



English Whole School Plan Scoil Íde 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 and again in 2022 (all staff members) to incorporate the Primary Language Curriculum.

Rationale


This document has been drawn up in response to the principles outlined in the Primary Language Curriculum. We as a staff believe that language is integral to all other areas of the Curriculum and childrens' development. 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 language, both English, Irish and acknowledging the diversity of languages in the school, to use it appropriately and concisely to convey meanings.

The English language curriculum comprises of learning outcomes, as outlined on Pg 10 the PLC.

Oral Language	Reading	Writing 
Engagement, listening and attention	Engagement	Engagement
Motivation and choice	Motivation and choice	Motivation and choice
Social Conventions and awareness of others	Conventions of print and sentence structure	Conventions of print and sentence structure
Sentence structure and grammar	Vocabulary	Vocabulary
Vocabulary	Phonics, word recognition and word study	Spelling and word study
Demonstrating of understanding	Phonological and phonemic awareness	Purpose, genre and voice
Requests, questions and interactions	Purpose, genre and voice	Writing process and creating text
Categorisation	Comprehension	Response and authors intent
Retelling and elaborating	Response and authors intent	Handwriting and presentation
Playful and creative use of language	Fluency and self-correction	
Information giving, explanation and justification		
Description, prediction and reflection		

The language needs of the Children in our School

The Language 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. We also strive to nurture children's awareness of language and interest in other languages, which in turn encourages them to actively engage with new languages they encounter. We recognise that language and cultural identity are intricately linked and the importance of affirming children's home languages in our school is acknowledged.

Aims

We endorse the aims of the Primary Language Curriculum as articulated in the PLC, 2019.

The aims of our language plan, therefore, are as outline in the PLC and focus on:

1. Children and their lives

2. Children's communication and connections with others
3. Children's language learning and development

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Stage 1-Reading

Learning Outcomes for Stage 1 (Junior & Senior Infants)

Teacher's will choose appropriate learning outcomes from stage 1 of the PLC.

Learning Outcomes for Reading (L1)			
Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement	Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Discover and explore texts in various languages TF1, C1+2+3 Choose, read and communicate about text in a range of genres and languages for pleasure and interest TF2, C1	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes TF2, C2+3
Tuisceant	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text. TF3, C1+2	Use conventions of print and sentence structure to help understand text. TF3, C3
	4. Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. TF4, C2	
	5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5, C2+3
	6. Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. TF6, C1+2+3	Acquire appropriate vocabulary to support the independent comprehension of text. Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. TF6, C1+2+3

Exploring and using	7. Purpose, genre, and voice	Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. TF7, C1+2	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF7, C3
	8. Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. TF8, C3+4	
	9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. TF9, C3+4
	10. Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. TF10, C2+3+4	

Methodologies for Stage 1

- 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 Phonic songs
- Phonological awareness activities
- 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
- 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
- Facilitating the enjoyment of listening to stories and poems being read - small group reading session
- Small group reading sessions
- 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
- Literacy Lift-Off - PM readers, tricky word activities, phonics
- Non-fiction books-children can read books from display area

Stage 2 Reading

Learning Outcomes for Stage 2 (1st and 2nd)

Teacher's will choose appropriate learning outcomes from stage 2 of the PLC. They may also refer to stage 1 or stage 3, when appropriate for the child's development.

Learning Outcomes for Reading (L1)			
Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement	Through appropriately playful learning experiences, children should be able to Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers. Discover and explore texts in various languages. TF1, C1+2+3	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Choose, read and communicate about text in a range of genres and languages for pleasure and interest. TF2, C1	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. TF2, C2+3
Tuiscent	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text. TF3, C1+2	Use conventions of print and sentence structure to help understand text. TF3, C3
	4. Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. TF4, C2	
	5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5, C2+3
	6. Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. TF6, C1+2+3	Acquire appropriate vocabulary to support the independent comprehension of text. Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. TF6, C1+2+3
Exploring and using	7. Purpose, genre, and voice	Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. TF7, C1+2	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF7, C3
	8. Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. TF8, C3+4	
	9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. TF9, C3+4
	10. Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. TF10, C2+3+4	

Methodologies for Stage 2

- Continue to experience the reading process begun in Infants
- Shared reading activities with teacher and/or reading buddie
- S.R
- Continue to build a good sight vocabulary
- Sound games focussing on letter sounds, clusters, patterns of sounds in words
- Use cues-grapho/phonetic, 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
- Use a range of children's literature-displays are changed regularly e.g. Dog books, cat

