

English Whole School Plan

Jesus and Mary School

Salthill

Introductory Statement

This document is a statement of the aims and objectives, principles and strategies for teaching and learning English in Scoil Íde. It was developed during the school years 2001-2003. It was approved by the Board of management, and parents association. It was revised in the year 2009-2010.

The English plan was revised further in 2014.

Rationale

This document has been drawn up in response to the principles outlined in the revised Curriculum. We as a staff believe that the English Curriculum is integral to all other areas of the Curriculum. The plan will be reviewed regularly at staff meetings. The success criteria by which this policy will be judged includes the following:

- Teacher observation
- Classroom assessment including evaluation of assignments
- Standardised tests will be averaged and compared with a pre-policy base-line
- Parent/Pupil/Community feedback

Vision

Our school attaches a high priority to giving pupils a command of the English language and the ability to use it appropriately and concisely to convey meanings.

The English language curriculum should enable a child to develop in the following:

Oral:

- Develop the skill of listening actively and to expand his/her vocabulary for use in a variety of social situations
- Develop a good command of grammar and punctuation
- Become fluent in communicating ideas and concepts developed
- Explore and express his/her reactions to Poetry and Fiction

Reading:

- Develop print awareness and an understanding of the meanings of print
- Develop reading skills including Phonemic awareness, word identification strategies and a growing sight vocabulary
- Develop a sense of discrimination in choice of reading material and enjoyment of USSR

Writing:

- The child should be enabled to write for different purposes and audiences, using different genres, while learning to edit and refine writing with a pride in presentation
- To use computer technology in learning to write and for information retrieval

The language needs of the Children in our School

- The English Curriculum in our school is concerned not just with language learning but learning through language. Dimensions of the child's personality and potential are cultivated and enriched in the process of acquiring language skills and developing the ability to use language. In attempting to express emotions or imaginative experience the act of putting feelings and intuitions into language can provide a focus that

deepens the child's knowledge of him/herself and the world.

Aims

We endorse the aims of the English language Curriculum as articulated in the revised Curriculum.

The aims of our English programme, therefore, are as follows:

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

Broad Objectives

We endorse the broad objectives of the English Language Curriculum as articulated in the revised Curriculum.

When due account is taken of intrinsic abilities and varying circumstances, the English Language curriculum should enable the child to:

- Gain pleasure and fulfilment from language activity
- Develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture
- Learn to understand the conventions of oral language interaction and use oral language in a variety of social situations
- Expand his/her vocabulary and develop a command of grammar, syntax and punctuation
- Become fluent and explicit in communicating ideas and experiences

- Explore and develop ideas and concepts through talk, directed discussion and writing
- Identify and evaluate the key points, issues and central meaning of a text or oral presentation and organise efficiently the information gained
- Justify and defend opinions and present a coherent argument orally and in writing
- Use oral language to manipulate images in problem-solving
- Express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing
- Organise, clarify, interpret and extend experience through oral language activity and writing
- Explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing
- Create, develop and sustain imaginary situations through talk, discussion and improvisational drama
- Compose, relate and write his/her own stories and poems
- Explore, experiment and enjoy all the playful aspects of language
- Develop print awareness, an understanding of the purposes of print, and a control over the difficult ways meaning is derived from print
- Develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- Develop an appropriate range of comprehension strategies
- Develop an awareness of the richness and diversity of reading material available and read from a variety of texts of gradually increasing complexity
- Choose his/her reading material and engage in and enjoy sustained silent reading
- Develop a sense of discrimination with regard to the use of language and images in the media
- Write for different purposes and different audiences
- Write in a variety of genres appropriate to school and outside needs
- Learn to edit and refine writing and develop a sense of appropriate presentation
- Develop a personal style of writing and learn to distinguish and to use appropriate levels of formality

- Share writing and responses to reading experiences with other children and adults
- Use computer technology in learning to write and for information retrieval
- Enhance reading and writing development through the involvement of parents or guardians

Methodologies for Junior Infants-Reading

Strand Unit-Developing concepts of language and print

- Big Books
- Library Books
- Telling and re-telling a story in sequence
- Recalling and relating a simple story
- Asking questions
- Language games-I spy, Rhyming games
- Letter-Sound relationships e.g. - a says
- Nursery rhymes
- Chants, Singing games, action songs, and poems
- Left to right orientation activities
- Alphabet games, songs to teach names of letters -Jolly Phonic songs

Strand Unit-Developing reading skills and strategies

- Reading of stories, poems, plays for children
- Handling and browsing through books
- Visiting our school library
- Combining large format books and language-experience materials
- Building up a sight vocabulary
- Reading 'Our News' daily

Providing a print rich environment-flashcards on classroom furniture

- Using Jolly Phonics to facilitate the recognising, naming and sounding of the letters of the alphabet

- Playing rhyming games
- Engaging in shared reading activities

Strand Unit-Developing interests, attitudes and the ability to think

- Re-reading, re-telling and acting out familiar parts of a story
- Recalling significant events and details of a story
- Analysing characters, situations and events presented pictorially
- Predicting outcomes in stories - who do you think it might be? What will happen?
- Engaging in activities to focus on the meaning of the text - drawing a picture, sequencing cards

Strand Unit-Responding to text

- Facilitating the enjoyment of listening to stories and poems being read - small group reading session
- Role-play characters, events in stories and relate to personal experiences
- Record responses to stories through art, captions
- Explore books as sources of information for individual interests. Science- Life-cycle of the frog and butterfly. Geography- Seasons. History-baby growing

Methodologies for senior Infants-Reading

Strand Unit-developing concepts of language and print

- Big Books
- Library books
- Telling and re-telling a story in sequence-sequencing jigsaws and cards
- Recalling and relating a simple story
- Asking questions
- Language games-I spy, Rhyming games
- Letter-Sound relationships e.g. a says
- Nursery rhymes

- Chants, Singing games, action songs and poems
- Left to right orientation activities
- Alphabet games, songs to teach names of letters-Jolly Phonics Songs
- Follow phonological awareness programmes, teacher's own resources, clapping syllables, rhyming games

Strand Unit-developing reading skills and strategies

- Reading of stories, poems, stories, plays for children
- Handling and browsing through books
- Combining large format books and language-experiencing materials
- Building up a Sight vocabulary-Jolly Phonics Words/Tricky Words
- Reading 'Our News' daily

Providing a print rich environment-flashcards on classroom furniture

- Using Jolly Phonics to facilitate the recognising, naming and sounding of the letters of the alphabet
- Playing rhyming games
- Engaging in shared reading activities

Strand Unit-Developing interests, attitudes and the ability to think

- Re-reading, re-telling and acting out familiar parts of a story
- Recalling significant events and details of a story
- Analysing characters, situations and events presented pictorially
- Predicting outcomes in stories - who do you think it might be? What will happen?
- Engaging in activities to focus on the meaning of the text - drawing a picture, sequencing cards

Strand Unit-Responding to text

Strand Unit-Responding to text

- Facilitating the enjoyment of listening to stories and poems being read - small group reading session
- Role-play characters, events in stories and relate to personal experiences

- Record responses to stories through art, captions
- Explore books as sources of information for individual interests
- Non-fiction books-children can read books from display area

Methodologies for First Class-Reading

Strand Unit-Developing Reading strategies

- Continue to experience the reading process begun in Infants
- Shared reading activities with reading buddies
- Paired reading with parents weekly
- S.R 5 minutes daily
- Continue to build a good sight vocabulary
- Sound games focussing on letter sounds, clusters, patterns of sounds in words
- Use cues-grapho/phonic, syntactic, contextual-when attempting to identify unfamiliar words
- Engage in self corrective activities-write, swop, edit
- Explore different reading styles-browsing, simple scanning and skimming

Strand Unit-Reading for pleasure

- Use a range of children's literature-displays are changed regularly e.g. Dog books, cat books, poetry books, fairytales, books by different authors, illustrators
- Regular visits to our school library
- Personal reading-non graded books
- Library books-graded and non-graded
- Reading aloud for teacher and parents in school and at home
- Finding information and sharing it-Bird facts, Fox facts. Mini-beasts, bears
- Using table of contents-maths book, Wonderful world

Strand Unit-Developing interests, attitudes and the ability to think

- Individual reading of fiction and non-fiction-choosing own graded weekly library book
- Questions-asking about content of teddy's diary
- Develop comprehension strategies-recalling details and events, assimilating facts and retelling stories-who? when? where? what? how?
- Alphabetical order activities-autumn alphabet, class names alphabet
- Prediction-what will happen at the end of the story?
- Express opinions orally and in writing-I liked this character because
- Use information technology-write a book review on computer, look up a website on an author e.g. Patricia Forde

