

<p style="text-align: center;"><b>Plan for English Literacy St. Clare's P.S. 2010- 2015</b></p>
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This English whole school plan was drafted by the principal in consultation with school staff .The Principal has overall responsibility for school literacy Policy decisions were arrived at through analysis and discussion of identified current school practice via classroom observations , analysis of current curriculum and through consultation with teachers at meetings and class planning events.

The policy will be reviewed on an ongoing basis .Having analysed the different strand areas we have made writing standards our Primary focus in the year 2011/ 12 and 2012 /13 .

### **Rationale**

In St. Clare's P.S. we are committed to the holistic development of all pupils. The development of their fluency in the English language is 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.

**In our school, therefore, we attach a high priority to helping pupils achieve the highest possible standard of Literacy in all strands of the English Curriculum.**

### **Aims**

1. To enable the children to **speak, read and write** independently and effectively.
2. To foster an **enjoyment and appreciation** of the English language.
3. The objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document presented under the four strand headings in the English Curriculum.

### **Oral Language, Junior Infants to Rang 6**

#### **Objectives**

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"> <li>▪ Experience, recognise and observe simple commands. <i>Observe commands and classroom instructions</i></li> <li>▪ Listen to a story or description and respond to it. <i>Oral responses to story. Questions and answers. Use of story tapes</i></li> <li>▪ Hear, repeat and elaborate words, phrases and sentences modelled by the teacher <i>Teacher models correct speech structure.</i></li> <li>▪ 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></li> <li>▪ 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</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. <i>Talk about experiences during news time, birthdays, 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></li> <li>▪ Choose appropriate words to name and describe things and events. <i>Vocabulary development and language enrichment</i></li> <li>▪ Experiment</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ 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></li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflect on and talk about a wide range of everyday experience and feelings. <i>Everyday experiences expressed through News, SPHE, Walk Tall</i></li> <li>▪ Create and tell stories. <i>Finishing, sequencing, changing ending or beginning of stories. Use of objects to create a story</i></li> <li>▪ 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></li> <li>▪ 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 props for drama</i></li> <li>▪ Use language to create and sustain</li> </ul>

<p><i>body language</i></p> <ul style="list-style-type: none"> <li>▪ Mime and interpret gesture, movement and attitude conveying various emotions. <i>Integrated with SPHE. Appropriate conversation cues</i></li> </ul>	<p>with descriptive words to add elaborative detail. <i>Vocabulary development and language enrichment</i></p> <ul style="list-style-type: none"> <li>▪ Combine simple sentences through the use of connecting words. <i>Language activities based on use of conjunctions 'and' 'because' 'then'</i></li> <li>▪ 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</i> –</li> <li>▪ Use language to perform common social functions. <i>Use language for manners, formalities, orders</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. <i>Link with Maths for colour, shape, size. Everyday movements around classroom for order, e.g. Time, Circle Time, Action movement</i></li> <li>▪ Discuss different possible solutions to simple problems. <i>Provide a wide range and level of questioning</i></li> </ul> <p><i>Ask questions relating to child's own environment, experiences, family, news, SESE</i></p> <ul style="list-style-type: none"> <li>▪ Show understanding of text. <i>Questioning re text</i></li> </ul>	<p>imaginary situations in play. <i>Development through drama, mime, role-play</i></p> <ul style="list-style-type: none"> <li>▪ Listen to, learn and recite rhymes, including nonsense rhymes.</li> <li>▪ Listen to, learn and ask riddles. <i>Experience and enjoy riddles</i></li> <li>▪ Create real and imaginary sound worlds. <i>Use of Auditory discrimination tapes and CDs</i></li> <li>▪ 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></li> <li>▪ Experiment with different voices in role-playing. <i>Character development-variety of peoples, ages etc</i></li> </ul>
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## Oral Language: Content and Methodology for 1<sup>st</sup> & 2<sup>nd</sup> 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"> <li>▪ Experience challenging vocabulary and sentence structure from the teacher. <i>In oral language activities and other curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use</i></li> <li>▪ 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></li> <li>▪ Listen to sounds and respond to them. <i>Children will be encouraged to listen carefully to sounds, and to respond accurately to them</i></li> <li>▪ Become more adept in using</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences. <i>Oral discussion during English language activities, as well as other curricular areas</i></li> <li>▪ Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. <i>In English and other curricular areas</i></li> <li>▪ 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</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Give a description, recount a narrative or describe a process, and answer questions about it. <i>Narratives and accounts in English Language activities, as well as other curricular areas</i></li> <li>▪ Listen to a story, poem or a narrative and ask questions about it.</li> <li>▪ Listen to other children describe experiences and ask questions about their reactions to them.</li> <li>▪ Become increasingly explicit in relation to people, places,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe everyday experiences and events. <i>News time, Religion, SPHE</i></li> <li>▪ Express feelings in order to clarify them and explain them to others. <i>Circle Time and SPHE</i></li> <li>▪ Tell stories in his/her own words and answer questions about them. <i>News time, other curricular areas</i></li> <li>▪ 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></li> <li>▪ Re-create stories and poems in improvisational drama. <i>Linked with Drama curriculum</i></li> <li>▪ Use play and improvisational drama to sustain imaginary situations. <i>Based on other curricular areas as well as English</i></li> </ul>

<p>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></p> <ul style="list-style-type: none"> <li>▪ Use gesture and movement to extend the meaning of what he/she is saying.</li> <li>▪ Express in mime various emotions and reactions, and interpret the emotions and reactions of others. <i>English activities, and in other curricular areas such as SPHE, Religion etc</i></li> </ul>	<p><i>future tense</i></p> <ul style="list-style-type: none"> <li>▪ 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> <i>Children will be encouraged to express opinions, and tell stories, re-count news events etc and will be encouraged to take turns and to listen to the expressions of others</i></li> <li>▪ Engage in real and imaginary situations to perform different social functions. <i>English activities, and in other curricular areas such as SPHE, Drama, Religion</i></li> </ul>	<p>times, processes and events by adding detail to what he/she describes and narrates.</p> <ul style="list-style-type: none"> <li>▪ Engage in real and imaginary situations involving language use. <i>This objective will be met through English Drama, Poetry, SPHE, etc..</i></li> <li>▪ Ask questions that will satisfy curiosity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to and say nonsense words and unusual words. <i>Nonsense poetry. Also linked to Phonics programme</i></li> <li>▪ Listen to, learn and tell riddles and jokes and tongue twisters</li> <li>▪ Clap the rhythms of poems and rhymes. <i>Pulse and rhythm activities integrated with the Music programme</i></li> <li>▪ Listen to, read and recite more sophisticated nonsense verse and rhymes.</li> <li>▪ Recognise and re-create sounds in the environment. <i>Use of auditory discrimination tapes. Linked with Music programme.</i></li> <li>▪ Use imaginative play to create humorous characters and situations. <i>Exploration of imaginary situations and characters, use of drama</i></li> </ul>
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## Oral Language: Content and Methodology for 3<sup>rd</sup> & 4<sup>th</sup> 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"> <li>▪ Experience the teacher's use of challenging vocabulary and sentence structure. <i>Questions and instructions. Draw attention to new vocabulary</i></li> <li>▪ Listen to, retell and tape a narrative or a description, taking turns giving the account. <i>Use of tape recorder to improve oral language. Also encountered in reading and writing</i></li> <li>▪ 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></li> <li>▪ Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. <i>Group work and circle time</i></li> <li>▪ Present ideas that are relevant to the subject in a logical sequence. <i>Project work - Use of questions in sequence</i></li> <li>▪ Summarise and prioritise ideas. <i>Class discussion – brainstorming in groups and project work in groups</i></li> <li>▪ Discuss the meanings and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss issues that directly affect his/her life. <i>Topics encountered in Circle Time, Stay Safe, Walk Tall etc</i></li> <li>▪ 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></li> <li>▪ Discuss different possible solutions to problems. <i>What would you do? Circle Time, Walk Tall, Stay Safe etc</i></li> <li>▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. <i>Topics encountered</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe everyday experiences to the class or group and discuss them. <i>News, Circle Time, religion etc</i></li> <li>▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. <i>Based on reading materials and class discussions</i></li> <li>▪ Express reactions to events and characters in stories. <i>Based on reading and class discussions</i></li> <li>▪ Discuss reactions to poems. <i>Question the children. Allow them to give their views</i></li> <li>▪ 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></li> <li>▪ Express feelings and attitudes through improvisational</li> </ul>

<p>enunciation in communicating with others. <i>Use of expression in reading, narrative etc</i></p> <ul style="list-style-type: none"> <li>▪ Use of mime to convey ideas, reactions, emotions, desires and attitudes. <i>Mime linked to poems and stories learned in class</i></li> <li>▪ Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips. <i>Listen and respond to musical piece. Respond to events attended, eg Cork Pops Orchestra</i></li> </ul>	<p>origins of words, phrases and expressions with the teacher. <i>Based on phonics, History and Geography, eg Roman numerals, as well as English</i></p> <ul style="list-style-type: none"> <li>▪ Become aware of new words and new connotations of words through his/her reading and writing experience. <i>underline and explain new words</i></li> <li>▪ Play synonym and antonym games. <i>Words encountered in reading and the writing of same, e.g skills book</i></li> <li>▪ Become familiar with the functions without necessarily using technical grammatical terms. <i>Skills books and activity book work</i></li> <li>▪ Practice the common social functions in the everyday context of class and school and</li> </ul>	<p><i>in Circle Time, Stay Safe and Walk Tall</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Listen to a presentation and discuss and decide which are the most important questions to ask. <i>Questions, eg what top five questions would you ask a famous person?</i></li> <li>▪ Learn how to use the basic key questions. <i>Use of – who, what, when, where, why etc? Essays and critiques and project work</i></li> <li>▪ Make presentations to the class about his/her own particular</li> </ul>	<p>drama. <i>Drama, stories. Acting out a poem</i></p> <ul style="list-style-type: none"> <li>▪ Create and sustain imaginary contexts through improvisational drama. <i>Dramatisation of stories, poems etc</i></li> <li>▪ React to poems through improvisational drama. <i>Dramatisation of poetry</i></li> <li>▪ Dramatise stories. <i>Dramatisation of stories read in reading time as well as SPHE, Religion, history etc</i></li> <li>▪ Experience and enjoy playful aspects of language. <i>Tongue twisters, synonyms, antonyms, compound words, riddles and rhymes, nonsense verse</i></li> </ul>
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	<p>through improvisational drama. <i>Instructions e.g. Good morning, Proper Line etc</i></p> <ul style="list-style-type: none"> <li>▪ Make lists of local expressions and words. <i>To be compared with word usage of overseas children</i></li> <li>▪ Use improvisational drama to re-create well-known characters. <i>Nativity Plays, history plays etc</i></li> <li>▪ Hear, discuss and react to local storytellers. <i>Visits from local and national authors and storytellers</i></li> </ul>	<p>interests. <i>Informally in class as well as formally project work and Circle Time</i></p> <ul style="list-style-type: none"> <li>▪ Justify personal likes and dislikes. <i>Discuss books etc in class</i></li> <li>▪ Argue a point of view and try to persuade others to support it. <i>Beginning Debate in class</i></li> <li>▪ Explore historical events through improvisational drama. <i>Drama on a particular incident, e.g. Helen of Troy</i></li> <li>▪ Explore reactions to ideas through improvisational drama. <i>Character roles – happy/sad etc</i></li> </ul>	
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## Oral Language: Content and Methodology for 5<sup>th</sup> & 6<sup>th</sup> 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"> <li>▪ 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></li> <li>▪ Listen to expressions, reactions, opinions and interpretations and retell or summarise them. <i>Debate, discussion, news telling</i></li> <li>▪ Listen to radio broadcasts and discuss what has been learned. <i>Re-telling news. Discussion</i></li> <li>▪ Follow detailed instructions or directions from others in order to test their accuracy. <i>Explorations, instructions</i></li> <li>▪ Take part in games in which unseen objects are identified from descriptions given by other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acquire the ability to give detailed instructions and directions. <i>Instructions and explorations</i></li> <li>▪ Converse freely and confidently on a range of topics. <i>Debates. Defending viewpoints</i></li> <li>▪ 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></li> <li>▪ Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. <i>Role play and mime</i></li> <li>▪ Discuss the positive and negative effects of jargon, slang and cliché, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss ideas of major concern. <i>Debate. Discussion. Circle Time Topical, national and international issues.</i></li> <li>▪ 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></li> <li>▪ Use the basic key questions and checking questions as a means of extending knowledge. <i>Use of who, what, where,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss with others his/her reactions to everyday experiences and to local, national and world events. <i>News telling and discussion. Circle Time</i></li> <li>▪ Discuss the concerns of other children. <i>Everyday experiences as well as issues of local, national and international concern</i></li> <li>▪ Discuss ideas, concepts and images encountered in literature. <i>Discussion, Art, Debate based on literature</i></li> <li>▪ Discuss personal reading and writing. <i>Reading aloud children's compositions. Discussion</i></li> <li>▪ Express individual responses to poems and literature and discuss different</li> </ul>