- books, poetry books, fairy tales, books by different authors, illustrators
- Regular visits to our class 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: eg maths book, Small World
- Use simple index from back of texts
- Individual reading of fiction and non-fiction-choosing own graded weekly library book
- Give and receive recommendations on the choice of reading material
- Questions-composing, asking and writing questions
- 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
- Use of dictionaries
- 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
- Listening to and enjoying stories and poems being read aloud
- Using a variety of texts-picture books, poetry, stories, informational material
- Browsing
- 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
- Digital books
- Characterization
- 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

Learning Outcomes for Stage Three – Reading

Stage 3: Third and fourth classes		Stage 4: Fifth and sixth classes	
d	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to	
	Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.	Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.	
g	Engage with texts of increasing complexity, and discover and explore texts in various languages. TF1, C4	Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. TF7, C4	
	Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.	
id	Analyse and compare conventions of print in texts of increasing complexity.	Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.	
	Analyse sentence structures, including simple, compound and complex sentences in texts.	Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
	Compare sentence structures and texts in various languages. TF3, C3+4	Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	
	Compare sounds and patterns in words found in texts in various genres across the curriculum.	Choose, justify and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.	
	Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4	Compare and synthesize information, thoughts, and ideas from a variety of text sources.	
	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.	Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	
	Use existing language skills and knowledge to decipher text in other languages. TF5, C4		
	Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.		
	Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.		
	Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4		

Methodologies for Stage Three – Reading

- 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)
- 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
- 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
- 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

Learning Outcomes for Stage 4 - Reading

	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
3	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to
8	Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.	
	Engage with texts of increasing complexity, and discover and explore texts in various languages. TF1, C4	
	Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4	
id	Analyse and compare conventions of print in texts of increasing complexity.	
	Analyse sentence structures, including simple, compound and complex sentences in texts.	
	Compare sentence structures and texts in various languages. TF3, C3+4	
	Compare sounds and patterns in words found in texts in various genres across the curriculum.	
	Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4	
	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.	
	Use existing language skills and knowledge to decipher text in other languages. TF5, C4	
	Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.	
	Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.	
	Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4	

Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.
Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. TF7, C4	Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.
Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.
	Compare and synthesize information, thoughts, and ideas from a variety of text sources.
Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	

Methodologies for Stage 4-Reading

- Continue their interest in, and enjoyment of, literature and reading in a variety of genre across the curriculum
- Use of combination of strategies for word identification-grapho/phonic, syntactic, contextual
- Self-correct errors
- Explore relationship between text and illustrations
- Independent reading
- Using all categories of text, as suggested in the PLC
- Wide range of reading materials available in classroom library
- Experience different texts
- Read poetry and verse, short books and stories
- Selection of books on variety of interests, for individual reading or personal interest
- 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
- Explore structure and function of a newspaper/editorial/webpage/main news

item/features/advertisements/crooswrod/TV and radio programmes etc

- Group and whole class reading
- 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, punctuation 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
- Learn structure and terminology of books-cover, spine, illustration, dedication, table of contents, introduction, page and chapter
- Use functional texts - menus, timetables, recipes and forms
- Use information technology - interactive whiteboard activities, online dictionary and thesaurus
- Locate and handle books in the class library
- Use of increasingly challenging material
- Talk about books-the setting, the plot. Characters, motive, favourite authors
- Choose books
- Share responses with peers and adults & recognises differences in raeding tastes
- 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 and radio
- Listening to visiting authors

Phonics

Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
	Through appropriately playful learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to
5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5 , C2+3	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. Use existing language skills and knowledge to decipher text in other languages. TF5 , C4	

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 with 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

Stage 1 - Oral Language

Learning Outcomes for Stage 1 (Junior & Senior Infants)

Teacher's will choose appropriate learning outcomes from stage 1 of the PLC.