Strand Unit-Responding to text

- Listening to and enjoying stories and poems being read aloud
- Using a variety of texts-picture books, poetry, stories, informational material
- Encouragement and praise for questions asked and book reviews
- Listening to a story read in stages e.g. Flat Stanley, Twits, child's own story
- Characterization-Flat Stanley's profile
- Exploring different attitudes and feelings-linking with personal experiences-why did Goldilocks not like the sweet porridge? Would you like it?
- Informal discussion of books with teacher, parent, other children-recommendations, browsing together

Methodologies for Second Class-reading

Strand Unit-Developing reading strategies

- Continue to experience the reading process begun in Infants
- Shared reading-Listen, read, retell
- S.R
- Visits to local library

- Continue to build sight vocabulary
- Sound games focussing on letter sounds, clusters, patterns of sounds in words
- Use cues-grapho/phonic, syntactic, contextual-when attempting to identify unfamiliar words
- Engage in self-corrective activities
- Explore different reading styles-browsing, simple scanning and skimming

Strand Unit-Reading for pleasure

- Use of a range of children's literature
- Personal reading
- Library books
- Reading aloud
- Finding information and sharing it
- Using table of contents
- Use simple index

Strand Unit-Developing interests, attitudes and the ability to think

- Individual reading of fiction and non-fiction
- Questions-compose/write questions for visitors to class e.g. pet day
- Give and receive recommendations on the choice of reading material
- Develop comprehension strategies-recalling details and events assimilating facts and retelling stories-who? when? where? what? how?
- Alphabetical order activities-use of dictionaries
- Prediction-what will happen at the end of the story?
- Express opinions orally and in writing-I liked this character because....

Strand Unit-Responding to text

- Listening to and enjoying stories and poems being read aloud
- Browsing
- Using a variety of texts-picture books, poetry, stories, informational material
- Encouragement
- Listening to a story being read in instalments

- Characterization
- Exploring different attitudes and feelings-linking with personal experiences
- Informal discussion of books with teacher, parent, other children

Methodologies for Third Class-Reading

Strand Unit-Developing reading strategies

- Basic sight vocabulary-word lists, dictionary, labels, captions, flash cards
- Word identification strategies-letter sounds, semantic cues, syntactic cues, conventions of print, punctuation
- Confirming/Correcting-conferencing with teacher-pupil, and pupil-pupil
- Comprehension strategies, understanding, analysis, deduction, summarisation, inference, prediction, confirmation, synthesis, evaluation and correlation
- Phonics activities to enable recognition and understanding of root words, prefixes, suffixes and syllabication
- Exploring the relationship between text and illustration
- Independent reading
- Shared reading, paired reading and small group reading
- Engage in self corrective activities
- Using three categories of text, narrative, expository and representational

Strand Unit-reading for pleasure and information

- Wide range of reading materials available in classroom/school library
- Visits to Public Library
- Books on a variety of interests to facilitate personal interests
- Books of poetry and verse
- Basic information skills activities-Using table of contents, chapters and headings, index
- Class Novel
- Reading Pals
- Book fairs

- Author's visits
- Projects-individual and group
- Whole class U.S.S.R
- Group and class reading
- Book reviews

Strand Unit-Developing interests, attitudes and the ability to think

- Scanning text
- Skimming text
- Listening to stories being read
- Search reading
- Reflective reading
- Independent reading
- Learn structure and terminology of books-cover, spine, illustration, dedication, table of contents, introduction, page and chapter
- Explore new interests-poetry, non-fiction, newspaper articles, magazines
- Conferencing
- Cloze procedures
- Sequencing and organizing information
- Use information technology

Strand Unit-responding to text

- Reading logs
- Character profiles
- Epilogues
- "Meanwhile" episodes
- Reviews
- Enlarge on story/character
- Reader's theatre
- Improvisation/mime/movement
- Relating personal experiences to ideas and emotions conveyed in texts

Methodologies for Fourth Class-Reading

Strand Unit-Developing reading strategies

- Basic sight vocabulary-word lists, dictionary, labels, captions, flash cards
- Word identification strategies-letter sounds, semantic cues, syntactic cues, conventions of print, punctuation
- Confirming/Correcting-conferencing with teacher-pupil, and pupil-pupil
- Comprehension strategies, understanding, analysis, deduction, summarisation, inference, prediction, confirmation, synthesis, evaluation and correlation
- Phonics activities to enable recognition and understanding of root words, prefixes, suffixes and syllabication
- Exploring the relationship between text and illustration
- Independent reading
- Shared reading, paired reading and small group reading
- Engage in self corrective activities
- Using three categories of text, narrative, expository and representational
- Learning to scan the text for "VIPS" very important points/learning to read between the lines

Strand Unit-Reading for pleasure and information

- Wide range of reading materials available in classroom/school library
- Visits to Public Library
- Books on a variety of interests to facilitate personal interests
- Books of poetry and verse
- Basic information skills activities-Using table of contents, chapters and headings, index
- Class Novel
- Reading Pals
- Book fairs
- Authors visits

- Projects-individual and group research for class project-reading online texts. Reading class books in groups
- Whole class U.S.S.R
- Group and class reading

Strand Unit-Developing interests, attitudes and the ability to think

- Scanning text
- Skimming text
- Listening to stories being read
- Search reading
- Reflective reading
- Independent reading
- Learn structure and terminology of books-cover, spine, illustration, dedication, table of contents, introduction, page and chapter
- Explore new interests-poetry, non-fiction, newspaper articles, magazines
- Conferencing
- Cloze procedures
- Sequencing and organizing information
- Use information technology

Strand Unit-responding to text

- Reading logs
- Character profiles
- Epilogues
- "Meanwhile" episodes
- Reviews
- Enlarge on story/character
- Reader's theatre
- Improvisation/mime/movement
- Relating personal experiences to ideas and emotions conveyed in texts
- Linking with writing-writing a different ending to the story
- Rating book out of 10
- Predicting the future for a character
- Diary entries

- News reports on significant events in the story
- Adding an additional scene to change the aspect of the novel

Methodologies for Fifth Class-Reading

Strand Unit-Developing reading strategies

- Continue to experience the reading process
- Use of combination of strategies for word identification-grapho/phonic, syntactic, contextual
- Self-correct errors
- Explore relationship between text and illustrations
- Independent reading
- Using three categories of text-narrative, expository and representational

Strand Unit-Reading for pleasure and information

- Wide range of reading materials available in classroom and school library
- Experience different texts
- Read poetry and verse
- Selection of books on variety of interests, for individual reading on personal interests
- Basic information skills activities. Using table of contents, chapters and headings, index, glossary, interpreting diagrammatic information, scanning and skimming
- Dictionary work-alphabetical ordering, finding words and their meanings, finding pronunciation of words
- Exploring structure and function of a newspaper-Editorial, main news item, features, reviews, Sport, Obituary, Advertisement, property section, crossword, TV and radio programmes, etc.
- Group and whole class reading
- Reading articles

Strand Unit-Developing interests, attitudes and ability to think

- USSR
- Read short book in one sitting
- Listening to stories and poetry being read and discuss
- Continue to develop comprehension skills
- Explore printing conventions as an aid to expression and comprehension- bold type, punctuations marks, capital letters etc.
- Record of books read and their reviews
- Develop study skills-skimming, scanning, note taking and summarising
- Interpret information-flowcharts, tables, diagrams, lists, webs, etc.
- Project work
- Debate/discuss with supporting evidence from texts
- Use functional texts-menus, timetables, recipes, forms
- Locate and handle books in the school library
- Learn structure and terminology of books-cover, spine, illustration, dedication, table of contents, introduction, page and chapter
- Explore new interests-poetry, non-fiction, newspaper articles, magazines
- Use information technology

Strand Unit-responding to text

- Use of increasingly challenging material
- Talk about books-the setting, the plot. Characters, motive, favourite authors
- Choose books
- Recognise difference in reading tastes
- Share responses with peers and adults
- Class novel
- Reading aloud with expression
- Relating personal experiences to material in text
- Browse through books, extracts and poetry read aloud or presented on TV, radio and cd
- Listening to visiting authors