<p><i>Questioning and description activities</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Use mime to convey ideas, reactions, emotions, desires and attitudes. <i>Character role play and non-verbal communication</i></li> <li>▪ Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs. <i>Discussion, assigning conversation to pictures</i></li> <li>▪ Listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content. <i>Discussion, comparing and contrasting</i></li> <li>▪ Listen to authors reading and discussing their</li> </ul>	<p>express examples of them in his/her own language. <i>Discussion of jargon, slang, different usage etc</i></p> <ul style="list-style-type: none"> <li>▪ Understand the functions and know the names of the parts of speech. <i>Noun, verb, adjective, adverb, conjunction, articles</i></li> <li>▪ Learn about and name the basic properties of nouns and verbs. <i>Different types of nouns. Functions of verbs. Tenses of verbs</i></li> <li>▪ Become familiar with compound and complex sentences and know and understand the terms 'phrase' and 'clause'. <i>Teacher directed lessons, and contextual usage</i></li> <li>▪ Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts.</li> </ul>	<p><i>why etc in English work as well as in project work</i></p> <ul style="list-style-type: none"> <li>▪ Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them. <i>Questioning logic</i></li> <li>▪ 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></li> <li>▪ Justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view. <i>Debate. Defending viewpoint</i></li> <li>▪ Respond to arguments presented by the teacher. <i>Questioning and debating</i></li> <li>▪ Discuss the</li> </ul>	<p>interpretations. <i>Expressing personal preferences and re-actions. Discussion</i></p> <ul style="list-style-type: none"> <li>▪ Discuss plays, films and television programmes. <i>Discussion, story re-construction, compare classification of genre</i></li> <li>▪ Experience and enjoy playful aspects of language. <i>Nonsense poetry, riddles, rhymes, limericks, tongue twisters</i></li> </ul>
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<p>own work. <i>Interviews, character interviews and questioning</i></p>	<p><i>Narratives, description activities</i></p> <ul style="list-style-type: none"> <li>▪ Discuss the meaning, effect and diversity of local words and expressions. <i>Exploration and discussion of local words, phrases, syntax usage</i></li> <li>▪ 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></li> <li>▪ 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></li> </ul>	<p>value, truth or relevance of popular ideas, causes and proverbs. <i>Discussion, debate, creative enquiry, Circle Time</i></p> <ul style="list-style-type: none"> <li>▪ Explore and express conflicts of opinion through improvisational drama <i>Character interviews and role play</i></li> <li>▪ Explore historical contexts through improvisational drama. <i>Character interviews, role play and news telling</i></li> </ul>	
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## Reading

### Objectives

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 and Phonological Awareness Programme

### General Principles

- Use Jolly Phonics jun infants to 2<sup>nd</sup> class
- Use phonic and phonological awareness activities each day in all classes following hierarchy of tasks ( 5 to 15 minutes)
- Junior classes will continue to use the Letterland Phonic Scheme as a support resource
- In building up a sight vocabulary, pupils should be introduced to the major phonological elements within each word, eg stand= st sound =+–nd sound
- The phonic programme should be integrated with the spelling programme in each class .
- From Rang 2 upwards, phonic instruction will be based on sight words from the Reading Scheme

### Glossary of terms for recording in Cuntas Oibre

#### ***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+l+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 and phonological awareness will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:

***Junior Infants / Senior Infants*** – formal assessment. Check individually if each child knows letter sounds on his/her own

***Rang 1***- LSRT Use relevant parts of the Jackson Test if a teacher is concerned about a pupil's reading and writing

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

### Resources

***Junior Infants, Jolly Phonics Manual and Resources, Phonics Workbook, Word Lists***

#### ***Senior Infants***

Jolly Phonics Resources, Phonics Ladder, Word lists, Workbook

## **Rang 1 – Rang 6**

Phonics Ladders, Phonics/phonological awareness worksheets, Rhyming/Phonic Poems

### **Software Resources**

Wordshark , starspell Lexia .

Sherston Literacy Bank ( Levels 1 to 8 )

### **Communication with LSRT and Parents /Guardians**

Document problems informally to build up a picture

Discuss with LSRT staff in classroom /Mr Conlon

Parents will be notified. They will be encouraged to help the child, and will be shown how to support their child's learning in this area.

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 by Christmas
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. Revision of initial sounds after Christmas
5. Continue blending to make 3 letter words, e.g. cab
6. Building up work families (cat, bat, mat etc)
7. Introduction of onset and rime, e.g. c = at
8. Depending on readiness, introduce sounds  
Ai oa ie ee or

NB Word Lists based on 3 letter words ( on page 143 – 154 or Jolly Phonic Manual)

### **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. NB word lists on page 143-154 of Jolly Phonics
5. 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
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
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: Content and Methodology for Junior & Senior Infants**

<b>Developing Concepts of Language &amp; Print</b>	<b>Developing Reading Skills &amp; Strategies</b>	<b>Developing Interests, Attitudes &amp; the Ability to Think</b>	<b>Responding to Text</b>
<ul style="list-style-type: none"> <li>▪ Listen to, enjoy and respond to stories, nursery rhymes, poems and songs. <i>Stories, nursery rhymes and poems.</i></li> <li>▪ Become an active listener <i>Predict endings of stories. Change endings. Re-telling stories and rhymes</i></li> <li>▪ Play with language to develop an awareness of sounds. <i>Wrong words at the end of a</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience the reading process being modelled. <i>Teacher reads books and big books aloud to children</i></li> <li>▪ 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</i></li> <li>▪ Encounter early reading through collaborative reading of large-format</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Recall and talk about significant events and details in stories. <i>Questioning and discussion of</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Respond to characters, situations and story details, relating them to personal experience. <i>Questioning and discussion. Relating</i></li> </ul>

<p><i>rhyme – pupils spot and correct. Nonsense verse</i></p> <ul style="list-style-type: none"> <li>▪ Develop a sense of rhythm and rhyme. <i>Through nursery rhymes and poetry</i></li> <li>▪ Become familiar with a wide range of environmental print</li> <li>▪ Learn about the basic terminology and conventions of books. <i>Use of big book. Terminology of books discussed at storytelling time.</i></li> <li>▪ Read texts created by himself/herself and by other children in collaboration with the teacher.</li> <li>▪ Learn to recognise and name the letters of the alphabet.</li> <li>▪ Develop an awareness of some letter-sound relationships</li> </ul>	<p>books and language-experience material. <i>Big books</i></p> <ul style="list-style-type: none"> <li>▪ 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</i></li> <li>▪ Learn to isolate the beginning sound of a word or syllable.</li> <li>▪ Learn to isolate beginning and final sounds in written words. <i>Onset and rime. Oral at Junior infant level</i></li> <li>▪ 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></li> <li>▪ Use knowledge of word order, illustration, context and initial letters to identify unknown words <i>Use of contextual clues to de-code print</i></li> <li>▪ Engage in shared /paired reading activities.</li> </ul>	<p><i>stories</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Predict future incidents and outcomes in stories.</li> <li>▪ Differentiate between text and pictures. <i>Structure of book</i></li> <li>▪ Understand the function of text. <i>Text portrays words and story</i></li> </ul>	<p><i>to child's own situation. Developing empathy</i></p> <ul style="list-style-type: none"> <li>▪ Perceive reading as a shared, enjoyable experience. <i>Promoting Shared Reading at home and in school, in accordance with school policy</i></li> <li>▪ 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></li> <li>▪ 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></li> </ul>
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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"> <li>▪ Continue to experience the reading process being modelled. <i>Teacher reads stories aloud to the class. Big books are read/re-read</i></li> <li>▪ Engage in shared reading activities. <i>Each class will have 2/3 blocks of shared reading time each year</i></li> <li>▪ Visit the school library and the local library. <i>Each group of children will have a library box of suitable books. The boxes will be changed regularly</i></li> <li>▪ 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></li> <li>▪ Engage in activities designed to increase awareness of sounds. <i>Phonic education in accordance with school scheme, and phonic activities accompanying English scheme</i></li> <li>▪ Learn about the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read from a range of children’s literature, choosing material for reading during silent reading periods <i>Children choose reading material from the library boxes and from the shared reading sets</i></li> <li>▪ 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 Readathon and Book Fair</i></li> <li>▪ Learn to find books in a classroom or school library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pursue individual interests through independent reading of fiction and non-fiction <i>Children will pursue their individual interests through choosing books from library boxes and shared reading boxes</i></li> <li>▪ 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></li> <li>▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material <i>Children will be</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to listen to and enjoy stories and poems being read aloud <i>Teacher will frequently read poems and stories aloud to class</i></li> <li>▪ Engage in spare-moment reading and browsing by having ready access to reading material <i>Each group of pupils will have access to a library box, which will be frequently changed</i></li> <li>▪ Engage with a wider variety of text <i>Library boxes and shared reading boxes will contain a wide variety of books – fiction, factual, encyclopaedia, nature etc</i></li> <li>▪ Experience enhanced levels of self-esteem through success in reading <i>Children will experience success through reading at their own levels</i></li> <li>▪ Listen to entire stories read aloud in instalments <i>Teacher selects</i></li> </ul>

