat-a-cake, pat-a-cake * One potato |

|  |  |
| --- | --- |
| * Little miss muffet * Jack and Jill * Old King Cole * Hickety pickety * There was a crooked man * Mary, Mary quite contrary * Polly put the kettle on * Pussy cat, pussy cat * Rub a dub dub * One, two, three, four, five * Three blind mice * London bridge * Jack and Jill * Old MacDonald   Little Miss Muffet   * I’m a little snowman * Little bo-peep * I’m a little leprechaun * Green giant * Snail crawling and sliding * Wibbly wobbly * Do you like summer? * This is the sun | * Jelly on a plate * Little Arabella miller * What do you suppose? * Diddle, diddle, dumpling * Terence Mc Diddler * The grand old Duke of York * Diddlety, diddlety, dumpty * Little tommy tucker * Frére Jacques * There was a little dog |

**Story (Oral Language and Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Rainbow reading scheme – words sent home * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Songbirds/Oxford Reading Tree   **Big Books:**   * Variety of titles   **Fairytales:**   * Variety of titles | * Jolly Phonics reading scheme – words sent home in bag with homework sheet * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Decodable books 2 * Rigby Star readers * Engage Literacy readers   **Big Books:**   * Variety of titles * **Planning with Junior Infant teacher (no cross over)**   **Fairytales:**   * **Variety of titles** * **Planning with Junior Infant teacher ( no cross over)** |

**Seniors Poetry:**

* **We’re off to see the moon**
* **Fun fair**
* **Five little witches**
* **My post**
* **Cinema countdown**
* **The Explorer**
* **Jim the Vet**

**Story (Oral Language and Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Rainbow reading scheme – words sent home * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Songbirds/Oxford Reading Tree   **Big Books:**   * Variety of titles   **Fairytales:**   * Variety of titles | * Jolly Phonics reading scheme – words sent home in bag with homework sheet * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Decodable books 2 * Rigby Star readers * Engage Literacy readers   **Big Books:**   * Variety of titles * **Planning with Junior Infant teacher (no cross over)**   **Fairytales:**   * **Variety of titles** * **Planning with Junior Infant teacher ( no cross over)** |

**Seniors Poetry:**

* **We’re off to see the moon**
* **Fun fair**
* **Five little witches**
* **My post**
* **Cinema countdown**
* **The Explorer**
* **Jim the Vet**

## Phonics (Reading)

|  |  |
| --- | --- |
| **Junior Infants** | |
| September | * Pre-reading skills |

|  |  |
| --- | --- |
| October - May | * Teach groups 1-5 (see below) * Teach 2 sounds per week: Monday: Teach new sound 1   Tuesday: Revise new sound 1 and illustrate in copies  Wednesday: Teach new sound 2, Teacher revise previous sounds  Thursday: Revise new sound 2 and illustrate in copies Teacher revise previous sounds  Friday: Teacher revise previous sounds   * At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group  1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. j, z,w,v,y,x,qu 5. Ch,sh,th  * Blending to begin informally after teaching of group 1 phonic sounds. * Reading to begin in January with readers being sent home |
| June | * Revision and Blending of all phonics |

|  |  |
| --- | --- |
| **Senior Infants**  All other phonics have been taught in Junior Infants | |
| **September-October** | * s, a, t, i, p, n * ck, e, h, r, m, d * g, o, u, l, f, b * j, z, w, v, y, x, qu |
| **November** | 1. Blending 2. Final letter sounds 3. Medial letter sound 4. Digraphs |
| **December** | 1. Blending 2. Final letter sounds 3. Medial letter sound 4. Digraphs |
| **January** | 1. Blending 2. Final letter sounds 3. Vowels 4. Digraphs 5. Double letters |
| **February** | 1. Blending 2. Final letter sounds 3. Vowels 4. Digraphs 5. Double letters |
| **March** | 1. Blending 2. Final letter sounds 3. Vowel 4. Rhyming families |
| **April** | 1. Blending 2. Final letter sounds 3. Vowels |

|  |  |
| --- | --- |
|  | 1. Rhyming families 2. Capital letters |
| **May – June** | **Revision and Blending of all phonics**   1. Blending 2. Final letter sounds 3. Vowels 4. Rhyming families 5. Capital letters |

**High Frequency Words (Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| High Frequency Words ( at child’s own  level)  Jolly Phonics tricky words 1 – 30 *(and*  *at child’s own level)* | High Frequency Words ( at child’s own  level)  Jolly Phonics tricky words 31-60 |

## Handwriting (Writing)

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Script (lower case letters only) | * Script (revise lower case and teach upper case letters) |