Methodologies for Sixth Class-reading

Strand Unit-Developing reading strategies

- Continue to experience the reading process
- Use of combination of strategies for word identification-grapho/phonic, syntactic, contextual
- Self-correct errors
- Explore relationship between text and illustrations
- Independent reading
- Using three categories of text-narrative, expository and representational

Strand Unit-Reading for pleasure and information

- Wide range of reading materials available in classroom and school library
- Experience different texts
- Read poetry and verse
- Selection of books on variety of interests, for individual reading on personal interests
- Basic information skills activities. Using table of contents, chapters and headings, index, glossary, interpreting diagrammatic information, scanning and skimming
- Dictionary work-alphabetical ordering, finding words and their meanings, finding pronunciation of words
- Exploring structure and function of a newspaper-Editorial, main news item, features, reviews, Sport, Obituary, Advertisement, property section, crossword, TV and radio programmes, etc.
- Group and whole class reading
- Reading articles

Strand Unit-Developing interests, attitudes and ability to think

- USSR
- Read short book in one sitting
- Listening to stories and poetry being read and discuss
- Continue to develop comprehension skills
- Explore printing conventions as an aid to expression and comprehension- bold type, punctuations marks, capital letters etc.
- Record of books read and their reviews
- Develop study skills-skimming, scanning, note taking and summarising
- Interpret information-flowcharts, tables, diagrams, lists, webs, etc.
- Project work
- Debate/discuss with supporting evidence from texts
- Use functional texts-menus, timetables, recipes, forms
- Locate and handle books in the school library
- Learn structure and terminology of books-cover, spine, illustration, dedication, table of contents, introduction, page and chapter
- Explore new interests-poetry, non-fiction, newspaper articles, magazines
- Use information technology

Strand Unit-responding to text

- Use of increasingly challenging material
- Talk about books-the setting, the plot. Characters, motive, favourite authors
- Choose books
- Recognise difference in reading tastes
- Share responses with peers and adults
- Class novel
- Reading aloud with expression
- Relating personal experiences to material in text
- Browse through books, extracts and poetry read aloud or presented on TV, radio and cd
- Listening to visiting authors

Jolly Phonics

The Jolly Phonics programme was introduced into Junior Infants in the school year 2009-2010. It is presently being used in Junior and Senior Infant classes in our school.

Jolly Phonics is a fun and child centered approach to teaching literacy through synthetic phonics. The children are not only just taught the alphabet sounds, but all 42 letter sounds, and how they are written. The letter sounds are split into seven groups as shown below.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

The five skills taught in Jolly Phonics

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

- 1 . s, a, t, i, p, n
- 2 . c k, e, h, r, m, d
- 3 . g, o, u, l, f, b
- 4 . ai, j, oa, ie, ee, or
- 5 . z, w, ng, v, oo, oo
- 6 . y, x, ch, sh, th, th
- 7 . qu, ou, oi, ue, er, ar

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

Tricky words have irregular spellings and children learn these separately.

Children in Infant classes in our school learn the following:

Reading

- Letters A-Z : They recognize the letters and their sounds
- 42 letter sounds: They recognise letter sounds and how they are written
- Blending: Digraphs- One sound - ai, oa, ee, ou, ue, er, ar, or, ng, sh, ch, th, oo,,ie, qu, oi,
- Blending: Consonant and short vowel sounds (cv)
- Blending: Three letter words (cvc)
- Jolly Readers: Red Level Readers introduced-Junior Infants
- Jolly Readers: Red Level Readers continued. And Yellow Level Readers introduced in Senior Infants
- Tricky Words: Words with irregular spelling-They are introduced in Junior Infants

Writing

- Letter formation: lower case in Junior Infants.
- Dictation: Sounds, Letters, words,
- Dictation: Sentences, Tricky words included

- Independent writing: Pupils are encouraged to express themselves in free written form e.g. I like winter because.....

Assessment of Jolly Phonics programme

- Teacher informal tests and observation
- Children experiencing difficulties are assessed by the learning Support teacher when requested
- Children experiencing ongoing difficulty attend Learning Support classes

Equipment

- Jolly Phonics Programme for Interactive Whiteboard
- Teacher's Handbook
- Jolly Phonics Pupils Books
- Jolly Phonics Wall Frieze
- Jolly Phonics Flashcards
- Jolly Phonics Tricky Word Wall Flowers
- Jolly Phonic Fans
- Jolly Phonics Grammar
- Writing mats
- Jolly Phonics Readers (Red) Level 1
- Jolly Phonics Readers (Yellow) Level 2
- Jolly Phonics Sound Books
- Jolly Phonics Phrase Books
- Reading Games

Penmanship

Aims:

- To help our pupils to present their work clearly and with pride
- To enable our pupils to develop the skill of writing
- To enable our pupils to learn the correct letter formation

The following principals inform all penmanship classes from Infants to Sixth class

- Posture
- Holding pencil/pen
- Sample letter formation sheets, Jolly Phonics, Just Write
- Charts and display on wall
- Writing on the blackboard
- The importance of well-presented work
- Left handed writers to sit with right side to pupil beside them

Infant classes

- Pre-writing activities
- Blank pages
- Left to right orientation
- Special handwriting copies
- Writing between the lines
- Pencil grip and /or angular shape for children experiencing difficulty
- Letters as outlined in the phonics sheet
- Lower and Upper letters taught in Jolly Phonics sequence
- Children's work displayed in class

First and Second class

- Continue work begun in Infants
- Capitals
- Letter formation
- Special handwriting copies
- Children's work displayed
- Start joined writing in Second class
- Use of B2 red and blue copies
- Use of Write On Book 1

Third and Fourth Class

- Development of joined writing
- Corrections, editing, use of brackets, no Tippex
- Display children's work

Fifth and Sixth Class

- Continuation of work already begun
- Transition to pen
- Neatness, Name of exercise, date etc.
- Speed exercises
- Display of children's work

Junior and Senior Infants – Oral Language

Strand Unit: Receptiveness to Oral Language

The child will be enabled to:

- Recognise simple commands
- Listen and respond to a story
- Repeat phrases modelled by the teacher
- Use mime and gesture to convey various emotions

Strand Unit: Developing competence and confidence in using oral language

The child will be enabled to:

- Talk about the past, present, future and imaginary experiences
- Name and describe things and events
- Experiment with descriptive words
- Combine simple sentences
- Sustain a conversation
- Use language for common social functions

Strand Unit: Developing cognitive abilities through oral language

The child will be enabled to:

- Provide information
- Listen to a story and focus on descriptive detail

- Discuss simple problems and solutions
- Ask questions
- Understand text

Strand Unit: Developing emotional and imaginative life through oral language

The child will be enabled to

- Reflect and talk about everyday experiences
- Create and tell stories
- Learn a rich variety of stories rhymes and songs
- Respond through discussion and mime
- Use language to create imaginary situations
- Recognise and create real and imaginary sounds
- Experiment with different voices in role- playing

Methodologies for Oral Language - Infant Classes

Strand Unit: Developing receptiveness to oral language

- Action rhymes
- Chatterbox
- Big books
- Retell stories
- Recall events e.g. Teddy Bear hospital, Book Fair, Christmas etc.
- Repeat phrases modelled by the teacher
- Language games, rhymes, songs, poems and jingles
- Use of mime and gesture to convey various emotions
- Clapping and dancing to various rhythms
- Poetry
- Phonological awareness training
- Tongue Twisters

Strand Unit: Developing competence and confidence in using oral language

- Talk about the past, present and future and imaginary experiences
- News, holidays and games
- Structured play time, role play
- Name and describe things and events
- Use of photographs and photos
- Experiment with descriptive words
- Explore overused words - tall, small etc.
- Combine simple sentences
- Use sequencing cards, sequencing puzzles and jigsaws
- Sustain a conversation, use of telephone, shop etc.
- Use of language for social functions
- Circle time
- Social stories

Strand Unit: Developing cognitive abilities through oral language

- Provide information - naming objects, describing objects, exploring the relationship of the child to the object
- Listen to a story or a poem and focus on the detail
- Discuss simple problems and explore possible solutions
- Ask questions
- Explore text to aid understanding

Strand Unit: Developing emotional and imaginative life through oral language

- Reflect and talk about everyday experiences
- Create and tell stories
- Learn a rich variety of stories, rhymes and songs
- Respond through discussion and mime
- Respond through drama e.g. Teacher I role, "hot seating"