<p>sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable.</p> <p><i>Drills based on the phonic programme as above</i></p> <ul style="list-style-type: none"> <li>▪ Learn about the sounds associated with the beginning of a word or syllable. <i>Drills to re-inforce onset and rime, using words from class reader, and words from phonic programme</i></li> <li>▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. <i>Drills as above</i></li> <li>▪ 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></li> <li>▪ 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 decoding print. An encouraging reading</i></li> </ul>	<p><i>Each group of children will have a library box of suitable books. The boxes will be changed regularly. 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></p> <ul style="list-style-type: none"> <li>▪ Read aloud to share a text with an audience <i>Children will be encouraged to read aloud from class text, from shared reading books, from own choice books, and from own writings, news items etc</i></li> <li>▪ 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,</i></li> </ul>	<p><i>encouraged to review their shared reading and/or library books for the class, and give recommendations</i></p> <ul style="list-style-type: none"> <li>▪ Develop comprehension strategies <i>Through discussion of text read, the child will continue to develop his/her comprehension</i></li> <li>▪ Perform alphabetical order tasks <i>The child will be given frequent alphabetical ordering tasks, and will be taught how to attack these</i></li> <li>▪ 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></li> <li>▪ Express a more formal response by giving a considered personal opinion of a book in oral or</li> </ul>	<p><i>books to read aloud in instalments</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ 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 expressed by characters</i></li> <li>▪ 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></li> </ul>
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<p><i>environment will be facilitated</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ 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 boxes</i></li> <li>▪ 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 liturgical readings, news items, book reviews, poems etc</i></li> </ul>	<p><i>from books, IT, and from interviewing others, and they will be encouraged to share their information with others</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> </ul>	<p><i>in written form 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>	
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## Reading: Content and Methodology for 3<sup>rd</sup> & 4<sup>th</sup> 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"> <li>▪ Use more than one strategy when reading unfamiliar text. <i>Pictures, discussion, new word, word building, story as context builder, read summary</i></li> <li>▪ Identify unfamiliar words by reference to word parts, prefixes and suffixes. <i>Break words into parts. Use of sounds, phonics, phonemics</i></li> <li>▪ Continue to self-correct reading errors. <i>Reading aloud, comprehension questions, Cloze procedures</i></li> <li>▪ Become an increasingly independent reader.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have access to a plentiful supply of books in the classroom and in the school library. <i>Library books, shared reading books, Readathon, Book clubs, Book Fair etc</i></li> <li>▪ Use library facilities outside the school. <i>Children will be encouraged to use library outside of school</i></li> <li>▪ 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</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Extend participation in listening and silent reading activities. <i>DEAR time, reading at home, discussion of children's preferences.</i></li> <li>▪ Read short books in one sitting to experience success in reading. <i>Shared reading books, Comics, O'Brien Readers, Wellington Square readers</i></li> <li>▪ Explore new interests and perspectives through reading. <i>Range of factual books available in classroom library, shared reading etc</i></li> <li>▪ Read books independently. <i>DEAR time, readathon, independent personal reading</i></li> <li>▪ Seek recommendations for books to read and recommend books to others. <i>Encourage children to orally recommend</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Extend and develop his/her response to increasingly challenging reading material. <i>Discussion. Changing endings. Writing about text</i></li> <li>▪ Engage in talk about books. <i>Discussion. Reviews, Written accounts</i></li> <li>▪ Talk about choice of books and the reasons for choices. <i>Discussion. Reviews, written accounts</i></li> <li>▪ Recognise and discuss differences in reading tastes. <i>Individual preferences recognised and discussed.</i></li> <li>▪ Share responses with other children and</li> </ul>

<p><i>DEAR time, print rich environment, library, research projects</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Refine his/her listening skills through hearing the teacher read aloud. <i>Teacher reads stories, poems, plays. Question children afterwards. Use of tape</i></li> </ul>	<p><i>Fairs etc. Book reviews, both oral and written</i></p> <ul style="list-style-type: none"> <li>▪ Experience different types of text. <i>Factual books, encyclopaedia, dictionaries, Research books, newspapers etc</i></li> <li>▪ Engage with a wide variety of poetry and verse on a regular basis. <i>Read and discuss poems, Make up poems, compare poems</i></li> <li>▪ Develop basic information retrieval skills. <i>Dictionary, ICT, Encyclopaedia, magazines, project work</i></li> <li>▪ Use simple dictionaries effectively. <i>Use of set dictionary from 3<sup>rd</sup> Class upwards.</i></li> </ul>	<p><i>books to others</i></p> <ul style="list-style-type: none"> <li>▪ Continue to use information technology to increase motivation to read and to enhance reading development. <i>At home and at school – use of CD Roms in History and Geography. Use of internet for project research</i></li> <li>▪ Know the structure and terminology of books. <i>Discussion and questioning on author, titles, illustrators, chapters, table of contents etc</i></li> <li>▪ Develop skills in locating and handling books through using well-stocked school and classroom libraries. <i>Reading and researching books from library</i></li> <li>▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. <i>Discussion, questioning, Cloze procedures</i></li> <li>▪ Use a knowledge of printing</li> </ul>	<p>with adults to cultivate a community of readers. <i>Shared reading. Readathon, library books. Critiques of books read</i></p> <ul style="list-style-type: none"> <li>▪ Experience a shared response to fiction through the use of a class novel. <i>Reading aloud a class novel, from 3<sup>rd</sup> Class onwards</i></li> <li>▪ Read aloud with expression. <i>Dramatic reading. Drama, Role play</i></li> </ul>
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	<p><i>Working in pairs, set questions on words looked up. Put words in sentences etc</i></p>	<p>conventions as an aid to expression and comprehension. <i>Knowledge of capital letters, spelling, paragraphs, punctuation</i></p> <ul style="list-style-type: none"> <li>▪ Keep a record of his/her reading in various forms. <i>Recording books and authors in written and IT format. Records on Readathon forms, Shared Reading Record Cards, Keeping book reviews</i></li> </ul>	
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## Reading: Content for 5<sup>th</sup> & 6<sup>th</sup> 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"> <li>▪ Achieve proficiency in word identification by refining the different word identification skills. <i>Breaking words into parts, word building, phonics, phonemics, contextual clues</i></li> <li>▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabification. <i>Word building, word analysis, classification</i></li> <li>▪ Engage with an increasing range of narrative,</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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, DEAR time. Introducing the short story</i></li> <li>▪ Engage in books in group or in whole-class settings. <i>Class novels, Readathon,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Have access to a wide range of reading material in the classroom and/or school library. <i>Class library, use of local/mobile library</i></li> <li>▪ Continue to keep a record of personal reading in various forms. <i>Reading records. Children rate books 1-10 in 'Recommended Books Corner'</i></li> <li>▪ 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></li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. <i>Recalling, retelling, evaluation, presentation</i></li> <li>▪ Relate personal experience to the ideas and emotions conveyed in the text. <i>Discussion of texts read in class, written accounts</i></li> <li>▪ Appreciate issues in fiction. <i>Discussion and debate of relevant issues, personalised written accounts</i></li> <li>▪ Examine similarities and</li> </ul>

<p>expository and representational text <i>Use of class novels, internet, research reading, history and geography projects</i></p> <ul style="list-style-type: none"> <li>▪ Become self-reliant, confident, independent readers, having time in class for sustained silent reading. <i>DEAR time, timetabled library slots, performance reading, e.g. book review or liturgical readings</i></li> </ul>	<p><i>book reviews</i></p> <ul style="list-style-type: none"> <li>▪ Learn about the structure and appreciate the function of the component parts of a newspaper. <i>Media studies, analysis of broadsheets, tabloids, local paper. Production of school magazine, letters to editor</i></li> <li>▪ Participate in organised visits to the public library and avail of the mobile library service. <i>Readathon, Book Fair, tour of local library</i></li> <li>▪ Read to satisfy personal interests. <i>DEAR time, Magazines, comics, novels, reviews, projects</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop study skills such as skimming, scanning, note-taking and summarising. <i>Project research using encyclopaedia, and ICT. Editing information, making presentations.</i> Retrieve and interpret information in a variety of ways. <i>Internet and encyclopaedia research, editing, making presentations</i></li> <li>▪ Support arguments and opinions with evidence from the text. <i>Scanning, summarising, debate, discussion</i></li> <li>▪ Read and interpret different kinds of functional text. <i>Interpreting directions, adverts, instructions, recipes, timetables etc</i></li> <li>▪ Explore appropriate non-fiction texts for various purposes. <i>Project work, retrieving information, timetable, recipes etc</i></li> <li>▪ Use information retrieval strategies in cross-curricular</li> </ul>	<p>differences in various types of text. <i>Comparison through discussion, of class novel and texts read in class</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Browse through, handle, discuss, recommend and select books for independent reading. <i>Class library, visits to library, book fair</i></li> <li>▪ 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></li> <li>▪ Read aloud from a personal choice of texts</li> </ul>
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		<p>settings.  <i>Use of ICT and encyclopaedia in other curricular areas such as history, geography etc</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation.  <i>Organisation of book storage. How a library works, e.g Dewey System</i></li> <li>▪ 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></li> </ul>	<p>to entertain and inform an audience.  <i>Performance reading, book reviews, project work</i></p> <ul style="list-style-type: none"> <li>▪ Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television.  <i>Visit by author or poet. Tapes, CD roms, audio, internet</i></li> </ul>
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### **Reading Resources**

In addition to the class text books, the following resources will be used: Primary Planet , newspapers , Novels ( Attached lists for each class ) , Local Library and all classes have a class library,

### **Shared Reading**

Shared Reading is co-ordinated by the Principal. Each class has 4-6 week blocks per term. Junior Infants commence Shared Reading in the second half term.

A video, and a letter for parents is available, and the school hosts regular meetings with parents on Shared Reading.

Series currently in use include Read at Home Literacy Links, Storyworld, DK Learning Media, Oxford Reading series and Ginn Reading

### **Class Novels**

Class novels will be used from Rang 1 to Rang 6. There are several sets of novels currently available in the school, and a full list of these is attached. When selecting additional class novels, 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

The class novels are currently banded according to class level. If teachers wish to use a novel other than those on their own class bands, they are asked to source a new title rather than using a novel from a different band.

Mr Conlon will assist any teacher wishing to select a new novel.

### **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. For this purpose, a child friendly dictionary will be selected, and all pupils will be encouraged to obtain the same publication. The dictionary selected for use is Fallons Children's Oxford Dictionary, Irish Edition.

Rang 5 and Rang 6 will also have some class copies of a more sophisticated dictionary and an appropriate thesaurus, and pupils will be encouraged to use these.