**Grammar and Punctuation**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Full stop * Question Mark (Informally) * Exclamation Mark (Informally) * Capital Letters   (All taught informally at Junior Infants level) | * Question Mark * Exclamation Mark * Capital Letters: Names, Days, Months, Beginning Sentences * Full Stop * Rewriting sentences and putting the words into the correct order * Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no) * Filling in the missing words in sentences * Selecting the correct word to complete a sentence, e.g. The cat was the table (up/on) * Selecting the correct word to complete a sentence, using pictorial clues |

# First and Second Class

## Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

|  |  |
| --- | --- |
| **First Class – Oral Language Themes (Rainbow Oral Language Scheme)** | |
| September | My Summer holidays  School  Pets |
| October | Autumn Birthday Halloween  News |
| November | Magic Doctors |
| December | Birds Christmas News |
| January | Parcels Surprises News |

|  |  |
| --- | --- |
| February | Pancake Tuesday Woods and Animals |
| March | Spring The Farm  St. Patrick’s Day |
| April | Spring Easter Lambs Night Life |
| May | Summer  The Swimming Pool |
| June | Summer at Home Holidays |

|  |  |
| --- | --- |
| **Second Class – Oral Language Themes (Rainbow Oral Language**  **Programme)** | |
| September | Pets  Visit to the Cinema |
| October | Thunder and Lighting  Dinosaurs |
| November | Looking after your body  Cats |
| December | Christmas |
| January | Landmarks of Ireland  Solar System |
| February | Recycling |

|  |  |
| --- | --- |
|  | Storytelling |
| March | Irish Legends  Transport |
| April | Inventions |
| May | Feelings  The GAA |
| June | Animals in the Garden |

## Poetry (Oral Language)

**1st class**

* Hairy tales
* The playground
* Signs of Autumn
* Happy Halloween
* I see the wind, the wind, the wind
* Christmas Joy
* From a railway carriage
* A Trip to the zoo
* Zoo animals
* Easter eggs
* Football dream
* School sports

**Second Class**

1. Keep a poem in your pocket – Beatrice Schenk de Regniers
2. Dad and me – Séan Daly
3. You do it too – Margaret Langford
4. I like cabbage – John Kitching
5. New shoes – John Agard
6. Over the park – Charles Thomson
7. Simple Simon – Anonymous
8. Betty Botter – Anonymous
9. Sitting in my bathtub – John Foster
10. Birthdays Anonymous
11. My mother – Karen Horgan
12. Birdman – June Crebbin
13. The haunted house – John Foster
14. Sand – John Foster
15. The snowman- Vera Gray
16. The pencil – Georgina Dowd
17. A baby sardine – Spike Milligan
18. Stegosaurus – Wendy Larmont
19. There was an old man from Peru- Anonymous
20. Daddy fell into the pond- Alfred
21. Well, I never – June Crebbin

**Story (Reading)**

|  |  |
| --- | --- |
| **First Class** | **Second Class** |
| * Myths and Legends * Fairytales * Word Wizard * Big Box Adventures – Pirate   Pat…and More, Sleep Tight…and More   * Novel: The Owl Who Was Afraid of the Dark | * Myths and Legends * Fables * Fairytales * Big Box Adventures - Keep Going and More, Clickety Click * Word Wizard * Novels:   The Twits The Iron Man |

**Grammar and Punctuation (Writing)**

|  |  |
| --- | --- |
| **First Class** | **Second Class** |
| * Capital Letters * Sentence writing * Proper Nouns * Common Nouns * Alphabetical Order * ‘A’ for ’An’ * Plurals * Pronouns * Conjugating Verbs * Past tense * Future tense * Doubling rule – before adding –ed * Adjectives * Compound Words * Adverbs * Plurals –es * Antonyms * Speech Marks * Questions * Homophones | * Alphabetical Order * Sentence Writing * Speech Marks * Questions * Commas in Lists * Exclamation Marks * Proper Nouns * Adjectives * Plurals -s, -es, -ies * Possessive Adjectives * Homophone Mix-Ups * Adverbs * Verbs * Present Tense Verbs * Regular Past Tense Verbs * Irregular Past Tense Verbs * Using a Dictionary * Proofreading Sentences * Expanding a sentence * Conjunctions * Prefixes * Apostrophe ‘s’ * Contractions * Prepositions * Suffixes -ing, -er, -est |

**Grammar and Punctuation (Writing)**

## Handwriting (Writing)

|  |  |
| --- | --- |
| **First Class** | **Second Class** |
| * Non - cursive Script * Revise lower case and upper case letters. * “Just Handwriting”   programme. | * Cursive Script * Revise lower case and upper case letters. * Practise joining words. * “Write On” handwriting   programme |