- Structured play activities, Library, Surgery, Post Office

First and Second Class - Oral Language

Strand Unit: Developing receptiveness to oral language

The child will be enabled to

- Experience challenging vocabulary from the teacher
- Listen to stories and directions and respond to them
- Use appropriate verbal and non-verbal behaviour to maintain attention of listener
- Use gesture to extend meaning of what he/ she is saying
- Express emotions in mime

Strand Unit: Competence and confidence in using oral language

The child will be enabled to

- Talk about past, present, future and imaginary experiences
- Experiment with more elaborate vocabulary and sentence structure
- Sustain a conversation on a subject
- Initiate discussions and have practise in taking turns
- Engage in real and imaginary situations to perform social functions

Strand Unit: Developing cognitive abilities through oral language

The child will be enabled to

- Give a description
- Answer questions
- Listen to other children and ask questions of them
- Add elaborate detail to descriptions
- Listen to a story and ask questions about it
- Engage in imaginary situations involving language use
- Ask questions to satisfy curiosity

Strand Unit: Emotional and imaginative development through oral language

The child will be enabled to

- Describe experiences
- Express feelings
- Tell stories and ask questions
- Learn rhymes and poems
- Re- create stories and ask questions
- Say nonsense and unusual words
- Learn and tell riddles and jokes
- Clap the rhythm of rhymes
- Recognise and recreate sounds in the environment

Methodologies for oral language- First and Second Class

Strand Unit: Developing receptiveness to oral language

- Chatterbox, Listen and remember, mime, Chinese Whispers, Target words
- Another word for... Vocabulary, word of the week
- Listen and do games
- Give and follow directions, Geography links
- Memory games, Kim's game
- Quiet time- "what do you hear outside?" Listening walk
- Storytelling- voice, gesture and expression
- Role-play, using gesture
- Mime everyday events to show feelings, SPHE links

Strand Unit: Competence and confidence in using oral language

- Opportunities to plan, anticipate, predict, speculate e.g. school tour, Orchestra
- Brainstorming on any topic, Pet Day, Story, Card, Concert, My Bear
- Word Games
- Vocabulary extension activities, Stretchy sentences
- Odd one out games- Why? Using word, sentences etc.
- Circle Time
- Telephone talk
- Compliment
- Interviews

Strand Unit: Developing cognitive abilities through oral language

- Discuss weekend, what to bring to the park, Art Gallery etc.
- Describe a party, picnic
- Discuss simple problems and explore possible solutions
- Ask questions, Teddy's Diary, Cheeky Monkey's Diary
- Explore text to aid understanding

Strand Unit: Developing imaginative and emotional life through oral language

- Reflect and talk about everyday experiences
- Create and tell stories
- Learn a rich variety of stories, rhymes and songs
- Respond through discussion and mime
- "Pass the story"
- Commentary
- Create a character
- Invent a machine

Third and Fourth Class - Oral Language

Strand Unit: Receptiveness to language

The child will be enabled to

- Experience challenging vocabulary
- Retell a narrative taking turns
- Follow instructions on how to perform a task
- Use mime to convey ideas
- Discuss effect of music and sound and video effects

Strand Unit: Competence and confidence in using language

The child will be enabled to

- Take turns in speaking in a tolerant environment
- Present ideas in a logical sequence
- Summarise and prioritise ideas

- Discuss meanings of words
- Play synonym and antonym games
- Become familiar with function of words
- Use drama to create characters
- Hear local storytellers
- List local expressions
- Practise social functions through drama

Strand Unit: Developing cognitive abilities through language

The child will be enabled to

- Discuss issues affecting his/ her life
- Discuss a story being read
- Learn how to use questions after hearing a presentation
- Make presentation to class about own interests
- Justify personal likes and dislikes
- Argue a point of view
- Explore historical events through drama

Strand Unit: Developing emotional and imaginative life through language

The child will be enabled to

- Describe and discuss everyday events
- Discuss moments, events and characters in a story
- Create and tell stories
- Express feelings and attitudes through drama
- Experience playful aspects of language- riddles, jokes, word games, composing rhymes etc.

Methodologies for Third and Forth Class Oral Language

Strand Unit: Developing receptiveness to oral language

- Listening games
- Responding to instructions /directions
- News time
- Story- based activities
- Audio tapes
- Dvd, videos, computer
- Reading stories for class
- Body language
- Role play

Strand Unit: Developing confidence and competence in using oral language

- Describing everyday objects in detail
- Retelling a topical story
- Using a telephone
- Reporting on a factual event
- Recitation
- Presenting sort speeches
- Discussion and debate whole class group, one to one
- Describing a photo or picture in detail
- Presenting class projects

Strand Unit: Developing cognitive abilities through oral language

- Expressing / justifying opinions
- Media- Advertisements
- Questions, opened and closed, inferential and evaluative
- Describing activities- how do you do it? e.g. going swimming
- Listening to a story, asking questions
- Problem solving
- Games, twenty questions, "hot seating", Desert Island, telephone games, A picture paints a thousand words.

Strand Unit: Emotional and imaginative development through oral language

- What if?
- Skipping rhymes
- Poems
- Tongue Twisters
- Riddles
- Jokes
- Pet Day
- Use of ICT, Powerpoint presentations, reading stories online, interactive language games

Fifth and Sixth Class - Oral Language

Strand Unit: Receptiveness to language

The child will be enabled to

- Experience more elaborate use of vocabulary and sentence structure
- Listen to and summarise opinions and reactions and engage in debated
- Follow detailed instructions from others
- Use mime to convey ideas, reactions and emotions
- Look at photographs, paintings and listen to and watch sound tapes and dvds and discuss atmosphere and sound effects
- Listen to authors reading and discussing their work

Strand Unit: Competence and confidence using language

The child will be enabled to

- Give detailed instructions and directions
- Converse confidently on a range of topics
- Give and take turns in a tolerant environment where views of others are fostered
- Use improvisational drama
- Discuss the positive and negative effects of slang and jargon
- Know the names and functions of parts of speech
- Learn the properties of nouns and verbs
- Become familiar with compound and complex sentences
- Discuss meaning and diversity of local words and expressions
- Hear accents and dialects other than their own

Strand Unit: Developing cognitive abilities through language

The child will be enabled to

- Discuss issues as outlined in the chatterbox cards
- Use key questions as means of extending knowledge
- Listen to a presentation of a topic
- Word games
- Story construction
- Questionnaire in topics of interest
- Debate
- Problem solving
- Categorising/ sequencing/ organising

Strand Unit: Developing imaginative and emotional life through language

- Circle time
- Class meetings
- Poetry
- Drama
- Role play
- Reporting
- Mime
- Pictures/ photographs as basis for discussions
- Improvisation
- Conflict resolution
- Creating stories
- Introducing oneself
- Composing rhymes
- Exploring colloquial expressions
- Social responses
- Argue points of view informally and in debates
- Discuss popular ideas and proverbs
- Explore conflicts of opinion and historical contexts through improvisational drama

Strand Unit: Emotional and imaginative development through language

The child will be enabled to

- Discuss everyday events
- Discuss literature, plays, films and television programmes
- Experience playful aspects of language, jokes, riddles, origins and effects of unusual words, test language

Methodologies for Fifth and Sixth Class- Oral Language

Strand Unit: Receptiveness to language

- Listening activities
- Responding to instructions and directions
- Audio tapes
- Dvds
- Reading stories for the class and responding
- Use of body language and how this can convey meaning

Strand Unit: Competence and confidence in using language

- Derailed descriptions of objects and events
- Re- telling story- focusing on most important elements
- Compare individual choices of most important features of story
- Discuss words or phrases that are particularly colourful, striking or informative
- Present and react to short speeches

Strand Unit: Developing cognitive abilities through language

- Exploration of media, advertisements as outlined in EXPERT At English
- Narrative stories
- Letters, construction and correct form
- Different genres of story
- Poetry, Limericks, Haiku, Odes etc.
- Project work
- Diaries
- Reports, acting as a newspaper reporter
- Summaries

Strand unit: Developing emotional and imaginative life through language

- Circle time
- Class meetings
- Drama
- Poetry
- Characterisation/ role play
- Monologues
- Conflict resolution
- Creating stories individually and collectively, Write a Book
- Self- profiles
- Explanation of colloquial expressions, accents etc.
- Proverbs

Spelling

We recognise the effectiveness of a multi - dimensional approach to teaching

Our spelling approach includes the following:

- Accepting approximate spelling
- Linking spelling with the development of phonological awareness
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling personal dictionaries
- Using dictionaries and thesauruses and the use of "Expert at English" (Ed.co)
- Using the strategy of Look, Say, Cover, Write Check
- Teaching common spelling rules
- Use of "Spellbound" in First to Fourth classes
- Using The Jolly Phonics programme from Junior Infants and extending into First to Fourth class.