### **Internet Resources for book related activities**

#### **Writing : Broad Objectives**

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: 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"> <li>▪ Experience and enjoy a print-rich environment. <i>Labels and flashcards in classroom. May be accompanied by corresponding picture</i></li> <li>▪ Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. <i>Teacher models formation of letters – blackboard, finger tracing, plasticine, sandpaper letters</i></li> <li>▪ Write and draw frequently. <i>Pre-writing/writing book daily. Free writing activities. Free drawing. Art activities</i></li> <li>▪ Write for different audiences. <i>Writing for parent,</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Write and draw. <i>Pre-writing skills/patterns. Developing Left-right orientation. Frequent opportunities to practice drawing and writing</i></li> <li>▪ Understand the left-right, top-bottom orientation of writing. <i>Pre-writing skills/patterns. Development of left-right orientation.</i></li> <li>▪ 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></li> <li>▪ Copy words from signs</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Draw and write about everyday experience or about something just learned. <i>News. Writing and drawing based on curricular activities</i></li> <li>▪ Writing naming words and add descriptive words. <i>Jr Infants – write names/titles. Sr Infants – extend to writing sentences</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Draw and write about things he/she likes and dislikes. <i>Single words only at Jr Infants. Sr Infants – write full sentence – eg I like.... I do not like....</i></li> <li>▪ Draw and write about sensory experiences. <i>Based on English and other</i></li> </ul>

<p><i>themselves – putting names on work, birthday cards, party invitations</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Read personal writing aloud and hear it read. <i>Child encouraged to read his/her work aloud. Teacher reads it aloud</i></li> </ul>	<p>in the environment.</p> <ul style="list-style-type: none"> <li>▪ Copy letters and words informally as part of class activities.</li> <li>▪ Write his/her name. <i>Jr Infants – first name Sr infants – first name and surname</i></li> <li>▪ Use labels to name familiar people or things.</li> <li>▪ Write letters and words from memory. <i>Name, often used words etc</i></li> <li>▪ 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></li> <li>▪ Develop the confidence to use approximate spelling. <i>In accordance with school spelling policy/phonics policy</i></li> <li>▪ Begin to develop conventional spelling of simple words.</li> <li>▪ See the teacher model writing as an enjoyable experience. <i>Teacher models writing</i></li> <li>▪ Choose subjects for drawing and writing. Children given choices re drawing and writing tasks</li> <li>▪ <b>Children allowed to occasionally choose whether to write or draw .</b></li> </ul>	<p><i>and descriptions</i></p> <ul style="list-style-type: none"> <li>▪ Rewrite sentences to make the message clearer. <i>With help from the teacher. No editing at this stage of writing</i></li> </ul>	<p><i>curricular areas – single words only at Jr Infants</i></p> <ul style="list-style-type: none"> <li>▪ Draw and write stories. <i>As response to oral work</i></li> <li>▪ Hear a rich variety of stories, rhymes and songs and write about them. <i>Written work as response to oral work</i></li> <li>▪ Use mime and role-playing to create imaginary situations and then draw and write about them. <i>Written responses to oral/practical work</i></li> </ul>
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## Writing: Content and Methodology for 1<sup>st</sup> & 2<sup>nd</sup> 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"> <li>▪ Experience a classroom environment that encourages writing. <i>Labels, displays of written work, print rich environment</i></li> <li>▪ Observe the teacher as he/she models writing stories. <i>Teacher models examples, or acts as scribe to the children</i></li> <li>▪ 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></li> <li>▪ Experience how a story structure is organised by reading and listening to fiction. <i>Linked with reading programme</i></li> <li>▪ Write regularly for different audiences. <i>Invitations, post cards, menus, stories, books etc</i></li> <li>▪ Choose topics to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience an abundance of oral language activity when preparing a writing task. <i>Writing should be preceded by oral language activities and preparation</i></li> <li>▪ 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></li> <li>▪ 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></li> <li>▪ Use approximate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in a variety of genres. <i>Factual writing, story writing, menus, invitations, greeting cards etc</i></li> <li>▪ Write a version of a story told by the teacher. <i>Oral preparation first. Key words displayed on whiteboard</i></li> <li>▪ Write about something that has been learned. <i>Linked with other curricular areas as well as English</i></li> <li>▪ 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></li> <li>▪ Write an</li> </ul>	<ul style="list-style-type: none"> <li>▪ Express feelings in writing. <i>Based on English and other curricular areas</i></li> <li>▪ Write about experiences. <i>Based on other curricular areas as well as English</i></li> <li>▪ Listen to the experiences of others and express reactions to them in writing. <i>Based on English and other curricular areas.</i></li> <li>▪ Draw and write about sensory experience. <i>Preceded by oral language activities</i></li> <li>▪ Write about feelings experienced in drama activity. <i>Preceded by oral language activities</i></li> <li>▪ Draw and write stories and poems. <i>Children encouraged to write and illustrate own stories and poems, and short books</i></li> <li>▪ Express in writing likes and dislikes about events and</li> </ul>

<p>write about. <i>Children will occasionally be allowed to choose topics for written work</i></p> <ul style="list-style-type: none"> <li>▪ Explore different genres. <i>Factual work, fiction, post cards, advertisements, menus etc</i></li> <li>▪ Work with other children when writing. <i>Group writing will be encouraged as well as solo writing</i></li> <li>▪ Have writing valued. <i>Work praised. Reading aloud of child's written work. Displays of written work</i></li> </ul>	<p>spelling as an interim measure in mastering the conventions of spelling. <i>Ref: School Spelling Policy</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Choose topics for writing after conferring with the teacher. <i>Children occasionally allowed choose topics for written work</i></li> <li>▪ 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></li> <li>▪ 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></li> <li>▪ Confer with the teacher and others</li> </ul>	<p>explanation for something. <i>Preceded by oral work</i></p> <ul style="list-style-type: none"> <li>▪ Re-read work, confer with the teacher or others about it, and then rewrite it. <i>Leading to re-draft work</i></li> <li>▪ Write a simple sentence and add words to it to extend its meaning. <i>Teacher models on board. Children suggest words, and teacher models how it extends/alters sentence. Children's own work in copies</i></li> <li>▪ 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></li> </ul>	<p>characters in stories and poems. <i>Children encouraged to write responses to poems and stories</i></p> <ul style="list-style-type: none"> <li>▪ Listen to music and write about it. <i>Linked with music programme</i></li> </ul>
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	<p>on the quality of presentation. <i>Different qualities of presentation acceptable, for different purposes, eg display, homework, 'best' work, rough work</i></p> <ul style="list-style-type: none"> <li>Write notes and messages to different audiences. <i>Greeting cards, notes, postcards, etc</i></li> </ul>	<ul style="list-style-type: none"> <li>Write answers to questions asked by the teacher. <i>Teacher poses questions based on English or other curricular areas, and children write answers</i></li> </ul>	
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### Writing: Content and methodology for 3<sup>rd</sup> & 4<sup>th</sup> Classes

<b>Creating and Fostering the Impulse to Write</b>	<b>Developing Competence, Confidence and the Ability to Write Independently</b>	<b>Clarifying Thought Through Writing</b>	<b>Developing Emotional and Imaginative Life Through Writing</b>
<ul style="list-style-type: none"> <li>Experience a classroom environment that encourages writing. <i>Print rich environment. Positive attitude encouraged. Displays of children's writings</i></li> <li>Observe the teacher modelling different writing genres. <i>Teacher models writing letter, reports, projects, and teaches children how to do same</i></li> <li>Use personal reading as a stimulus to writing. <i>Book critiques,</i></li> </ul>	<ul style="list-style-type: none"> <li>Write regularly, and gradually extend the period over which a writing effort is sustained. <i>Writing paragraph, half page, page</i></li> <li>Engage in the writing of one piece over a period. <i>Re-drafting story. Writing own book. Project work</i></li> <li>Experience varied and consistent oral language activity as a preparation for</li> </ul>	<ul style="list-style-type: none"> <li>Write in a variety of genres with greater sophistication. <i>Reports, letters, postcards, greeting cards, projects, diaries, TV Guides, Timetables, questionnaire completion etc</i></li> <li>Read a story and write it in his/her own terms. <i>Children may change characters,</i></li> </ul>	<ul style="list-style-type: none"> <li>Express his/her reactions to particular experiences in writing. <i>Writing accounts of school tours, visits by writers etc</i></li> <li>Write about experiences and feelings in diary form. <i>Learning conventions of diary writing. Class keeps diary for certain periods, eg week, fortnight, month etc</i></li> <li>Write about feelings experienced in improvisational drama. <i>Based on English and other curricular areas</i></li> <li>Create stories and poems. <i>Children create and</i></li> </ul>