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement, listening and attention	Through appropriately playful learning experiences, children should be able to Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate. TF1, CI+2	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest. TF2, CI+2+3	
	3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally. TF3, CI Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences TF3, CI+2	Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. TF3, C2
	4. Sentence structure and grammar	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately. TF4, CI+2+3	
Understanding	5. Vocabulary	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language. TF5, CI+2	
	6. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case. TF6, CI+2	
Exploring and using	7. Requests, questions and interactions	Express personal needs, opinions and preferences, and make requests with confidence. Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking TF7, CI+2	
	8. Categorisation	Name, describe and categorise people, objects, experiences and concepts of increasing complexity demonstrating growing depth of knowledge and improved understanding TF8, CI+2	
	9. Retelling and elaboration	Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary TF9, CI+2+3	
	10. Playful and creative use of language	Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate. TF10, CI+2	
	11. Information giving, explanation and justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language TF11, C3+4	
	12. Description, prediction and reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. TF12, C3+4	

Methodologies for Oral Language – Infant Classes

- Action rhymes
- 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
- 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
- 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
- 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

Stage 2 – Oral Language

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement, listening and attention	Through appropriately playful learning experiences, children should be able to Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate. 🔗 TF1, C1+2	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest. 🔗 TF2, C1+2+3	
	3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences. Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally. 🔗 TF3, C1 Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences. 🔗 TF3, C1+2	Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. 🔗 TF3, C2
	4. Sentence structure and grammar	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately. 🔗 TF4, C1+2+3	
Understanding	5. Vocabulary	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language. 🔗 TF5, C1+2	
	6. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case. 🔗 TF6, C1+2	
	7. Requests, questions and interactions	Express personal needs, opinions and preferences, and make requests with confidence. Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. 🔗 TF7, C1+2	
	8. Categorisation	Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding. 🔗 TF8, C1+2	
Exploring and using	9. Retelling and elaboration	Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. 🔗 TF9, C1+2+3	
	10. Playful and creative use of language	Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate. 🔗 TF10, C1+2	
	11. Information giving, explanation and justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language. 🔗 TF11, C3+4	
	12. Description, prediction and reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. 🔗 TF12, C3+4	

Methodologies for oral language- Stage 2

- Activities: 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
 - 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 words, sentences etc.
 - Circle Time
 - Telephone talk
 - Compliment
 - Interviews
-
- 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

Stage 3 - Oral Language

Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to
Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.
Express their individuality through their knowledge and use of various languages.	Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.
Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages. TF1, C3+4	
Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. TF2, C4	
Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. TF3, C3	Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.
Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. TF3, C4	Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.
Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.	
Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. TF, C4	

Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. TF5, C3+4	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.
Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate. TF6, C3+C4	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.
Respond creatively and critically to what they have heard and experienced	
Express personal needs, opinions and preferences, explaining and justifying their perspective. TF7, C3 + 4	
Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.	Select how and when appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.
Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. TF8, C3+4	
Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. TF9, C4	
Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.	
Use language playfully and creatively in their own conversations and texts and across other languages as appropriate. TF10, C3+4	
Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.	
Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.	

Methodologies for Stage Three

- Listening games
- Responding to instructions /directions
- News time
- Story- based activities
- Audio tapes
- Dvd, videos, computer
- Reading stories for class
- Body language
- Role play
- 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
- 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 word
- What if?
- Skipping rhymes
- Poems
- Tongue Twisters
- Riddles
- Pet Day
- Use of ICT, Powerpoint presentations, reading stories online, interactive language games
- Jokes

Stage 4 – Oral Language

Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes		
Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to	Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. TF5, C3+4	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar/abstract and subject-specific concepts and topics as appropriate to audience and purpose.
Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.	Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate. TF6, C3+C4	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.
Express their individuality through their knowledge and use of various languages.	Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.	Respond creatively and critically to what they have heard and experienced	
Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages. TF1, C3+4		Express personal needs, opinions and preferences, explaining and justifying their perspective. TF7, C3 + 4	
Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. TF2, C4	Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.	Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.	Select how and when appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.
Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. TF3, C3	Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.	Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. TF8, C3+4	
Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. TF3, C4		Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. TF9, C4	
Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.		Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.	
Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. TF, C4		Use language playfully and creatively in their own conversations and texts and across other languages as appropriate. TF10, C3+4	
		Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.	
		Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.	

Methodologies for Stage 4:

- Experience more elaborate use of vocabulary and sentence structure
- Listen to and summarise opinions and reactions and engage in debates
- Follow detailed instructions from others
- Give detailed instructions and directions
- Converse confidently on a range of topics
- Know the names and functions of parts of speech
- Learn the properties of nouns and verbs
- Become familiar with compound and complex sentences
- Hear accents and dialects other than their own
- Use key questions as means of extending knowledge
- Listen to a presentation of a topic
- Word games
- Debate
- Categorising/ sequencing/ organising

- Poetry
 - Drama
 - Role play
 - Reporting
 - Pictures/ photographs as basis for discussions
 - Creating stories
 - Argue points of view informally and in debates
-
- Discuss everyday events
 - Discuss literature, plays, films and television programmes
 - Experience playful aspects of language, jokes, riddles etc.
 - Listening activities
 - Responding to instructions and directions
 - Reading stories for the class and responding
 - Re- telling stories
 - Discuss words or phrases that are particularly colourful, striking or informative
 - Present and react to short speeches
-
- Exploration of media, advertisements as outlined in EXPERT At English
 - Narrative stories
 - Different genres of story
 - Poetry, Limericks, Haiku, etc.
 - Project work
 - Diaries
 - Reports, acting as a newspaper reporter
 - Summaries
 - Circle time
 - Drama
 - Poetry
 - Characterisation/ role play

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

Children will be supported to develop the following learning outcomes for writing.