**3rd – 6th Class**

Learning outcomes: See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

Oral Language

|  |  |
| --- | --- |
| **Third class Sept- June** | Poetry Debate  Oral reports Presentations Conversations Interviews Think Pair Share Retelling  Giving instructions |

|  |  |
| --- | --- |
|  | Vocab games Seasonal topics Hot seating Creative drama News  Discussion of media Empathising with characters Character descriptions Comparing stories  Retelling stories  Predictions |

|  |  |
| --- | --- |
| **Fourth class Sept- June** | Poetry Debate  Oral reports Presentations Conversations Interviews Think Pair Share Retelling  Giving instructions Vocab games Seasonal topics  Hot seating |

|  |  |
| --- | --- |
|  | Creative drama News  Discussion of media Empathising with characters Character descriptions Comparing stories  Retelling stories  Predictions |

|  |  |
| --- | --- |
| **Fifth class Sept- June** | Poetry Debate  Oral reports Presentations Conversations Interviews Think Pair Share Retelling  Giving instructions Vocab games Seasonal topics  Hot seating |

Creative drama News

Discussion of media Empathising with characters Character descriptions Comparing stories

Retelling stories Predictions

|  |  |
| --- | --- |
| **Sixth class** |  |
| **Sept- June** | Poetry Debate  Oral reports Presentations Conversations Interviews Think Pair Share Retelling  Giving instructions  Vocab games Seasonal topics |

|  |  |
| --- | --- |
|  | Hot seating Creative drama News  Discussion of media Empathising with characters Character descriptions Comparing stories  Retelling stories  Predictions |

## Poetry (Oral Language)

**Third Class**

**(first 9 poems are covered in Ready to Go!)**

1. **Flying Machine – Hilda Offen**
2. **Spaghetti! Spaghetti! – Jack Prelutsky**
3. **Waiting at the Window – AA Milne**
4. **Wizard – Richard Edwards**
5. **The Silver Fish - Shel Silverstein**
6. **From a Railway Carriage – Robert Louis Stevenson**
7. **Brother – Mary Ann Hoberman**
8. **Bear in There – Shel Silverstein**
9. **Allosaurus – Jack Prelutsky**
10. **The Sound collector – Roger McGough**
11. **Noises in the night – Wes Magee**
12. **The Fairies – William Allingham**
13. **The great blue whale – Kerry Hardie**
14. **Today I had a rotten day – Kenn Nesbitt**
15. **I keep my snowman in the freezer – Ian McMillan**
16. **Witch goes shopping – Lillian Moore**
17. **Dad and the cat and the tree – Helen Nicole**
18. **A visit from St. Nicholas – Clement Clarke Moore**

**Based on Teacher Chosen Poems**

|  |  |
| --- | --- |
| **4th Class**  **Colonel Fazackerely**  **Kennings (Writing Poetry)**  **Spring**  **The Sound Collector**  **It’s Boring Being a Monster**  **Our Teacher’s Voice**  **Christmas**  **Halloween**  **The Marrog**  **Colonel Fazackerely**  **Greedy Dog**  **Kennings (Writing Poetry)**  **The Supply Teacher**  **Bed In Summer**  **Mrs Butler**  **The Visitor**  **From A Railway Carriage**  **Smile** | **5th Class**  **The Aliens Have Landed**  **Windy Nights**  **Trees**  **Giant Winter**  **Christmas Eve**  **Kennings (writing poetry)**  **My Teacher wasn’t Half as Nice as Yours**  **Spring**  **Standing is Stupid**  **The Sound Collector**  **Hedge School**  **War Horse**  **Old Man Ocean**  **The Marrog**  **Rag Doll**  **Distracted, The Mother said to Her Boy**  **Kennings (writing poetry)**  **The Supply Teacher** |

**5th / 6th poems**

1. **First Day at School**
2. **In Flanders Fields**
3. **The Night we Rode with Sarsfield**
4. **Two’s Company**
5. **The Witches’ Spell**
6. **Trees**
7. **Past and Present**
8. **I’m late for school**
9. **I see his Blood upon the Rose**
10. **The Lake Isle of Innisfree**
11. **I’m Super**
12. **Grandad’s Wayward Teeth**
13. **Leisure**
14. **Danny Murphy**
15. **Mid Term Break**
16. **Blackberry Picking**
17. **Follower**
18. **The Carol Singers**
19. **Christmas Eve**
20. **Centipede’s Song**
21. **Sick**
22. **The Daffodils**
23. **The Snare**
24. **My Cousin Fred**
25. **I Dreamed a Dream**
26. **If Fleas had Feelings**
27. **Hugs**
28. **Snowball Fights**
29. **Feuding Friends**
30. **The Loner**
31. **Trees**
32. **Christmas Eve**
33. **Kennings (writing poetry)**
34. **Spring**
35. **The Sound Collector**
36. **The Marrog**
37. **Distracted, The Mother said to Her Boy**
38. **Kennings (writing poetry)**