<p><i>changing endings, writing about characters</i></p> <ul style="list-style-type: none"> <li>▪ Write stories that explore a variety of genres. <i>Fantasy, science fiction, historical fiction etc</i></li> <li>▪ Re-read his/her writing for pleasure. <i>Reading personal writing to class. Compilation of favourite writings</i></li> <li>▪ Choose the audience for which to write. <i>Children occasionally allowed choose audience for writings</i></li> <li>▪ Choose both the subject and form of his/her writing. <i>As well as teacher set topics, children allowed choose topics</i></li> <li>▪ Receive and give positive responses to writing. <i>Reading work aloud, praise, display, compilation of class book</i></li> <li>▪ See his/her writing valued. <i>Praise, reading aloud, display, compilation of class book etc</i></li> </ul>	<p>writing. <i>Discussion, brainstorming, key words etc</i></p> <ul style="list-style-type: none"> <li>▪ 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></li> <li>▪ Give sequence to ideas and events in stories. <i>Logical sequences. Put pictures in order. Put paragraphs in order</i></li> <li>▪ Develop an appreciation of how the intended audience should influence the nature of a piece of writing. <i>Use of different genres – report, letter, story, greeting card diary, note, text message etc</i></li> <li>▪ Develop an awareness of the difference between written language and</li> </ul>	<p><i>situations, endings etc</i></p> <ul style="list-style-type: none"> <li>▪ Read a narrative or expository piece and summarise it. <i>Use of key questions to pinpoint key points of story, then writing it</i></li> <li>▪ 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></li> <li>▪ Write about why he/she finds an idea attractive. <i>Persuasive writing. Teacher modelled first</i></li> <li>▪ Write about ideas encountered in other areas of the curriculum. <i>Linked with other curricular areas</i></li> <li>▪ Write down directions on how to perform a particular process. <i>Preceded by oral work –</i></li> </ul>	<p><i>write own stories and poems</i></p> <ul style="list-style-type: none"> <li>▪ Write extended stories in book form. <i>Write a book, projects</i></li> <li>▪ Write about favourite moments, characters and events in stories. <i>Based on stories heard, stories read, class novel etc</i></li> <li>▪ Express in writing his/her reactions to poems. <i>Preceded by oral discussion</i></li> <li>▪ Express in writing his/her reactions to personal reading. <i>Book reviews, writing why s/he liked/disliked certain book etc</i></li> <li>▪ Use his/her own artwork and that of others as a stimulus to writing. <i>Preceded by oral language activities</i></li> </ul>
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	<p>oral language.  <i>Conventions of print, grammatical conventions, care in written word, permanence of written work etc</i></p> <ul style="list-style-type: none"> <li>▪ Learn to revise and re-draft writing.  <i>Learning and practicing the techniques of re-drafting work. Editing work</i></li> </ul>	<p><i>writing directions on how to perform common task, eg make cup of tea, sandwich, do homework etc</i></p> <ul style="list-style-type: none"> <li>▪ Write a list of questions about a particular topic and prioritise them.  <i>5 questions to ask a famous person etc</i></li> <li>▪ Write a sentence and elaborate on it by adding one or more ideas to it.  <i>Extending and altering sentences</i></li> <li>▪ 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></li> </ul>	
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## Writing: Content and Methodology or 5<sup>th</sup> & 6<sup>th</sup> 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"> <li>▪ Experience a classroom environment that encourages writing. <i>Display of children's work. Displays of writers relevant to class</i></li> <li>▪ Observe the teacher model a wide variety of writing genres. <i>Teacher models writing letters, essays, poems etc</i></li> <li>▪ Express and communicate reactions to reading experiences. <i>Book reviews. Responses to text read by teachers</i></li> <li>▪ Experience interesting and relevant writing challenges. <i>Writing diaries, newspaper articles, essays, emails</i></li> <li>▪ Write for an increasingly varied audience. <i>Essays, articles, diaries, emails etc. Children reads work aloud for class.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Write regularly on chosen topics. <i>Writing paragraphs, pages, longer essays</i></li> <li>▪ Write for a sustained length of time. <i>Essay writing, re-drafting work, project work</i></li> <li>▪ Engage in the writing of one piece over a period. <i>Diary writing, Write a book project, letters to penpals</i></li> <li>▪ Experience varied and consistent oral language activity as part of the pre-writing process. <i>Brainstorming, concept mapping, webbing</i></li> <li>▪ Observe the teacher improving writing. <i>Redrafting, group analysis, teacher modelling</i></li> <li>▪ Write independently through a process of drafting, revising, editing and publishing. <i>Redrafting and editing, publication</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Write in a wide variety of genres. <i>Reports, letters, postcards, diaries, projects, questionnaire s, email, text messages</i></li> <li>▪ Examine the characteristics that differentiate written and oral language. <i>Conventions of formal writing</i></li> <li>▪ Write for a particular purpose and with a particular audience in mind. <i>Newspaper reporting, comic strips, letters, essays etc</i></li> <li>▪ Reflect on and analyse ideas through writing. <i>Reports, debate, review, essays</i></li> <li>▪ Refine ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse in writing his/her reactions to personal experiences. <i>Personal writings, informal letters</i></li> <li>▪ Express in writing reactions to the experiences of others. <i>Reviewing, essays</i></li> <li>▪ Write stories and poems. <i>Writing short stories and poems</i></li> <li>▪ Write longer stories or a series of related stories in book form. <i>Write a book, diary</i></li> <li>▪ Keep a personal diary. <i>Use of diary</i></li> <li>▪ Express a personal reaction to ideas, emotions and images encountered in literature. <i>Personal writings, which may be preceded by oral work</i></li> <li>▪ Express and analyse his/her reactions to poems. <i>Poetry review, which may be preceded by oral work</i></li> <li>▪ Analyse different interpretations of poems in writing.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Receive and give constructive responses to writing. <i>Teacher and peer review. Writing reviews/critiques</i></li> <li>▪ See his/her writing valued. <i>Display children's work. Writing competitions</i></li> <li>▪ Experience a level of success in writing that will be an incentive to continue writing. <i>Writing competitions, class magazine</i></li> </ul>	<p style="text-align: center;"><i>of work using ICT</i></p> <ul style="list-style-type: none"> <li>▪ Write, without re-drafting, on a given or chosen topic within certain time constraints. <i>Formal writing, free writing, exams</i></li> <li>▪ Observe the conventions of grammar, punctuation and spelling in his/her writing. <i>Corrections code, teacher modelling</i></li> <li>▪ Use dictionaries and thesauruses to extend and develop vocabulary and spelling. <i>Use of set dictionary. How to use a Thesaurus. Spellings will be In accordance with School Spelling Policy</i></li> <li>▪ Explore the possibilities of syntax and sentence structure in reading and writing. <i>Redrafting, editing</i></li> <li>▪ Use different contexts writing for different audiences, e.g. formal letter, email, text message</li> <li>▪ Choose a form and quality of presentation appropriate to the audience. <i>Computer</i></li> </ul>	<p>and their expression through drafting and re-drafting. <i>Group analysis, teacher modelling</i></p> <ul style="list-style-type: none"> <li>▪ Express and communicate new learning. <i>Reports, summaries, note taking, project work</i></li> <li>▪ Relate new ideas to previous learning. <i>Brainstorming, concept mapping, project work</i></li> <li>▪ Use notes to summarise reading material and write an account from the notes. <i>Note taking, summaries</i></li> <li>▪ Sketch an ordered summary of ideas and draft a writing assignment on it. <i>Summarising, editing, re-drafting</i></li> <li>▪ Argue the case in writing for a particular point of view. <i>Writing text of debates</i></li> </ul>	<p style="text-align: center;"><i>Comparison of individual pupil reviews</i></p> <ul style="list-style-type: none"> <li>▪ Write about the relationship between poems and personal experience. <i>Relating poetry to personal life and feelings</i></li> <li>▪ Write short plays based on activity in improvisational drama. <i>Writing short plays and screenplays. Group work</i></li> <li>▪ Express in writing reactions to music, artwork, films, television programmes and videos. <i>Reviews, reports, newspaper articles and critiques</i></li> </ul>
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	<p><i>presentations, newspaper articles</i></p> <ul style="list-style-type: none"> <li>▪ Help others with editing their work. <i>Group writing activities, Group review</i></li> <li>▪ Take part in co-operative writing activities. <i>Group work, project work, team debates</i></li> <li>▪ Write fluently and relevantly in other areas of the curriculum. <i>Project work, exams, other curricular areas</i></li> <li>▪ Develop a legible, fluent, personal handwriting.</li> <li>▪ Develop ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Argue the case in writing for a point of view with which he/she disagrees. <i>Writing texts of debates, persuasive text</i></li> <li>▪ Explore the use of compound and complex sentences in expressing thought. <i>Formal conventions of grammar taught as appropriate</i></li> </ul>	
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**Assessment.**

1. Pupils will be assigned daily/weekly writing tasks which will be assessed through teacher correction .

2. 1<sup>st</sup> to 6<sup>th</sup> class writing ability will be formally assessed twice/ three times yearly ( September /November /April) to ascertain individual childrens and class achievement levels .Assessments will be in line with set guidelines for each class as follows

a. 1<sup>st</sup>/2<sup>nd</sup> class 20 minute independent writing on pre prepared topic

b. 3<sup>rd</sup>/4<sup>th</sup> class 30 minute independent writing on pre prepared topic

c. 5<sup>th</sup> 6<sup>th</sup> class 40 minute independent writing on pre prepared topic

3. Writing shall be given as homework and assessed accordingly daily or weekly .

4. Competitions and writing projects may assist in assessing levels .

## **Penmanship**

- Children will be taught pencil grip and encouraged to find a pencil grip that is comfortable, and allows good writing as they progress through the classes .
- Cursive Handwriting style ( Write on Workbook series 2<sup>nd</sup> to 5<sup>th</sup> as required )

### **Junior Infants**

#### ***September***

- Use of crayon and plastic materials
- Scribbling and drawing shapes.
- Free style drawing.
- Displaying,
- Print with environment
- Use of finger rhymes to prepare fingers for writing work
- Prewriting letter patterns

#### ***October to December***

- As above plus...
- Develop satisfactory grip using crayons progressing to pencils.
- Use of hand hugger pencils
- Emphasise posture
- Kinaesthetic approach emphasised
- Write numerals 1 and 2
- Use of number pictures

#### ***January to June***

- As above plus
- Forming individual letters in the following order:

C	o	a	d	g	q	l	j	l	k	t
r	n	m	h	b	p	u	v	w	y	x
z	e	f	s							

- Formations of numerals                      3        4        5        0
- Creating awareness of left-right, top-bottom orientation
- See teacher model writing as an enjoyable experience
- By June, pupil will be able to write first name

Crayons. Easy Grip pencils, Pencils

### **Senior Infants**

- Children will be encouraged to write and draw frequently throughout the year

- Emphasis on proper pencil grip
- Posture will be encouraged
- Greater emphasis on left-right orientation

### ***September – December***

Revise lower case letters

### ***From Halloween***

Writing homework from blackboard

Copy words from the environment

### ***January to June***

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

### ***Resources***

Pupils – Huggler pencils

### **First Class**

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

### **Second Class**

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

### **Third Class**

- Emphasis on proper pencil grip
- Emphasis on good writing posture

- Emphasis on proper letter formation
- Emphasis on quality presentation
- Revision and consolidation of joining

### ***Resources***

Write on Cursive

### **Fourth Class**

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Use of pen to be introduced in 4<sup>th</sup> Class
- Use of brackets plus one line to correct errors.
- Introduction of sloped handwriting

### ***Resources***

Write on Follow on

### **Fifth and Sixth Classes**

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation,
- Fully cursive at all times expected except when recommended otherwise by LSRT or principal .
- Emphasis on quality presentation
- Develop a fluent personal style of handwriting
- Write for more sustained periods

## **Functional Writing**

### **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, eg bull/cow; king/queen; prince/princess.

### **Rang 3**

#### ***Sentence construction***

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

Use of the question mark.

Use of commas in lists.

Use of inverted commas for direct speech

Use of apostrophe

### ***Parts of Speech***

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

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while

Common nouns such as boy, girl, dog and town get lower case letters.

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

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

Plural of nouns

### **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

***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
- 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

**Junior Infants : Spellings**

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

**Homework**

Homework in will consist of letter/word recognition and formation.

**Assessment**

Informal teacher assessment of knowledge of letter and word structure.

**Senior Infants : Spellings**

- Learn to form and name individual letters using various materials
- Understand left-right orientation when forming words
- Copy letters and words informally and from signs in the classroom
- Write own name, Christian name and surname
- Use labels to name familiar people and things
- Write letters and simple words from memory
- Become aware of lower case and capital letters
- Develop the confidence to use approximate spelling
- Begin to develop conventional spelling of simple words, eg 3 letter words using onset and rime, e.g. c-at, b-at, r-at
- Simple spellings based on phonic programmes

## **Homework**

Homework in spellings will consist of letter/word recognition and formation.

## **Assessment**

Informal teacher assessment of knowledge of letter . Word and sentence.

MIST Standardised Test

## **Rang 1**

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 2 syllable words
- Spell correctly a range of familiar important and regularly occurring words.
- Develop Word Bank / Personal dictionary to include
  1. Numbers 1 – 10
  2. Colours
  3. Names of class mates
  4. Dolch list 1-4
  5. Class topics
  
- Children will be grouped by either reducing the number of spellings or by the provision of easier lists for different groups.

## **Homework**

- Formal learning of spellings begins in Rang 1.
- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings , Spelling book etc as above,. and will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 2 per night

## **Assessment**

- Regular testing will take place
- Total of words to be tested in a test will not exceed 8
- Spelling tests will be marked by the teacher, and records of progress kept.

## **Rang 2**

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure .
- Break longer words into their constituent syllables - maximum 3 syllable words
- Use Phonological awareness exercises for whole class weekly.
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Work Bank /Personal Dictionaries to include
  1. Numbers 1 – 20
  2. Days of the week

3. Seasons
4. Relevant countries
5. Class topics
6. Names of class mates, some surnames
7. Commonly used words which sound the same, e.g. blue/blew
8. Commonly used words which mean the same, e.g. big-huge
9. Commonly used words which are opposite, e.g. large – small
10. Commonly used question words, e.g. when, what, where, how etc
11. Dolch list 1-7

Children will be grouped by either reducing the number of spellings or by the provision of easier lists for different groups.

### **Homework**

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings , Spelling book etc as above,. and will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 2 /3 per night

### **Assessment**

- Regular testing will take place as dictation exercise
- Total of words to be tested in a test will not exceed 10
- Spellings will be marked by the teacher
- Children may enjoy recording their progress on a graph template.