Writing/ Scríbhneoireacht
Engagement <i>Rannpháirtíocht</i>
Motivation and choice <i>Inspreagadh agus rogha</i>
Conventions of print and sentence structure <i>Gnásanna cló agus struchtúr abairte</i>
Vocabulary <i>Stór focal</i>
Spelling and word study <i>Litriú agus staidéar ar fhocail 6</i>
Purpose, genre and voice <i>Cuspóir, seanra agus guth</i>
Writing process and creating text <i>Próiseas na scríbhneoireachta agus ag cruthú téacs</i>
Response and authors intent <i>Freagairt agus intinn an údair</i>
Handwriting and presentation <i>Peannaireacht agus cur i láthair</i>

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 stage.

Learning Outcomes: Stage 1

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement	Through appropriately playful learning experiences, children should be able to Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers. Discover and explore texts in various languages. TF1, C1+2+3	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Choose, read and communicate about text in a range of genres and languages for pleasure and interest. TF2, C1	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. TF2, C2+3
Tuiscent	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text. TF3, C1+2	Use conventions of print and sentence structure to help understand text. TF3, C3
	4. Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. TF4, C2	
	5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5, C2+3
	6. Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. TF6, C1+2+3	Acquire appropriate vocabulary to support the independent comprehension of text. Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. TF6, C1+2+3
Exploring and using	7. Purpose, genre, and voice	Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. TF7, C1+2	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF7, C3
	8. Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. TF8, C3+4	
	9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. TF9, C3+4
	10. Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. TF10, C2+3+4	

Writing Methodologies for Stage 1

- Supply a print-rich environment, children's own writing, alphabet, topic words, posters etc
- 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
- Children write cards/invitations for special occasions
- Fine motor skill activities - use of plasticine, sand, soft letters, magnetic letters, chalk, crayon and pencil.
- Forming and naming letters
- Making mini/little books about a topic
- 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.
- Independent writing using phonetic or invented spelling
- Draw a picture and write a word, caption and eventually a sentence about it.
- Write about everyday experiences-news, events, feelings etc.
- Explore naming words and descriptive words.
- Write sentences from the board and/or independently.
- Write about interests, weather, news and hobbies.
- Write about likes and dislikes, favorite books, programmes etc.
- Write about sensory experiences-hot/cold, sweet/sour, etc.
- Hear and write about stories, rhymes and songs.
- Write descriptions of artwork, eg children draw and paint the Gruffalo and write about it

Learning Outcomes for Stage 2: Writing

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes
Communicating	1. Engagement	Through appropriately playful learning experiences, children should be able to Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers. Discover and explore texts in various languages. TF1, C1+2+3	Through appropriately engaging learning experiences, children should be able to
	2. Motivation and choice	Choose, read and communicate about text in a range of genres and languages for pleasure and interest. TF2, C1	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. TF2, C2+3
Tuiscaint	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text. TF3, C1+2	Use conventions of print and sentence structure to help understand text. TF3, C3
	4. Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. TF4, C2	
	5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts. TF5, C2+3	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5, C2+3
	6. Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. TF6, C1+2+3	Acquire appropriate vocabulary to support the independent comprehension of text. Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. TF6, C1+2+3
Exploring and using	7. Purpose, genre, and voice	Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. TF7, C1+2	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF7, C3
	8. Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. TF8, C3+4	
	9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. TF9, C3+4
	10. Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. TF10, C2+3+4	

Methodologies for Stage 2: Writing

- Print-rich environment-charts, labels, notices and signposts.
- Writing corner-personal writing collections, etc
- Our news.
- Paired writing.
- Display written work.
- Writer of the week.
- Group story planning
- Plenty of oral work before the 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
- Writing to Socialise: texts, diaries, school rules, speeches, instructions etc

- Teacher acts as guide in the use of proper punctuation, common spelling patterns/strings and letter formation.
- Writing new words into sentences
- Compile "My book of Stories"
- 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.
- Writing narrative texts
- Writing information texts
- Writing persuasive texts
- Writing procedural texts
- 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.
- 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.
- Write in response to feelings in drama, music, likes/dislikes.