Phonics Programme

Phonological and phonemic awareness is incorporated into the whole English Programme. From Infants onwards the pupils are engaged in activities to increase awareness of sound- letters, patterns, clusters etc. (Jolly Phonics programme, Newell Literacy Programme)

From Infants to First Class the children explore sound and sound combinations

the aid of The Jolly Phonics Programme. They engage in recognition of consonant

and vowel combinations and use this knowledge as an aid to reading and word and

sentence dictation. The children use their knowledge of sound to aid free writing.

From Second to Sixth Class the Phonics programme is extended to working on Spellbound. The programme includes work on:

- consonant blends (initial /final)
- Triple consonants blends
- Digraphs/ Long Vowel Sounds
- Irregular spelling words
- Vowel sound combinations
- Multi syllable words
- Hard and soft c/ g
- Silent letters
- Prefixes and suffixes
- Commonly misspelled words
- Plurals
- Spelling words from novels and readers

Review of Whole School Plan for English 2014

Spelling Books in use:

- Junior Infants Jolly Phonics Pupil's book
- Senior Infants Jolly Phonics Pupil's Book
- First Class Jolly Phonics Pupil's Book
Words words words

Spellbound 1

- Second Class Spellbound 2
- Third Class Spellbound 3
- Fourth Class Spellbound 4
- Fifth Class Spellbound 5

Readers:

- Junior Infants Jolly Phonics (red readers)
- Senior Infants Jolly Phonics (yellow readers)
- First Class Reading Zone: Four Friends, Two Little Frogs
Graded readers, Folen's reading pack

- Second Class Big Box Adventures Core book 1 and 2
Expert at English B

- Third Class Expert at English 1
- Fourth Class Reading Zone.
Expert at English 2
- Fifth Class Reading Zone 5 Novel: Call of the Sea
Expert at English 3
- Sixth Class Reading Zone 6 Novel: The Railway Children
Expert at English 4

Writing

Our approach to writing includes teaching the skill of formalising thoughts onto paper, having a wide range of topics and following a consistent process of drafting and editing.

The ability to write clearly and expressively is developed through the process of writing.

The teacher acts as mentor and guide and helps the child develop expressive abilities and accuracy. Self-correction is encouraged to facilitate independent writers. The teacher also encourages care in grammar, punctuation and spelling.

The child's writing is valued by being displayed appropriately and included in the class library.

The classroom will be a print-rich environment with words and labels displayed and changed regularly. The children will be enabled to experience a wide range of genres.

or writing including stories, descriptions, explanations, arguments, letters, notes, recipes, diaries, book reports, records of learning, other subjects, complete books, etc.

The **Process** of writing will be as followed:

- For the first draft the child writes as much as possible-nothing is discarded.
- The child confers with the teacher and/or other pupils for advice as to what parts are good, what needs to be improved upon, deleted or added and the second draft is produced.
- This draft is discussed to check for improvements in presentation, punctuation, grammar, spelling and the final draft is produced.

The **Methodologies** of writing will be divided up into each class and strand unit.

Methodologies for Junior Infants:

Strand Unit: Creating and fostering the impulse to write.

- Supply a print-rich environment.
- Teacher acts as guide as child moves through the stages of scribbling, attempting to write letters and symbols, captions, words and sentences.
- Write and draw-news written into news copies.
- Write for others-cards for parents, visitors, other classes and the write-a-book project.
- Display on worksheets, writing area, class collections.
- Read writing aloud for the class and/or the teacher.

Strand Unit: Developing competence and ability to write independently.

- Forming and naming letters- use of plasticine, sand, soft letters, magnetic letters, chalk, crayon and pencil.
- Left/right orientation activities, also top to bottom, such as drawing patterns and sequencing activities.
- Write and draw scribbles, shapes, signs, letters and numerals.
- Writing own name.
- Copy letters and words from the board and worksheets.
- Label familiar objects.
- Creative writing copies.

Strand Unit: Clarifying through writing.

- Draw a picture and write a word, caption and eventually a sentence about it.
- Write about everyday experiences-news, events, etc.
- Explore naming words and descriptive words.
- Write sentences from the board or alone.

Strand Unit: Developing emotional and imaginative life through writing.

- Write about interests, weather, news and hobbies.
- Write about likes and dislikes.
- Write about sensory experiences-hot/cold, sweet/sour, etc.
- Hear and write about stories, rhymes and songs.

Methodologies for Senior Infants:

Strand Unit: **Creating and fostering the impulse to write.**

- Supply a print-rich environment- children display own writing as well as the alphabet, topic words, flashcards, posters, etc.
- Teacher acts as guide as child moves through the stages of writing captions and from one sentence to whole pages in their copies.
- Write and draw-news written into news copies and on pages about a variety of topics.
- Write for others-an audience: children share work with a group, the class, other teachers, other classes and home. The children can also take part in the write-a-book project.
- Display on worksheets, writing area, class collections.
- Read writing aloud for the class and/or the teacher.
- Children write cards for special occasions, e.g. birthdays, invitations.

Strand Unit: **Developing competence and ability to write independently.**

- Fine motor skills activities: beads, threading, links, stencils, lego, cubes and blocks.
- Making mini/little books about a topic, e.g. 'My Book Of Shapes/Colours/Spring Flowers' etc.
- Forming and naming letters- use of plasticine, sand, sandpaper letters, lace-up letter cards, magnetic letters, chalk, crayon and pencil.
- Left/right orientation and also top to bottom activities, such as patterns and sequencing activities.
- Write and draw shapes, signs, letters and numerals. Also rainbow letters and numbers.
- Writing own name on worksheets, etc.
- Copy letters and words from the board, worksheets, workbooks and displays.
- Label familiar objects.
- Independent writing using phonetic spelling leading to correct/approximate spelling.

Strand Unit: Clarifying through writing.

- Draw a picture and write about it.
- Write about everyday experiences-news, events, etc.
- Explore naming words and descriptive words.
- Write sentences from the board and independently.
- Write about favourite books/toys/films, etc.

Strand Unit: Developing emotional and imaginative life through writing.

- Write about feelings- happiness, sadness, love, fear, etc.
- Write about likes and dislikes.
- Write about sensory experiences-hot/cold, sweet/sour, etc.
- Hear and write about stories, rhymes and songs.
- Write about favourite books/ an imaginative monster, etc.
- Write descriptions of artwork, e.g. children paint the Gruffalo and write about it.

Methodologies for First Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment-charts, labels, notices and signposts.
- Writing corner-personal writing collections, etc.
- Our news.
- Paired writing.
- Display written work.
- Make a book-write-a-book project.
- "Jolly Phonics 3:" write a sentence based on pictures on the IWB and the workbook.

Strand Unit: Developing competence and ability to write independently.

- Plenty of oral work before writing task begins.
- Do first and second drafts.
- Children choose their own topics.
- Write for others.
- Confer on quality of presentation-write, swap, edit.
- Write notes, messages to different audiences, e.g. thank you notes, condolences, weddings, Santa letters, invitations, etc.
- Brainstorming.
- Compile "Our" or "My" Book of Stories.
- Teacher acts as guide in the use of proper punctuation, common spelling patterns/strings and letter formation.
- Writing new words into "Words, Words, Words" book.

Strand Unit: Clarifying through writing.

- Writing in a variety of genres-stories, diaries, poetry, charts, lists, cards, letters.
- Write a story told by the teacher.
- Re-read/confer/rewrite a piece of work.
- Extending sentences.
- Write questions to a story.
- Write answers to questions about a story.
- Book reports (library copies).
- Write a summary of books they have read.
- Summarise chapters of class novel (read by the teacher).
- Write different endings to stories.

Strand Unit: Developing emotional and imaginative life through writing.

- Express feelings, experiences, sensory experiences in writing.
- Write in response to feelings in drama, music, likes/dislikes.
- Write about characters and events.
- Write reactions to other experiences, e.g. the orchestra, the book fair, a visit to the library, etc.

Methodologies for Second Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment-charts, labels, notices and signposts.
- Writing corner-personal writing collections, etc.
- Paired writing.
- Display written work.

Strand Unit: Developing competence and ability to write independently.