### **Rang 3**

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Use Phonological awareness exercises for whole class weekly.
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Word Bank /personal Dictionary to include
  - 1 Numbers 1 – 100
  - 2 Ordinal numbers 1<sup>st</sup> – 10th
  - 3 Days, months, seasons
  - 4 Names of class mates
  - 5 Relevant countries and counties
  - 6 Placenames and addresses
  - 7 Class topics
  - 8 Homonyms
  - 9 Synonyms
  - 10 Antonyms
  - 11 Dolch list 1-11
  - 12 Class topics
- A 'My Words' section will be one of the sources for spelling lists. This collection of words will be established by adding the words individual

children are experiencing difficulty with, taken from everyday writings and tests.

- Spelling lists will not normally be taken from reader but some may be included.
- Children will be grouped according to spelling ability by either reducing the number of spellings or by the provision of easier lists.

### **Homework**

- Adequate time will be given to learn spellings and spelling strategies in class
- Words will be based on phonics, word strings, Spelling lists etc as above, and will not normally be based on reader
- Lists of spellings to be memorised will be divided into daily segments, eg 3 / 4 per night

### **Assessment**

- Regular testing will take place as sentence dictation / cloze procedure, correction method etc...
- Total of words to be tested in a test will not exceed 12
- Full sentence testing will be used at this level
- Marking – children may occasionally be involved in marking their own work or the work of their peers at this stage, under the guidance of the teacher
- Children will enjoy recording their progress on a graph template

### **Rang 4**

- Learn about an increasing more complex set of word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use Phonological awareness exercises for whole class weekly.
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 4 syllable words
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Personal Dictionary / Work Bank to include

1. Ordinal numbers 1<sup>st</sup> – 100th
2. Full names of pupils
3. Placenames and addresses
4. Class topics
5. Homonyms
6. Synonyms
7. Antonyms
8. Curricular topics

- A 'My Words' section will be one of the sources for spelling lists. This collection of words will be established by adding the words individual children are experiencing difficulty with
- Children will be grouped according to spelling ability.

### **Pupil Resource**

Each pupil may have a notebook or an envelope folder, where spelling lists and worksheets will be stored

### **Homework**

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

### **Assessment**

- Regular testing will take place
- Total of words to be tested in a test will not exceed 15
- Full sentence testing will occasionally be used at this level
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher
- Children may enjoy recording their progress on a graph template

### **Rang 5 and Rang 6**

- Increased use of dictionary and Use of Ace Dictionary ( Dyslexia )
- Use of thesaurus / Spellchecker (ICT )
- Use Phonological awareness exercises for whole class weekly.
- Study word derivation. eg octagon, century etc
- Learn about an increasingly more complex set common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Children will be grouped according to spelling ability.

### **Pupil Resource**

Each pupil will have an envelope folder/ notebook /copy, where spelling lists and worksheets will be stored

### **Homework**

- Adequate class time will be given to learn spellings and spelling strategies
- Lists of spellings to be memorised will be divided into daily segments, eg 4/6 per night

### **Assessment**

- Regular testing will take place normally in the form of sentence dictation, sentence correction or cloze procedure.
- Total of words to be tested in a test will not exceed 20 in Rang 5 and 25 in Rang 6
- Full sentence testing will be used at this level
- Children at this stage may be involved in marking their own work or the work of their peers, under the guidance of the teacher

- Children will be self motivated on an individual level may enjoy recording their progress .
- Drumcondra spelling test will be used to determine overall progress / school standard every 2/3 years.

***Specific Notes Related to English following audit and review in school  
Year 2011 /2012***

**1. Infant Classes**

**JUNIOR INFANTS**

Jolly Phonics programme

There are 3 sounds per week from beginning of October. Sounds in order of how they are taught below.

s, a, t, l, p, n ck, e, h, r, m, d, g, o, u, i, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo, y, x, ch, sh, th, qu, ou, oi, ue, er, ar.

Children will read \_at, \_it, \_ap, \_in, \_ot, \_an, \_et, \_ap, \_ag words by using CJ Fallon decodable books, Dandelion reading scheme up to Unit 7 and Sails reading scheme.

I.C.T. Programmes or Online Sites in use .

<http://learnenglishkids.britishcouncil.org/en/> Starfall.com. TES.co.uk cjfallon.ie

**Reading**

***Books read to the class***

Books in line with Wonderland series

'The Little Old Lady who Cried Wolf!' by Simon Puttock and Nicola Slater  
 'Monsters not Allowed' by Tracey Hammett and Jan McCafferty  
 'It's a George Thing' by David Bedford and Russell Julian  
 'My Friend Bear' by Jez Alborough  
 'The Smartest Giant in Town' by Julia Donalson and Axel Scheffler  
 'Wolf's Magnificent Master Plan' by Melanie Williamson  
 'Pants' by Giles Anderson and Nick Sharratt  
 'Cinderella' by Nick Sharratt and Stephen Tucker  
 'Some Dogs Do' by Jez Alborough  
 'Who are You, Stripy Horse?' by Jim Helmore and Karen Wall  
 'Supermarket Zoo' by Caryl Hart and Ed Eaves  
 'Winnie Flies Again' by Valerie Thomas and Korkey Paul  
 'The Magic Bicycle' by Brian Pattern  
 'Scarlette Beane' by Karen Wallace  
 'Once upon a Time' by John Prater  
 'Beware of Bears' by Alan MacDonald and Garyneth Williamson  
 'Goldilocks' by Nick Sharratt and Stephen Tucker

## **Reading programme.**

### **Term one.**

Shared Reading.

Every night children will bring home a library book. Term two and three.

At the beginning of February class will begin class reading programme. All children will work on an individual reading programme, They will get three new words per night and begin book when they know all relevant words. Below is the reading scheme.

### ***Wonderland Reading Scheme ( Introduced 2012 )***

- The Picnic
- GG is too big
- Where can GG sit?

Starways books will also be used as an additional reader if required .

### ***Oxford Reading Tree***

Levels 1 and 2 will be given to children when finished reading scheme. Below are list of books for Junior Infants programme.

Floppy and the Bone	The Backpack
Super Dad	The Sing Song
I Can Trick a Tiger	Shops
Poor Old Rabbit	Such a Fuss
Dad's Birthday	I am Kipper
Silly Races	The Fizz-Buzz
Funny Fish	The Red Hen
The Snowman	Cat in a Bag
Six in a Bed	Floppy's Fun Phonics
Get On	Biff's Wonder Words
Up You Go	Chip's Letter Sounds
Floppy Did This	Kipper's Alphabet I Spy

### **Shared reading for home.**

Along with reading scheme children will also have a decodable book for shared reading. They will work through the following sets of books.

#### ***1. Decodable Books – CJ Fallon***

Below are a list of books sent home while children are learning words as part of formal reading scheme

An ant and a cat	Screaming Sue	Granda's nap	Quentin's paintbrush
A pup	Penny's purse	Kara'a tie	Dan's ship
A bag	Over the wall	A big mess	Sam Sheep
Yan's bag			

#### ***2. Sails Reading Scheme***



These books will be sent home for shared reading along with reading scheme. Below is a list of books.

Monkeys	The Spy	My things
I am jumping	The rally car	Here is a bird
A boat	The Monster's Clothes	The farm
In the garden	A Shoe	The Jungle
The Moon	I can Swim	In the mud
Shopping	Sailors	I am a Painter
The goats	The Bird	<b>A Ride</b>
The new house	The Party	The Day
The bears	Wheels	I like Riding
I like birds	My Family	I am Working
Look at the animals	A home	The snake
I can	A Monster House	The pets
Dinner	The Show	My trip
My Alien	The Water Park	I can laugh

### **3. Dandelion Reading Scheme**

These books will be sent home for shared reading along with Oxford Reading Scheme when child is finished with class readers and Sails. Below is a list of books. This scheme will carry over into Senior Infants.

Sam	Mud	Bob
A mat	The Bus	Pip and the bat
Sit Sam	Viv can run	Sam's bag
Pip, Sam and Tam	Jim and Jam	Pam and the cat
Nan	Ken gets wet	Ted
Tap.tap	Zog	The Fib
The Cab	Rex yells	Bob and the cod
Bad cat	Rex will not sit	Meg and Ted
At the vet	The hill	Kim, the bug
Bun in the sun--	Bob on the sill.	Jill, the doll
Red Gum	Pam	Sam, Tam, Tim.
Zig and zog	The pot	I am Sam
Mag and the Bun	A Map	Is it Sam?
Bob is not well	A man	On the Mat

### Fairy Tales

3 Fairy Tales covered in Junior Infants in conjunction with Wonderland Oral Language Programme

- Goldilocks and the Three Bears
- Jack in the Beanstalk
- Little Red Riding Hood

### Oral language.

Poetry Policy :One poem to be learned off by heart monthly

- Betty at the Party – anonymous
- Poor Little Thing – Clive Webster
- This is the way – traditional
- Sandcastle Fun – Linda Hammond
- I've a Dear Little Dolly – traditional
- Cabbage – Roger Mcgough
- Down by the station – traditional
- The Birthday Cake – Fina and Oran Hayes
- Please Porridge Hot – traditional
- The Skipping Rope Queen – Paul Cookson

Nursery Rhymes Learned in Infants

- One, two, three, four, five.
- Baa, baa, black sheep
- Hey Diddle, diddle.
- Hickory, Dickory, Dock.
- Humpty Dumpty
- Itsy bitsy spider
- Jack and Jill
- Little Miss Muffett
- Three little kittens
- Two little dickie birds
- There was an old woman who lived in a shoe
- The House that Jack built
- One, two, buckle my shoe
- Mary had a little lamb
- Little boy blue

Junior Infants follow the wonderland Oral programme; It is divided into ten themes. Below are listed the ten themes.

- Friends
- Clothes
- Hobbies
- Toys
- Shopping
- Transport
- Food
- Size
- House
- Games.

Writing –

Children learn to write the letters in order of Jolly phonics programme. They write all letters in pre-cursive style.

Children may use a writing workbook for practise of letters. Individual whiteboards, worksheets and copies are main resource used for learning formation and practising of letters.

Children write from the board in the second term.

They begin free writing in the third term.

## SENIOR INFANTS

Readers / BigBooks

Wonderland core readers –

Ella goes to the airport

The wrong car

Globby helps out

The Beach house.

Bridge reader – Globby's football match.

Oxford Reading Tree Stage 1 - 5

Reading A-Z Photocopied Books

O'Brien Pandas

Horrid Henry's Basic Series

Postman Pat

Story World Set

Dandelion Launchers 8-15

Dandelion Readers 4-20

Wandsville Set

Wandsville Friends

Fairy Tale 1 & 2

Wandsville Rhymes

Stories Big Books

Walking Through The Jungle
Dogger
Giraffes Can't Dance
This is Bear
The 3 Billy Goats Gruff
Where's My Teddy
I Love Animals
Tidy Titch
Can't you Sleep Little Bear
The Gruffalo
A Quiet Night In
Owl Babies

Factual Books – Insects

Nonsense Rhymes

Big Books of the Great Fairy Tales Chest

Big Book of Aesop's Fairytales

I.C.T. Programmes or Online Sites used .  
<http://learnenglishkids.britishcouncil.org/en/> Starfall.com. TES.co.uk cjfallon.ie

Other Reading Activities used annually  
 Buddy System /Peer Tutoring

Poetry :Indicate \* which were learned off by heart .