Learning Outcomes for Stage 3: Writing

	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
d	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to
g	Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. Engage with texts of increasing complexity, and discover and explore texts in various languages. TF1, C4	
	Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4	
nd	Analyse and compare conventions of print in texts of increasing complexity	
	Analyse sentence structures, including simple, compound and complex sentences in texts.	
	Compare sentence structures and texts in various languages. TF3, C3+4	
	Compare sounds and patterns in words found in texts in various genres across the curriculum.	
	Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4	
	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.	
	Use existing language skills and knowledge to decipher text in other languages. TF5, C4	
i	Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.	
f	Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.	
	Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4	

Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.
Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. TF7, C4	Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.
Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.
	Compare and synthesize information, thoughts, and ideas from a variety of text sources.
Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	

Methodologies for Stage 3: Writing

- 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.
- Writing class books collaboratively
- 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.
- Writing a response poem
- Writing an article for a school magazine/website
- 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.
- Writing for various audiences.
- 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.
- Writing 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.

Learning Outcomes for Stage 4: Writing

Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to
Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.	
Engage with texts of increasing complexity, and discover and explore texts in various languages. TF1, C4	
Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4	
Analyse and compare conventions of print in texts of increasing complexity.	
Analyse sentence structures, including simple, compound and complex sentences in texts.	
Compare sentence structures and texts in various languages. TF3, C3+4	
Compare sounds and patterns in words found in texts in various genres across the curriculum.	
Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4	
Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.	
Use existing language skills and knowledge to decipher text in other languages. TF5, C4	
Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.	
Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.	
Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4	

Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.
Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. TF7, C4	Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.
Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.
	Compare and synthesize information, thoughts, and ideas from a variety of text sources.
Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	

Methodologies for Stage 4: Writing

- Print-rich environment.
- 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 and purposes.
- Children's work is valued, constructively commented upon, displayed, read aloud and included in class anthologies, exhibitions etc
- Responding to stories in particular ways
- Remembering facts about a story, sequencing and determining importance

- Expressing own thoughts and feelings about the text
- 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 for subject and audience
- Being an expert editor: sentence structure, punctuation etc
- Class activities- projects, stories.
- Information technology skills.
- Joined script fluently as a result of consistent use
- Use dictionaries and thesauruses to extend and develop vocabulary and spelling
- 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.
- Link with other areas of the curriculum.
- Express in writing a reaction to their own/other's experiences.
- Write poems and stories.
- Write-a-book project.
- Being a good researcher- use of the internet, creating a home page, researching a famous person/country/scientific discovery, etc.
- Express in writing a reaction to their 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.

Spelling

Number and label	Stage 1: Junior and senior infants Through appropriately playful learning experiences, children should be able to	Stage 2: First and second classes Through appropriately engaging learning experiences, children should be able to	Stage 3: Third and fourth classes Through appropriately engaging learning experiences, children should be able to	Stage 4: Fifth and sixth classes Through appropriately engaging learning experiences, children should be able to
4. Spelling and word study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling. Spell high frequency and high interest words accurately.	Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words. Spell a wide range of high frequency words accurately and begin to use reference materials to check and correct spelling. TF4, C2+3	Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling. TF4, C4	

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.

Penmanship

Number and label	Stage 1: Junior and senior infants Through appropriately playful learning experiences, children should be able to	Stage 2: First and second classes Through appropriately engaging learning experiences, children should be able to	Stage 3: Third and fourth classes Through appropriately engaging learning experiences, children should be able to	Stage 4: Fifth and sixth classes Through appropriately engaging learning experiences, children should be able to
9. Handwriting and presentation	Write upper- and lower-case letters as separate, flowing letters and present texts in a range of formats.	Write legibly and fluently in a chosen script and present texts in a range of formats. TF9, C3	Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats. TF9, C4	Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.