- Plenty of oral work before writing task begins.
- Do first and second drafts.
- Write for others.
- Confer on quality of presentation.
- Write notes, messages to different audiences.
- Brainstorming.
- Phone messages, diaries, signs/school rules, speeches, instructions.
- Compile "Our" or "My" Book of Stories.
- Teacher acts as guide in the use of proper punctuation, common spelling patterns/strings.

Strand Unit: Clarifying through writing.

- Writing in a variety of genres-stories, diaries, poetry, charts, lists, cards, letters.
- Write a story told by the teacher.
- Re-read/confer/rewrite a piece of work.
- Extending sentences.
- Write questions to a story.
- Write answers to questions about a story.
- Book reports (library copies).

Strand Unit: Developing emotional and imaginative life through writing.

- Express feelings, experiences, sensory experiences in writing.
- Write in response to feelings in drama, music, likes/dislikes.
- Write about characters and events.
- Write reactions to other experiences.

Methodologies for Third Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment.
- Writing corner, displays, posters.
- Class copies- anthologies of children's writing.
- Captioned drawings.
- Teacher models writing letters and descriptions.
- Writing about personal experiences.
- Writing letters, descriptions, play scripts, biographies, character descriptions, book reviews, comic strips.
- Persuasive writing: debate speeches.
- Writing stories and poetry: haiku, cinquain and rhyming verse.
- Procedural writing: newspaper reports, advertisements.
- Use personal reading as a stimulus.
- Writing for others.

Strand Unit: Developing competence and ability to write independently.

- Write regularly following the 3-step writing process.
- Writing a diary.
- Use varied but consistent oral language preparation.
- Use of questions to expand and develop a story- Who? Where? When? Why? How? What if? Etc.
- Use of sequence activities.
- Writing one piece over a period of a day/week/term.

- Class activities on a single topic, a theme, a timetable.
- Children write their own book in the third term.
- Editing- punctuation, grammatical accuracy.
- Use of joined script.
- Use information technology- word processing, poster, records.
- Spelling- word lists, word searches, anagrams, word patterns, making compound words, rhyming words for word lists.
- Responding to literature: writing alternative endings/character comparisons/designing a new book cover/reviewing chapters.
- Word building- alternative sentences.
- Dictionary work: antonyms/ synonyms.

Strand Unit: Clarifying through writing.

- Use a variety of genres- stories, diaries, reports, letters, notices, menus, lists, records.
- Read and rewrite a story in own words.
- Summarise.
- Write about and explain an idea to somebody.
- Link with the rest of the curriculum.
- Write directions to perform a process.
- Expand and elaborate on ideas from a sentence.
- Questioning and prioritising.
- Draft and redraft thoughts.
- Write-a-book project.

Strand Unit: Developing emotional and imaginative life through writing.

- Express a reaction to experiences in writing.
- Write in diary form.
- Write about feelings in drama, poetry and story.
- Use artwork as a stimulus to children's writing.
- Write extended stories in book form.
- Build a "Me" folder.
- Writing recounts based on personal experiences.
- Responding to literature: writing alternative endings/character comparisons/designing a new book cover/reviewing chapters.

- Word building- alternative sentences.

Methodologies for Fourth Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment.
- Writing corner, displays, posters.
- Class copies- anthologies of children's writing.
- Captioned drawings.
- Teacher models writing letters and descriptions.
- Writing about personal experiences.
- Writing letters.
- Writing descriptions.
- Use personal reading as a stimulus.
- Writing for others.
- Writing class books collaboratively.
- Writing poetry based on personal experiences.
- Writing a radio advertisement.
- Writing a speech for a debate.

Strand Unit: Developing competence and ability to write independently.

- Write regularly following the 3-step writing process.
- Writing a diary.
- Use varied but consistent oral language preparation.
- Use of questions to expand and develop a story- Who? Where? When? Why? How? What if? etc.
- Use of sequence activities.
- Writing one piece over a period of a day/week/term.
- Class activities on a single topic, a theme, a timetable.
- Children write their own book in the third term.
- Editing- punctuation, grammatical accuracy.
- Use of joined script.
- Use information technology- word processing, poster, records.
- Spelling- word lists, word searches, anagrams, word patterns.
- Writing class books in groups.

- Writing instructions.
- Planning an explanation.
- Writing a question poem about colour.
- Writing a response poem.
- Writing an article for a school magazine.

Strand Unit: Clarifying through writing.

- Use a variety of genres- stories, diaries, reports, letters, notices, menus, lists, records.
- Read and rewrite a story in own words.
- Summarise.
- Write about and explain an idea to somebody.
- Link with the rest of the curriculum.
- Write directions to perform a process.
- Expand and elaborate on ideas from a sentence.
- Questioning and prioritising.
- Draft and redraft thoughts.
- Write-a-book project.
- Writing story plans using templates provided. Planning a setting for a story with the help of a template.
- Writing poetry.
- Writing stories for different audiences.
- Writing in different genres, e.g. writing a factual story about life during the Great Famine.

Strand Unit: Developing emotional and imaginative life through writing.

- Express a reaction to experiences in writing.
- Write in diary form.
- Write about feelings in drama, poetry and story.
- Use artwork as a stimulus to children's writing.
- Write extended stories in book form.
- Build a "Me" folder.
- Writing stories about personal experiences.
- Writing about the emotional journey characters in books go through.
- Writing character portraits from the class novel.
- Writing about the strengths and weaknesses of characters based on the class novel.

- Writing stories based on the imaginary world, e.g. "Stepping into a painting", "The shopping list that came to life" and "The lion that escaped."
- Writing a descriptive poem.

Methodologies for Fifth Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment.
- Writing corner.
- Class library.
- Captioned charts, pictures and posters.
- Children's anthologies.
- Teacher models writing letters, narrative and poetry.
- Project work.
- Writing fiction and other genres for different audiences.
- Work of children is valued, constructively commented on, displayed, read aloud, included in class anthologies, writing exhibitions, etc.

Strand Unit: Developing competence and ability to write independently.

- Writing regularly on chosen topics.
- Writing for a sustained length of time.
- Varied but consistent oral language preparation.
- Editing skills- drafting, editing, revising, conferring.
- Write within a time limit with no redrafting.
- Paired editing- to strengthen punctuation, spelling and grammar.
- Class activities- projects, class newspaper, stories.
- Joined script- fluently as a result of consistent use.
- Information technology skills.

Strand Unit: Clarifying through writing.

- Writing in a variety of genres- instructions, diaries, narrative prose, poetry, reports, letters, summaries, forms, recipes, learning logs, etc.
- Explore characteristics that differentiate between written and oral language.
- Draft and redraft ideas.
- Argue a point of view- for and against.
- Summarise using notes followed by writing account.
- Brainstorming, flow-charts, maps, etc.
- Write-a-book project.
- Link with other areas of the curriculum.

Strand Unit: Developing emotional and imaginative life through writing.

- Express in writing a reaction to own/other's experiences.
- Keep a personal diary.
- Write poems and stories.
- Write short plays based on drama or other areas of the curriculum.
- Write reactions to various characters, events, etc.
- Write responses to music, art, t.v., dvds, etc.

Methodologies for Sixth Class:

Strand Unit: Creating and fostering the impulse to write.

- Print-rich environment.
- Writing corner.
- Class library.
- Captioned charts, pictures and posters.
- Children's anthologies.
- Teacher models writing letters, narrative and poetry.
- Project work.
- Writing fiction and other genres for different audiences- narrative, expository, letters, poems, projects, fiction.
- Work of children is valued, constructively commented on, displayed, read aloud, included in class anthologies, writing exhibitions, etc.

- Responding to stories in particular ways-Remembering facts about a story, exploring how language is used in the story, expressing own thoughts and feelings about the story and write responses to texts in class novels and factual books.

Strand Unit: Developing competence and ability to write independently.

- Writing regularly on chosen topics.
- Writing for a sustained length of time.
- Varied but consistent oral language preparation.
- Editing skills- drafting, editing, revising, conferring.
- Write within a time limit with no redrafting.
- Paired editing- to strengthen punctuation, spelling and grammar.
- Choose a register of language appropriate to subject and audience.
- Being an expert editor- sentence structure, capital letters, full stops, commas, apostrophes, parts of speech, adverbs, etc.
- Class activities- projects, class newspaper, stories.
- Joined script- fluently as a result of consistent use.
- Information technology skills.
- Use dictionaries and thesauruses to extend and develop vocabulary and spelling.

Strand Unit: Clarifying through writing.