Winchella's Nap	
Globby's Pot	
Feena begins to knit	
Painting	
Humpty Dumpty	
Little Miss Muffet	
Chop Chop	
The Mug & the Jug	
A Duck named Zack	
Jack & Jill	
The Chimps Vest	
Feena's Spell	
The Star Struck Duck	
Ella be Quick	
Hickory Dickory Dock	
The Plump Hen	
Ella's New Coat	
Hank the Pirate	
The Wasp's Sting	
Icing	

Puffin Book of fantastic First Poems

Brother
Sister
Hen's Song
Spagetti Spagetti
Breakfast
As I Went Out For a Walk One Day

Topics for functional writing are integrated with themes from Wonderland scheme.

Opportunities for Display / Publication Used include class Blog , website , hall /corridor display , competitions etc...

**Spellings** Learned as Class

Tested Daily /Weekly Spelling with Words taken PAT programme and Tricky words from Jolly Phonics

**Handwriting .**

Pencil used

Resources Used - Book /Copy /Sheets

Precise Script Used - Precursive .

Specific Programme/s Followed include PAT , Jolly Phonics and MIST  
At least One of the Strategies below is used / Taught Daily

Syllabic Awareness:

√	<b>Can the child blend syllables? doc/tor, vid/e/o</b>
√	Can the child segment syllables? car+rot, snick+ers
√	Can the children count syllables, using clapping, foot stamping, pencil tapping and CHIN DROPS

Onset and rime:

√	Can the child recite nursery rhymes and poems?
√	Can the child detect rhyme in a story?
√	Can the child tell if words rhyme i.e. rhyme judgement.
√	Can the child generate rhyming words?

### **Phonemic Awareness**

Phoneme Blending:

√	Can the child blend 2 phonemes a/t or p/ie?
√	Can the child blend 3 phonemes p/e/t/ or f/a/t/?
√	Can the child blend 4 phonemes f/a/s/t/ or c/l/o/ck/

Phoneme Identification:

√	Can the child identify initial sounds what does window begin with?
√	Can the child identify final sounds what sound is at the end of cup, dog?
√	Can the child identify medial sounds what sound do you hear in the middle of this word?

Phoneme Substitution:

√	<b>Can the child substitute the initial sound with another sound say the word goat but change the /g/ to a/b</b>
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### **First Class**

Reading Resources Used:

STARWAYS PROGRAMME (CJ FALLON),  
MAGIC EMERALD PROGRAMME (FOLENS),  
6/7 OXFORD READING TREE – ONE PER NIGHT FOR READING  
INDIVIDUALLY.

Readers / BigBooks \_\_\_\_\_

THE DONKEY THAT SNEEZED, THE MAGIC DOCTOR, FARMER DUCK,  
WINNIE IN WINTER

Novels

The Twits
Matilda
The Witches
The Magic Fingers

The Giraffe, the Pelly & Me
Esio Trot
Horrid Henry & The Bogey Babysitter
Horrid Henry & The Abominable Snowman
Horrid Henry & Mega Mean Time Machine
Horrid Henry & The Stinkbomb
Horrid Henry's Revenge
Horrid Henry Meets the Queen
Horrid Henry's Haunted House

### ICT Skills

RECOGNISE KEYBOARD – EACH LETTER .

### Other Reading Activities

Paired Reading - One Term Annually with 3<sup>RD</sup> CLASS  
Other SILENT READING – 10 MINS Weekly

### Books read Aloud to the Class

The Twits
Matilda
The Witches
The Magic Fingers
The Giraffe, the Pelly & Me
Esio Trot
All Alone at Christmas
The Fantastic Mr Fox

List of Poems taught in First .  
Indicate \* learned off by heart .

Frogs at School	*
Breakfast in bed	*
Big Fat Budgie	*
Leprechauns	*
The Rabbit Family	*
Time to Rise	*
Roses	*
A Night in the Woods	*
Gruesome	*
The Goblin	*
Mrs White	*
There once were two cats from Kilkenny	
Autumn	
Here Comes Buster Poems (9) - Starways	

List of Stories / Topics used with the Writing Process  
Unticked Genres to be developed 2013 /2014

Stories	√	
Poems	√	
Diary		
Posters	√	
Letters		
Reports		
Drama /Scripts		
Notices		
Forms		
Recipes		
Summaries		
Menus	√	
Instructions /Directions	√	
Opportunities for Publication (Competitions /Website		

Opportunities for Display / Publication Used.  
Unticked Options to be developed 2013 /2014

Website	√
Competitions	
Hall Displays	√
Oral Reading	√
Use of I.C.T	

**Second Class**

Readers

READING ZONE : THE GRUMPY TEASPOON, THE GREEN GENIE,  
 2<sup>ND</sup> CLASS (Extra )PROGRAMME THE LOST DOG , BUSTERS SECOND  
 BOOK OF FACTS , JILLS NEW ROLLERBLADES, PENNY'S SECOND  
 BOOK OF FACTS .

Extra Readers-Storyworlds level 6-9, Oxford reading tree, Reading zone .

CLASS NOVELS,

- 1.THE WORST WITCH,
  2. The worst witch strikes again
- CHARLIE AND THE CHOCOLATE FACTORY,

GROUP NOVELS,

1. THE WEREPUPPY
2. 2 FANTASTIC MR FOX
3. JAMES AND THE GIANT PEACH
4. GEORGES MARVELLOUS MEDICINE
5. HORRID HENRY SERIES,
6. FAY WILSON – THE MUMMY MONSTERS

## 7. THE SUITCASE KID,

Extra Reading Activities

Buddy System / Peer Tutoring with Jun Infants last term each year .

List Audio Books Used and Books read Aloud to the Class

List of Poems taught .

Indicate \* which were learned off by heart .

Cats	*
I wish I had a broomstick	*
Black cat	*
Four little tigers	*
Double trouble	
Conversation	*
Daddy fell in to the pond	*
Well I never	*
Oh baby	
Summer Day	*

List of Stories / Topics used with the Writing Process and Writing Genre's Used .

Stories	√	2 <sup>ND</sup>
Poems	√	2 <sup>ND</sup>
Diary	√	2 <sup>ND</sup>
Posters		
Letters	√	2 <sup>ND</sup>
Reports		
Drama /Scripts		
Notices		
Forms		
Recipes	√	2 <sup>ND</sup>
Summaries	√	2 <sup>ND</sup>
Instructions /Directions		
Opportunities for Publication (Competitions /Website	yes	

Opportunities for Display / Publication Used **Yes**

Website	?
Competitions	√
Hall Displays	√
Oral Reading	√
Use of I.C.T	√

Spelling and Handwriting

SPELLBOUND

100 commonly misspelled words, Dolch list.



Methods

BINGO, LOOK, WAY, COVER, WRITE, CHECK, METHOD  
PUT SPELLING IN SENTENCE FOR MEANING.

End of year Report based on SCHONNELL SPELLING TEST .

Handwriting .

Pencil

Resources Used -Copy .

Script Used - Precursive then Cursive from Easter .

GRAMMAR

CAPITALS	VERBS	QUESTION MARKS
FULL STOPS	NOUNS	COLLECTIVE NOUNS
VERBS ~ ADDING THE MAGIC 'E' IS LEFT OUT	PLURALS ~S ~ES (~S, X, CH, SH) ~F TO V ADD 'ES' ~FE TO V ADD 'ES'	COMPOUND WORDS
	OPPOSITES	
~TO, TOO, TWO		
~THERE, THEIR		
~AN BEFORE A VOWEL		
~A BEFORE A CONSONANT		

Skills Taught / Methods Used

Syllabic Awareness:

Y	<b>Can the child blend syllables? doc/tor, vid/e/o</b>
Y	Can the child segment syllables? car+rot, snick+ers
Y	Can the children count syllables, using clapping, foot stamping, pencil tapping and using grids and counters?
y	Can the child isolate syllables? Isolate the first or second syllable in postman, blackbird, carrot.

Onset and rime:

√	<b>Can the child recite nursery rhymes and poems?</b>
√	Can the child detect rhyme in a story?
y	Can the child tell if words rhyme i.e. rhyme judgement.
y	Can the child generate rhyming words?

**Phonemic Awareness**

Phoneme Blending:

√	Can the child blend 2 phonemes a/t or p/ie?
---	---

√	Can the child blend 3 phonemes p/e/t/ or f/a/t/?
√	Can the child blend 4 phonemes f/a/s/t/ or c/l/o/ck/?

.. Phoneme Identification:

√	Can the child identify initial sounds what does window begin with?
√	Can the child identify final sounds what sound is at the end of cup, dog?
y	Can the child identify medial sounds what sound do you hear in the middle of this word?

. Phoneme Deletion:

√	Can the child delete the initial sound of a word to produce another word gold/old, bus/us?
?y	Can the child delete the final sound of a word to produce another word fork/for, teach/tea,?
?	Can the child delete the medial sound of a word to produce another word say the bend without the /n/ sound in the middle?

Phoneme Substitution:

y	Can the child substitute the initial sound with another sound say the word goat but change the /g/ to a/b/?
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### THIRD CLASS

Readers: READING ZONE 3 (THE TALKING HORSE), TREASURY C

Magazines / Newspapers : PRIMARY PLANET MAGAZINE, LOCAL AND NATIONAL NEWSPAPERS

I.C.T. Programmes or Online Sites.  
 STORYNORY, YOU TUBE, WWW.STORYLINEONLINE.NET,  
 PRIMARY RESOURCES.CO.UK, SCOILNET.IE

Other Reading Activities include

Paired Reading 3<sup>RD</sup> AND 1<sup>ST</sup> PAIRED READING  
 Other D.E.A.R. TIME 15 MINUTES PER DAY.

Books read Aloud to the Class  
 THE RAILWAY CHILDREN, THE TWITS, THE WITCHES .

Audit of Poetry and Writing Topics.

Poems taught . \* which were learned off by heart .

I Didn't Mean To	*
Schoolitis	*

A Soft Day	
I Had a Little Brother	*
Sunflakes	
Friends	
Twong Twister	
Maths My Way	*
An Alphabet of Alphabetical Facts You Didn't Know you Knew	
Homework	*
The Snow Lies White	
Pilot	

Stories / Topics used with the Writing Process .

My Summer Holidays
The Solar System
Bear & Turtle Have A Race
The Twits – compose your own chapter for the novel
Ancient Egypt
Halloween – Haunted House on the Hill & The Floorboards Creaked with my every step
Titanic
The Witches – continue novel from various points
Christmas – My trip to the North Pole & Santa Claus Got Stuck in My Chimney
Magic Carpet Ride
Crash Landing on a Strange Planet
My Year in Third Class
Also various free writing stories throughout the year

Tick and Number Writing Genre's Used .

Stories	√	Approx 15
Poems	√	12
Diary	√	3 written, (orally every Monday)
Posters	√	6-7
Letters	√	2
Reports	√	5
Drama /Scripts	√	1-2
Notices	√	3-4
Forms		
Recipes		
Summaries	√	Approx 6-7
Menus		
Instructions /Directions		
Opportunities for Publication (Competitions /Website	√	

Opportunities for Display / Publication Used Yes /No

Website	?
Competitions	√
Hall Displays	√
Oral Reading	√
Use of I.C.T	√

Spelling and Handwriting Resources / Materials used this year .