|  |  |
| --- | --- |
| Third class | Fourth class |
| * Novels * Let’s Talk Literacy * Sneak Thieves (Big Box) * Better English-Literacy Skills * DEAR/Library * ICT   3rd Class Novels  Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:  Charlotte’s Web The Butterfly Lion The Witches  Tom Crean – Ice Man | * Novels * Let’s Talk Literacy * Crazy Carnival-(Big Box) * Treasury D * DEAR/Library * ICT   4th Class Novels:  Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:  Kensuke’s Kingdom  There’s a Boy in the Girl’s  Bathroom Matilda |
| **Fifth class** | **Sixth class** |
| * Myths and Legends * Fables * Fairytales * Novels * Let’s Talk Literacy * Upside Down World, Big Box Adventures * Reasons to Write * Away with words * DEAR/Library * Treasury E * My Read at Home * ICT | * Myths and Legends * Fables * Fairytales * Novels * Poems * Let’s Talk Literacy 6th Class * Treasury F * By the North Star (Big Box Adventures) * DEAR/Library * ICT |

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| 5th Class novels  Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:  Reaching the Heights Under the Hawthorn Tree Goodnight Mr Tom  War Horse | 6th Class Novels  Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:  The Boy in the Striped Pyjamas  Holes  Bridge to Terabithia |

**Grammar and Punctuation (Writing)**

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| **Third Class** | **Fourth class** |
| * Capital letters and full stops * Question marks and * Exclamation marks * Speech Marks and Commas * Common Nouns * Proper nouns * Plurals * Irregular plurals * Verbs | * Proper nouns * Collective nouns * Adjectives * Verbs * Adverbs * Alpha order * Pronouns * Common nouns * Homophones * Apostrophe |

|  |  |
| --- | --- |
| * Present Tense and Past Tense * Irregular Verbs-Past tense * Compound Words * Adjectives * Contractions * Pronouns * Alphabetical Order * Antonyms * Conjunctions * Homophones | * Contractions * Commas * Singular plural nouns * Synonyms * Antonyms * Punctuation * Prepositions |
| **Fifth class** | **Sixth class** |
| * Proper nouns * Collective nouns * Abstract * Adjectives * Verbs * Adverbs * Similes * Alpha order * Pronouns * Common nouns * Homophones * Homonyms * Proverbs * Apostrophe * Contractions * Commas * Abbreviations * Singular plural nouns * Synonyms * Comparatives/superlatives * Antonyms * Punctuation * Prepositions | * Proper nouns * Common nouns * Collective nouns * Abstract nouns * Concrete nouns * Capital letters * Dictionary work * Adjectives * Verbs * Adverbs * Similes * Metaphors * Conjunctions * Alphabetical order * Pronouns * Homophones * Proverbs * Apostrophe * Contractions * Commas * Abbreviations * Singular plural nouns * Synonyms * Antonyms * Comparatives/superlatives * Antonyms |

|  |  |
| --- | --- |
|  | * Punctuation * Question mark * Syntax * Prefix * Compound words * Prepositions |

## Handwriting (Writing)

|  |  |
| --- | --- |
| **Third class** | **Fourth class** |
| * Handwriting made easy | * Handwriting made easy |
| **Fifth class** | **Sixth class** |
| * Emphasis on proper pencil grip and good posture * Emphasis on proper letter formation * Emphasis on quality presentation * Develop a fluent personal style of handwriting * Write for more sustained periods | * Emphasis on proper pencil grip and good posture * Emphasis on proper letter formation * Emphasis on quality presentation * Develop a fluent personal style of handwriting * Write for more sustained periods |

**Reading schemes for all classes**

The school has invested in a variety of reading schemes for use in both team- teaching and for homework.

See each class level for reading scheme for class

1. **PM+ Readers/Class Novels/Oxford Reading Tree**

PM+ levelled readers are for use in team-teaching and homework. All pupils are tested for their starting level on the PM+ readers. This reading scheme will be used from Senior Infants upwards.

1. **Oxford Reading Tree Readers**

The Oxford Reading Tree readers will be used in 2nd class as a reader at the beginning of the year. They may also be used for differentiation in team-teaching in the form of in-class support.

1. **PM Readers**

We have the PM reading scheme.

1. **Songbirds Readers**

Used in Junior Infants and Senior Infants as supplementary reading.

1. **Jolly phonics readers**

The Jolly Phonics readers will be used in Junior Infants and Senior Infants as the pupils begin blending sounds they know.

1. **Other**

The following schemes are used in classes throughout the school as required:

* + Word Wizard
  + Let’s Talk Literacy
  + Big Box Books (Edco Primary English)
  + Big Box Library (Edco Primary English)
  + Class Novels – see each class
  + Nelson Literacy
  + Ginn Readers
  + Oxford Treetops
  + Engage Literacy

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