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 principles 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

Stage 1

- Pre-writing activities
- Blank pages
- Whiteboards
- 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

Stage 2:

- 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 Just Handwriting 1 pre-cursive in 1st class and cursive in 2nd class

Stage 3

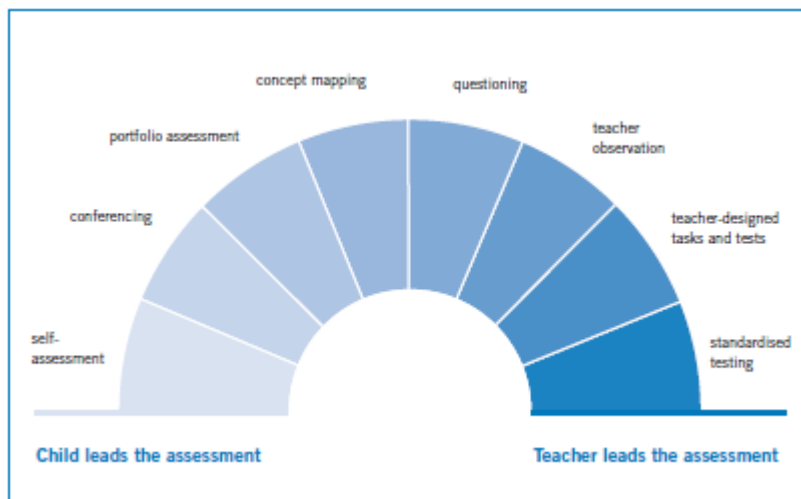
- Development of joined writing
- Corrections, editing, use of brackets, no Tippex
- Display children's work

Stage 4

- Continued emphasis on the use of cursive writing
- Transition to pen
- Neatness, name of exercise, date etc.
- Display of children's work

Assessment and Record Keeping

In Scoil Ide various methods of assessment are used across the strands of the curriculum.



Some examples:

Teacher observation Assessment of words

Standardised Reading tests-Drumcondra Test

Checklists

Teacher Observation Writing Copies Letter Formation Work Samples Displays of Writing

Teacher Observation Primed Oral activities Games

Debates

Standardised Tests

Teachers follow the instructions in the standardised 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 lower 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 sent home in reports and are discussed with parents if they so wish. Results of the Drumcondra tests shared with the relevant parties when appropriate.

Inclusion

Scoil Íde strives to promote an inclusive approach to language teaching and learning. Children with special needs, learning difficulties and speech and language difficulties experience 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, organisational 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 Special Education 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, workbooks, comprehension books and computer programmes.

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

- 5 hours per week is allocated to the teaching of English in senior classes
- 4 hours per week is allocated to the teaching of English in junior classes
- 30 minutes of discrete time can be used in each class to elements of the language curriculum
- 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

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 a wide range of interest levels. 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 organised by topic.

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

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 on occasion 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 Dubray Books, are regular visitors to our school.

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.

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 interest, needs and abilities. They include Folens, Starlight, and the Jolly Phonics Scheme. Oral Language, poetry and charts accompanying the above schemes are also used.
- 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
- 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 iPads are used to 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

- Computers are used to assist all children with varying 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. powerpoint 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, bookwriting, 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 are encouraged to use the 'Guidance for Preparation for teaching and Learning' (NCCA, 2021)

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 mhíosula 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 centred 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 coordinator in 2024.

Appendix 1: The approach to 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 principle'. 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.

Suggested 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
- ☐ Halloween
- ☐ 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 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

- ☐ Mid-Term Break
- ☐ The Lake Isle of Innisfree
- ☐
- ☐ The Shell
- ☐ He wishes for the cloths of heaven
- ☐ In Flanders Fields

Appendix 2: 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 centred 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
- ☐ Literacy Lift-Off

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

Appendix 3: Books in use

- | | |
|------------------|--|
| • Junior Infants | Jolly Phonics Pupil's book |
| • Senior Infants | Jolly Phonics Pupil's Book & Spellwell |
| • First Class | Spellwell 1 |
| • Second Class | Spellbound 2 |
| • Third Class | Spell It! |
| • Fourth Class | Spell It! |
| • Fifth Class | Spell It! |
| • Sixth Class | Spell It! |
-
- **Readers:**
 - Junior Infants Jolly Phonics (red readers)
 - Senior Infants PM readers, Songbirds, Dandelions
 - First Class Starlight programme
 - Graded readers, Rainbow reading packs(Hidden Treasure, At The Beach, Farmyard Adventures,The School Trip)
 - Usborne Readers(Red Level)
 - Second Class Starlight & Rainbow programmes

- Third Class Starlight programme/Selection of novels available in school
- Fourth Class Starlight programme/Selection of novels available in school
- Fifth Class Starlight programme/Selection of novels available in school
- Sixth Class Starlight programme/Selection of novels available in school