- Writing in a variety of genres- lists, descriptions, leaflets and fliers, cards, directions, notices, e-mails, reviews, tour guides, speeches, instructions, diaries, narrative prose, poetry, reports, letters, summaries, forms, recipes, learning logs, etc.
- Explore characteristics that differentiate between written and oral language.
- Draft and redraft ideas.
- Argue a point of view- for and against.
- Summarise using notes followed by writing account.
- Brainstorming, flow-charts, maps, etc.
- Write-a-book project.
- Link with other areas of the curriculum.

- Being a good researcher- use of the internet, creating a home page, researching a famous person/country/scientific discovery, etc.

Strand Unit: Developing emotional and imaginative life through writing.

- Express in writing a reaction to own/other's experiences.
- Keep a personal diary.
- Write poems (two line poems, acrostics, limericks, Haikus, odes, personification) and stories.
- Express and analyse reactions to poems.
- Write short plays based on drama or other areas of the curriculum.
- Write reactions to various characters, events, etc.
- Write responses to music, art, t.v., dvds, etc.

The approach of poetry in our school

The children's sense of beauty and their environment of language are fostered through poetry. Their engagement with poetry is governed by the 'pleasure principal'. In the infant class the emphasis is on rhymes and nursery rhymes . As the children move through the school they become familiar with humorous, narrative, modern and lyric poetry. In the senior classes there is an emphasis on twentieth century Irish writing.

The children's response is facilitated in a variety of ways, including the following:

- Listening to a poem being read without any comment or discussion;
- Discussion;
- Compare two or more poems on a similar subject;
- Making an anthology of favourite poems;
- Art-work;
- Poetry reading sessions;
- Visits to the schools by poets;
- Displays;
- Dance;
- Memorisation;
- Writing their own poetry

The class libraries contain a range of anthologies and collections of poetry.

List of poems studied throughout school

This list contains some of the poems, which the children study during their time in Scoil Ide. The list is flexible and is by no means exhaustive. Teachers tend to add to the list of poems according to links with other areas of the curriculum.

Junior Infants

- Jack and Jill
- Hey Diddle Diddle
- Little Bo Peep
- I'm a Little Teapot
- Little Miss Muffet
- Incy Wincey Spider
- Jack Sprat

- Little Boy Blue
- Mary Had a Little Lamb
- Baa,Baa,Black Sheep
- Twinkle,twinkle little star
- Hickory Dickory Dock
- This Old Man
- Two Little Dickie birds
- 1,2 Buckle my shoe
- Pizza on the Table
- Three blind mice
- Three little kittens
- Humpty Dumpty went to the moon
- A selection of poems related to weekly theme

Senior Infants

- Revision of nursery rhymes
- A selection of poems (approx.one a week) linked To the weekly theme,e.g. "C is for Christmas"

First Class

- Back to School
- A room bewitched
- Skeleton Parade
- Mother's Day
- Granny's finger
- Autumn Leaves
- Mary's song
- Pancakes
- Santa got stuck in the chimney
- Going to tea with Grandma
- Oogle eye-boogle eye
- A giant's cake
- When the giant came to breakfast
- Where did the pancake go

Second Class

Witch goes shopping
Teeny Tiny ghost
Silvery
My Dad is a rock and Roller
I'm in a rotten mood
Song of the kite
The train journey
Winter
Good morning Mr Crocodile
Moon music
Oh take me to the seaside
My dictionary says
The great blue whale

Third Class

- Autumn
- The Wind
- Please Mrs Butler
- The Owl and the Pussycat
- The Dark Dark house
- Haloween
- New baby
- My parakeet
- Haiku
- Sunflakes
- My Mum Said
- Balloon
- Me and My benji

Fourth class

- The English lesson
- The story of flying Robert
- The Night Wind
- You are old, Father William
- The Moon
- The Pine Tree
- The Haunted House
- Windy Nights
- The Sleepy Giant
- Old Meg
- Folk Song
- What is Pink?
- A slash of Blue
- The House on hill
- The wasp
- The Computer's swallowed Grandma
- The Teacher took my ipod
- An Extraterrestrial Alien

Fifth Class

- A Christmas Childhood
- The Wayfarer
- The Mother
- The Wind
- Macavity the Mystery Cat
- Blackberry Picking
- The Sea
- On stopping by woods
- The three little pigs-Roald Dahl
- The Triantiwontigongolope
- Spellbound
- Winter
- The Stolen Child

- Up the Airy King
- All the world's a stage
- All my great excuses

Sixth Class

- Danny Murphy
- Different
- The Pied piper of Hawelin
- The Shell
- He wishes for the cloths of heaven
- In Flanders Fields
- To any Redder

Assessment and Record Keeping

In Scoil Ide various methods of assessment are used across the strands and strand units.

Reading

Teacher observation

Assessment of words

Standardized Reading tests-Micra T, Mist

Diagnostic Tests

Checklists

Writing

Teacher Observation

Writing Copies

Letter Formation

Work Samples

Displays of Writing

Oral Language

Teacher Observation

Primed Oral activities

Games

Debates

Teachers follow the instructions in the standardized text manual to ensure that the tests are administered correctly.

The test results are recorded and discussed among staff members, with the principal, and the language support teachers.

While noting the results we are also acutely aware that the results are not definitive and may not always reflect the work ethic of the child in class or their general ability.

Achievement is regularly evaluated especially if the child has achieved higher or lowers than in previous tests.

The results inform class teaching for grouping purposes and for differentiation in class work. They also help decide who is in need of Learning support. Teachers share information with each other on a regular basis.

They share relevant information with parents at Formal parent-Teacher meetings and at informal follow ups.

Records are kept by the learning support teacher, the class teacher, and the principal.

The results are not sent home in reports but can be seen by parents if they so wish. Results of the Micra T tests done in First class are sent by request to Scoil Eide and St Pat's.

Children with different needs

Children with learning needs

Children with special needs, learning difficulties and speech and language difficulties encounter many problems in language activities-lack of vocabulary, phonetic problems, inaccurate spellings, limited writing skills and poor concentration.

Teachers support these children and ensure their participation in class by differentiation of pace, resource, task, teaching style and support.

All children are enabled to make an important contribution regardless of academic achievement, as their input might be oral, artistic, organizational or musical.

It is the responsibility of the class teacher to include the children as much as possible in the daily activities of the class. It is the responsibility of the learning support, language teachers and resource teachers to support the class work by reinforcing and consolidating the areas of need.

There is a collaborative approach in devising the programme of work for children selected for supplementary teaching. Teachers meet regularly to discuss the progress of the children. A wide selection of resources are used by each support teacher including games, interactive whiteboard activities , cds, workbooks, comprehension books and computer programmes.

Children with exceptional ability

The school supports children with exceptional ability by differentiating by task, learning objectives, by pace, and by teaching style. The current practice is to have extra work or activities available for early finishers. In some classes children may do free writing or read in the class library. Children are sometimes paired with less able children and they are given the opportunity to use their skills of explanation to help others.

Differentiation in class work and homework is used widely. The more able child is expected to write or read more. ICT is used in some classes to expand the knowledge of the more able students. Independent projects are worked on also in specific areas of interest.

Equality of participation and access

In accordance with the equality policy, Scoil Ide provides equal opportunities to all children regardless of gender, religion, ability and nationality in the teaching of English. Opportunities are given to all children to participate in discussions and presentations during English lessons.

All children are allowed to take part in reading activities regardless of gender, religion, ability and nationality. Reading materials are carefully chosen to ensure that they are not deemed sexist or derogatory to any nationality, ability or religion. Teachers are aware of developmental differences of girls and boys when starting and continuing to read. Children read when they are ready and teachers encourage their abilities in this area. Steps are taken to encourage children if there is a need in terms of gender differences.

In terms of writing, teachers in Scoil Ide are conscious of differences that may exist in children while preparing them for writing activities. Children are provided with identical opportunities to participate in all writing activities that are undertaken in each classroom.

All children are allowed the same chance to use and have identical access to I.C.T. in Scoil Ide Children in this school are allowed to use the facilities and amenities available on the premises. Children are given the same chances to access services in the school regardless of ability, religion, gender or nationality.

As the need arises, provision is made for members of the traveller community, children from a disadvantaged background, children with physical/mental/emotional disabilities, families for whom English is a second language. Extra help in the form of support from other teachers and/or resources is provided when and where necessary.