Spelling :

Methods.

CLASS SPLIT INTO 2 GROUPS.

MAKE UP PHONOLOGICAL LISTS – 8 SPELLINGS PER WEEK.

CHALLENGING each pupil . PUT INTO SENTENCES EVERY FRIDAY

MORNING. Spellings Learned as Class and Individually .

Spelling Book not used . Tested Daily /Weekly

Spelling Words taken from Spelling Book / Subject Areas / Corrections /

Topical Themes and PHONOLOGICAL LISTS End of year Report based on :SCHONNELL.

Handwriting .

Pencil - Precise Script Used – Cursive

Exceptions in use - Special Needs if recommended

Resource Write on .

GRAMMAR

CAPITALS	VERBS	EXCLAMATION MARKS
FULL STOPS	NOUNS	COMPOUND WORDS
ADJECTIVES	PLURALS	CONNECTIONS
ALPHABETICAL ORDER	QUOTATION MARKS	

All skills below noted and for teaching of Reading and spelling in 3<sup>rd</sup> to 6<sup>th</sup> classes.

Syllabic Awareness:Onset and rhyme:Phonemic Awareness,Phoneme Blending, Phoneme Identification:Phoneme Deletion:Phoneme Substitution:Phoneme Transposition:

## FOURTH CLASS

**Readers :**

THE GOLDEN HARP &

READING ZONE 4<sup>TH</sup> CLASS SUPPLEMENTARY FICTION

NON-FICTION READER

**Novels :**

THE BEAK SPEAKS

100 MILE AN HOUR DOG

## THE EIGHTEENTH EMERGENCY .

Magazines / Newspapers and TV PROGRAMME SCHEDULES

I.C.T. ONLINE SITES , NATIONAL GEOGRAPHIC,BBC KIDS

### **Other Reading Activities**

Buddy System /Peer Tutoring ( Once Annually last term )

Paired Reading ✓

SILENT READING (9 -10 minutes per day)

### **Books read Aloud to the Class**

THE BFG,

THE JACKERWOCKY

The Demon Headmaster

The Boy In the Girls Bathroom by Louis Sacher

### **Poetry and Writing**

List of Poems taught . \* learned off by heart .

Bullied	*
The Night Wind	*
The Haunted House	*
Catch a Little Rhyme	*
Spiders	
All I Want for Christmas is My Two Front Teeth	*
Old Meg	
Folksong	
Susannah	*
Tommy's Teacher Eater	*
What is Pink?	
The Teacher Took my Ipod	
An Extraterrestrial Alien	
Picking Teams	*
The Wasp	

### **Stories**

Halloween Night (story)
The Night Before Christmas it all went wrong
Favourite Car
The Spaceship
A Day in the life of a Spider
A Fantasy Story
From Rags to Riches (newspaper article)
Silly Bert (Weeks diary)
Alien Breakfast (menu)
Cats Banquet (menu)
The National Heritage Park (draft email to book a tour)
The Ghost (List of household object to defend yourself)
Household tasks (instructions to operate e.g. a washing machine)
Stone Soup (recipe)
Krakus Special Paste (recipe)
Krakus & the Dragon (Polish Fairytale – letter to help kill dragon)
Chernobyl Childrens Project International (write KWL Chart) (a summary of

harm accident caused) (a letter to Adi Roche or an orphan)
The Golden Harp
Abebe Bikila (script an interview at the Tokyo Olympics 1964)
On Boasters Hill ( invitation to a party)
Sean McSharry Climbs over the clouds (diary entries before climb and when he returns from Mt Kilimanjaro)
The Lady of Stavoren (newspaper article)
Fooled by words (letter to King Melker to present awards at the school)

Writing Genre's Used .

Stories	√	
Poems	√	
Diary	√	
Posters		
Letters	√	
Reports		
Drama /Scripts	√	
Notices		
Forms		
Recipes	√	
Summaries	√	
Menus	√	
Instructions /Directions	√	
Opportunities for Publication (Competitions /Website		

Opportunities for Display / Publication Used

Website	?
Competitions	<input type="checkbox"/>
Hall Displays	<input type="checkbox"/>

**Spellings** :Learned as Class / In groups and Individually .

Class is split into two groups. Teacher takes group 1 and then group 2. A total of 16 spellings per week for group1 and a total of 12 for group 2.

Spellings taken from phonological lists, reading zone unit and curricular areas.

**Handwriting** :Pencil used for term 1 and then pen introduced from term 2.

**Write On Follow On Book and writing copy .**

**Full cursive script from Christmas in 4<sup>th</sup> Class in all work and copies .Child exceptions Pupils with S .N .or transfers from other schools**

**5<sup>th</sup> Class**

Capital Letters	Commas	Punctuation	Gender of Nouns
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Verbs	Verb Tenses	nouns	conjunctions
plurals	prefix	pronouns	suffix
adjectives	homonymns	Quotation Marks	analogy
Adverbs	Prepositions	The apostrophe	comma
Antonyms	synonyms		

### Phonics 5<sup>th</sup> Class

Ci, ti, su	Silent Letters	Word Endings - ce	Prefixes
Word Endings – ant, ent	Negative Prefixes	Suffixes	Root Words
Homonymns	Word Endings gue, que, ough	Syllables	Tricky Words
Spell ve	Spell nt	Spell shr thr	Spl spr squ
Spell. gue que	Spell ought aught	Spell ture	Spell ious
Spell sion ssion	Compound Words		

### Writing 5<sup>th</sup> Class Term 1

Write an article on a Film/DVD of your choice.

Diary Entry – Cheung (The Great Wall of China)

Summaries – stories and Charlotte’s Web

Poems – Limericks (Halloween) Christmas Poem.

Functional Writing – Design an advertisement

E Mail – e mail to Santa asking for support in the fight against global warming from the Artic Creatures Alliance.

Creative Writing – Writing a story where your favourite toy/s come to life – Describe their adventure

Creative Writing – Write a Christmas Story for 6/8 year old – Publish into book . Read for junior classes.

9.Comprehensions based on Starry Links, Reading Zone and Exercise your English 5

10. Recipe for Halloween Cauldron.

### Term 2.

6. Letter - You are a Roman General in Ireland. Write a letter to Caesar explaining why you do not want to conquer Ireland.

Write a letter for Mr. and Mrs. Lacey to persuade them to keep the puppy.

7. Creative Writing – Write your own fairy tale

8. Diary Entry – Under the Hawthorn Tree/Wildflower Girl

9. Summaries – Novel chapters

10. Newspaper article – While out scuba diving off the coast of Galway you discover an underwater kingdom. Write an article about your adventure for your local newspaper.

11. Comprehensions based on Starry Links, Reading Zone and Exercise Your English 5

Term 3

- Poem – Write a poem describing any of the following, Love, Life, Death, Jealousy, Greed, Misery.
- Design a web page showing the seven wonders of the World
- Diary First Day in new School in South Africa (Special Fridays)
- Interview – 10 Questions for Mother Teresa if she were alive today  
10 Questions you would like to task your own favourite author
- Creative Writing – Write a tall tale explaining to your mother why you have arrived home without your shoes – more ridiculous the better!!
- Comprehension based on Starry Links, Reading Zone, Ex your English

**SIXTH CLASS**

Reading

Readers / Big Books Hello Universe – Stories and Poems, Matter of Fact, Reading Zone

Novels : Holes, Goodnight Mr Tom, Treasure Island, Boy in Striped Pyjamas

Magazines / Newspapers etc. Primary Planet

I.C.T. / Programmes or Online Sites. Primary Resources, TES, Seomra Ranga

Other Reading Activities

Paired Reading ✓

GROUP READING FOR PROJECT WORK, SILENT READING

Books read Aloud to the Class -

1. Goodnight Mr Tom

2. Holes.

Poetry and Writing Resources / Materials used this year .

List of Poems taught .

Indicate \* learned off by heart .

They Call to One Another	
Mrs Lorriss who died of being Clean	*
Nature Study	
I'll never use Tobacco	*
The Lake Isle of Innisfree	*
I have a Dream	
What Peace And War are to Me	
Childhood *	
Dear Mr Examiner	
Until I saw the Sea *	

List (or Attach) List of Stories / Topics used with the Writing Process this year



SUMMER/WINTER HOLIDAYS
ANIMALS AND SEASONS - POETRY
MAKING TEA or Sandwich - instructions
FORMAL NOTE TO PRINCIPAL
HOLES - NOVEL
HALLOWEEN
INSTRUCTIONS TO AN ALIEN ON HOW TO PUT UP A CHRISTMAS TREE
CHRISTMAS WISH
RECIPE – FREE CHOICE
BUDGET 2013
SAINTS BRIDGET AND PATRICK
LETTER – DEAR GRACE – COMPLAINT TO A HOTEL
FILM REVIEW –
GOODNIGHT MR TOM – NOVEL
REPORT topic of choice
DRAMA SCRIPTS = THE FRIENDLY GIANT
PRIMARY PLANET – ARTICLES – SUMMARISING
HELLO UNIVERSE – COMPREHENSION
READING ZONE
LIBRARY BOOKS
PRIMARY RESOURCES
Tours/Trips
Art project

Tick and Number Writing Genre's Used .

Stories	√	
Poems	√	
Diary	√	
Posters	√	
Letters	√	
Reports	√	
Drama /Scripts	√	
Notices	√	
Forms	√	
Recipes	√	
Summaries	√	
Menus	√	
Instructions /Directions/ <b>NOTES/TELEPHONE CONVERSATIONS</b>	√	
Opportunities for Publication (Competitions /Website Postcards)	√	

Opportunities for Display / Publication

Website	√
Competitions	√
Hall Displays	√

Oral Reading	√
Use of I.C.T	√

Spelling :

LOOK – SAY – COVER – WRITE - CHECK

Spelling Book not used and spelling is tested Daily /Weekly combination. Spelling Words are taken from Spelling Book / Subject Areas / Corrections / Topical Themes

End of year Report based on SCHONNEL Assessment  
Handwriting .

Pencil or pen used as appropriate .

Resources Used      Book /Copy /Sheets

BOTH PRINT AND CURSIVE used . Based on children's settled style of presentation , quality and quantity being the factors assessing appropriate presentation .

English Literacy Development is a program designation for students in Ontario schools with limited or no prior schooling. These programs offer classes that are specialized by levels of English proficiency where students receive simultaneous support in the development of both English proficiency and foundational academic learning skills.Â Co-Planning for Literacy Development in Science Class. We used the STEP continua to create a Class STEP Profile in order to understand the range of English proficiency levels for which we needed to scaffold. The indicators on the continuum provided guidance as to what we could reasonably expect students to do based on their current English proficiency level. English Lesson Plans Media Literacy English Literature English Language Arts Art Day Middle School English Language Secondary School. LESSON PLANS FOR ENGLISH LANGUAGE ARTS AND LITERATURE CLASSES BASED ON MOVIES AND FILM. #englishteachers #english #languagearts #literature #teachwithmovies #highschool #middleschool #artday #artsandcrafts #creativeteacher. Teach With Movies. English Literature. Movie Guide Best Dramas Shakespeare Plays English Literature Good Movies Lesson Plans High School Grammar School Lesson Planning. Looking for movie guides to Shakespeare plays made into film? Check out T