Timetable

- 4 hours per week is allocated to the teaching of English in senior classes
- 3 hours per week is allocated to the teaching of English in junior classes
- 30 minutes of discrete time is timetabled in each class to elements of the language programme
- The process of language learning can be developed through integrated activities and thematic/cross curricular activities

Homework

In keeping with the homework policy of Scoil Ide, English homework reflects the active learning approach as described in the curriculum.

Where possible a balance is struck between oral, reading and writing activities in homework assignments from infants to sixth class.

Where necessity requires it, pupils are given special consideration in terms of English homework otherwise all pupils are given the same homework. Special consideration can include ability for example. Where the need arises, the class teacher collaborates with the language support, learning support and /or resource teacher in setting homework assignments.

Use of the library in Scoil Ide

In Scoil Ide there is a school library. It is run by the parents of the school. Different classes arrange to visit the library at pre-arranged time-tabled times. Books are borrowed using a computerized ticket system.

Class books and libraries can be found in each room. There is a wide range of fiction and non fiction books in each class library. Class libraries have poetry books as well as joke books. A range of abilities is catered for each library. Some teachers supplement their libraries with books from Westside library.

In junior classes there are big books, books of graded difficulty, books to cater for different interests of the children. There are supplementary readers available also.

In the senior classes there are books covering wide range of interest level. There are fiction and non-fiction books available. There are reference books, poetry books, quiz books and puzzle books.

In some junior classes there are reading corners.

Children are encouraged to participate in the write a book scheme and their books are on display in their classrooms.

In some classes, there are librarians who are given responsibility for the books on display.

In some classes, books are organized by topic.

In other classes, books are ordered by fiction and non fiction.

In some classes, books are organised by the author.

The stock in each library is updated annually after the book fair in January. A percentage from Book fair sales allows us to update. Teachers choose their own books.

Borrowing from the class library is organized by:

Sign in/sign out or

Ticket system

Children change books weekly/Fortnightly

In some classes there is a record kept of books read

Children regularly write book reviews and make presentations

The local librarian has visited from time to time to discuss books or the value of reading

Classes have also visited the library with questionnaires.

Children experience the writing process during this project.

Children in various classes visit the local library and can borrow books, read books and have books read to them. We welcome staff from the local libraries especially during World Book Day in March and staff from Charlie Byrnes book shop and Dubrey Books, are regular visitors to our school.

Children in fifth class have become involved in a project with the older residents of Merlin Park in 5 sections and 6. They write to the residents and visit them. They meet the residents and can interview them and listen to the poetry and short stories that the residents have written.

Children also write many letters and cards to parents, teachers and to people at places they have visited. These vary from 'thank you ', 'birthday', 'wedding', 'Christmas', 'confirmation' and 'communion' etc.

Children in first class link with a local school and become pen -pals for the duration of the year.

There are many chances for children in Scoil Ide to link in with the local community.

Resources

- A range of literacy schemes have been selected by the teachers to suit their class level. They include, Folens, Reading Zone, Edco Sunny Street and the Jolly Phonics Scheme. Oral Language poetry and charts accompanying the above schemes are being as
- There is a wide range of supplementary reading material that is age appropriate in each class.
- Teachers keep the resources that are relevant to their class in their classrooms.
- Any additional resource books are on display in the classroom

- Mrs Gilmore is responsible for the English Resources
- Resources are used in a variety of creative ways for example ,the dress up clothes and costumes are used for drama and role play and in performances.ICT enhances the presentation of the children's written work ,the tape recorder can record interviews, the video camera and digital camera record plays, speeches made by the children, recitals of poetry etc.
- We use our school and our local environment as a teaching tool for English by encouraging children to read, record and talk about events that are happening in our school and in our community.

ICT

- There is a range of software available in the school to support English.
- There is a list of age appropriate software that exists in each classroom
- Each teacher stores the software in their classroom
- Computers are used to assist children with special needs in a variety of ways, e.g. pictures for oral language, audio stories, word definitions, reading for literacy, listening and thinking activities are all sourced on the computer as are helpful websites to assist teachers in working with children with specific needs.
- ICT can be used to help children present their work in a variety of ways, e.g. power point presentations, typing and printing of final drafts of stories and poems, displaying photos of class trips and activities.
- ICT can be used to develop writing in different genres, e.g. project work, displays, poetry, write a book, letter writing etc.
- Children can research famous authors, poets, scientists and inventors using the internet.
- Teachers encourage interaction and dialogue during use of computers
- There is a code of practice to ensure safe Internet on websites prior to the use of children.

Individual teacher's planning and reporting

Scoil Ide's whole school English plan and the curriculum documents provide information and guidance to individual teachers for their long and short-term planning.

Teachers have access to the whole school plan for English and are encouraged to use this and the curriculum documents when preparing their long -term and short-term plans. These long and short -term plans are kept by teachers in their classrooms to be referred to as required.

Teachers use their cuntais mhiosula as a means to plan and review what is to be and has to be taught. Teachers are asked to provide copies of these to the principal on a monthly basis to be kept in a central location for reference. Teachers can use these to review and plan for subsequent years.

Staff Development

In Scoil Ide we have access to current research, reference books, resource materials and websites dealing with language learning.

New and useful website names are posted on the staff notice board, in the staffroom regularly.

Notices are posted about evening courses and Summer courses both locally, in the teacher's centre and online.

The principal keeps the staff up to date regarding any new correspondence daily and many items are discussed at staff meetings.

Literacy issues are discussed under 'curriculum 'at these staff meetings.

Teachers share what they have learned at Summer courses.

Parental Involvement

- Parents are aware of the central importance of oral language in the learning process.
- Parents are aware of the importance of involving children in purposeful language activity. Parents could assist their child's oral language development in the following ways, encouraging their child to talk and ask questions, listening to the child, talk to the child about a variety of things, play language games together, involve the whole family in vocabulary study, model good use of language and phrasing.
- The school lends library books to the children so that parents can engage in shared reading with their child at home.
- Parents can support their child's reading by engaging in, paired reading, shared reading, story reading, reading environmental print, ICT programmes, homework, hearing reading and talking about reading, involvement with the school book fair, M.S. Readathon and visits to local bookshops and libraries.
- Parents can assist in the development of their child's writing by letting their child see the many ways in which we use written language, encouraging their child to write letters, send postcards, thank you notes and write to pen pals, provide the tool required, respond to their child's writing by praising and encouraging.
- Parents can use ICT to support language learning by recording their child on dvd and digital camera, publishing their child's stories, using the internet to explore and play games based on a range of topics and themes.
- Information is shared with parents at, induction meetings for new pupils, parent teaching meetings and discussions, letters sent home by teachers with guidelines and tips to support parents when helping their child with homework.

Community links

As a result of its location Scoil Ide provides the children with ample opportunities for community links. Children are afforded the possibility of meeting with, interviewing and listening to readings from local

storytellers, authors and poets. Sometimes writers from other parts of the country visit the school at different times who read to the children. This provides children with a link to the wider community. Children at all class levels are given this opportunity. Children are also provided with the opportunity to visit local books shops and having books or extracts read to them.

Children can read about local historical events in various documents. They can also read numerous poems and songs centered on the Salthill and Galway area. These materials are available in libraries, newspapers and on the Internet.

As there are a number of local newspapers children could easily be given the chance to write an article for them. There is a school website that allows children 's work to be published on the Internet.

In a number of classes children take part in the Galway education centre 'Write a book project'. Children can write a class, group or individual book. This is done at home and in school and corrected by the class teacher before publishing.

Success Criteria

This plan will make a difference to the teaching and learning of English in our school, as it will update the information needed by each teacher to be consistent with her fellow teachers in the methodologies she will use as well as ensuring continuity from class to class. It will show what is required in each class in terms of handwriting standards, the genres being used in writing, the levels of library books used at different class levels and what topics can be built on in a spiral curriculum,

We will have regular discussions at staff meetings and also informally regarding the targets we have set.

We have already noticed the confidence and higher self esteem of the children in our school as a result of the consistent implementation of good practice in our English Language class.

Children have a positive attitude and an appreciation of the Language. They have an interest in good expression and communication. Children have an ability to engage appropriately in listener-speaker relationships.

A process approach is evident in writing. Children are engaging in a variety of genre in reading and writing. Comprehension and higher order thinking skills are developed through oral language, reading and writing.

Implementation

Roles and Responsibilities

The plan will be monitored by the English co-ordinator and evaluated annually.

Review

The plan will be revised by the staff and the English co-ordinator in 2016.

