



Section 4a: Subject: English
(currently under review to include the Primary
Language Curriculum)

*This is a working document that is being developed by the School Community.
It is constantly reviewed at Staff Meetings, on Curriculum in-service and SDP days
It is the process by which we educate our children in St. Paul's N.S.*

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English

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over an ongoing process, which included staff meetings, curriculum in-service days, school-development planning days and English planning meetings during the school years 2001 to 2007. Whole staff, small staff groups, supplementary teaching team, post-holder (Miriam O'Mahony – English Reading) and prior post holder in Poetry (Carmel Hayes) were involved at various stages.

(b) Rationale

To benefit teaching and learning of English in our school

To conform to principles of learning outlined in the Primary School Curriculum

To review the existing plan for English in light of changed emphases and new methodologies outlined in the Primary School Curriculum

To create and implement a core programme in the areas of reading, writing, oracy, poetry, spelling, phonics and handwriting

To provide a coherent structure for teaching of all aspects of teaching of English within the school

Vision and Aims

(a) Vision

Through providing each child with an education in a happy and caring environment and in endeavouring to develop the individual talents of each child we strive to give the necessary communicative skills to all the children in our care to ensure they can participate in the wider community to the best of their abilities

(b) Aims

We endorse the aims of the Primary School Curriculum for English

1. To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written
2. To create, foster and maintain the child's interest in expression and communication
3. To develop the child's ability to engage appropriately in listener-speaker relationships
4. To develop confidence and competence in listening, speaking, reading and writing
5. To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
6. To enable the child to read and write independently
7. To enhance emotional, imaginative and aesthetic development through oral, reading and writing experience
8. To enable international children to communicate effectively in the English language

This English plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Language programme
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access

Organisational planning

6. Timetable
7. Homework
8. Library
9. Resources and ICT
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

1. Strands and strand units

English in St Paul's school will be planned through the three strands of Oracy, Reading and Writing. The strand units will be addressed under these strands. We aim to serve the two fundamental principles of the curriculum

- Children learn language and learn through language (Curriculum p. 3)
- Language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing. For example a lesson in oral language may have related activities in reading and writing and may also address a number of strands e.g. Competence and confidence in using language and Developing cognitive abilities through language (Curriculum p. 2)

To satisfy these two principles, the English curriculum is structured according to the strands and strand units. Within each strand, the strand units reflect the contribution oral language, reading and writing make to that particular facet of the child's development and these strand units contain the detailed elements of curriculum content. As part of the school planning process class teachers have identified the specific objectives for each standard to ensure clarity and continuity in planning and implementation in the English curriculum. Each objective for each strand has been numbered.

- Teachers will familiarise themselves with the strands/strand units/content objectives for their class level. A core programme will be formulated and formally adopted by the school to ensure all objectives are covered. Each teacher will have a copy of this. The post holder (Muirne Bennis) for school development planning will ensure that new staff members receive a copy of this core programme.

2. Language programme

Strand: Oral language; Strand unit: Receptiveness to language.

- Most pupils enter the school with a rich/varied oral language experience. Around 10% of pupils are coming from a background where English is not their first language. We also have a small percentage of children from disadvantaged socio-economic backgrounds, some of whom may not have had the same language experience as their peers.
- Children will experience a variety of age-appropriate strategies to develop conversational and oracy skills. These will be further expanded upon in our Oral Language core programme section.

Strand: Oral language; Strand unit: Competence and confidence in using language.

- Specific approaches taken by the school to develop oral fluency and expressiveness, taking into account the language needs of the children include:
 - Using the five contexts in the teaching of oral language - Talk and discussion, Play and games, Poetry, Story and Improvisational drama – examples of which can be found in our core programme below
 - Developing children's social use of language through practice, role play *etc e.g. giving and receiving greetings, making introductions, using a telephone, making an inquiry, giving directions*
 - Improving children's expressive use of language through increasing their vocabulary and sentence structure
 - Teachers adopt thematic approaches wherever suitable. There is continuity and progression in relation to many themes and this is evident in the core programme
 - Organisational settings used include pair work/working collaboratively/working in whole class settings, formal and informal debates/circle work/individual and group presentations/other activities
- Oral language activity is used as a basis for reading (through language-experience material, reading aloud, oral book reports, questioning, discussing, etc) and writing (through brainstorming, conferencing, etc) and through using thematic approaches.
- The school uses workbooks to developing knowledge of grammar and its accurate use. However formulating a coherent approach to the teaching of grammar will be included in our development plan
- Specific programmes and resources used to support activities for oral language include 'Chatterbox', Now You're Talking, Magic Emerald Oral Language Posters.

Strand: Developing cognitive abilities through language. Strand unit: Oral language

- The following strategies are being used to develop children's higher order thinking skills, *e.g. to use questions in order to gain maximum information; to seek and to give explanations; to discuss different possible solutions to problems; to argue a point of view; to persuade others; to examine fact and fiction, bias and objectivity*
- The school use oral language in developing children's comprehension skills by use of oral language as an alternative to written exercises. Talk and discussion is used very much in the classroom to develop oral language and other skills e.g. listening, thinking etc.
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Strand: Emotional and imaginative development through language. Strand unit: Oral language

- Children encouraged to explore experiences and feelings through talk, writing, play and drama

Discrete oral language time:

- Discrete oral language time is allocated at each class level as follows:
 - Junior Infants – at least 30 minutes per week (probably 3 x 10minutes)
 - Senior Infants – at least 40 minutes per week
 - 1st Class – 60 minutes per week
 - 2nd-6th Classes – 30 minutes per week
- All are aspects of language such as form, structure and use are addressed within oral language time.

Oral language across the curriculum:

The following examples show how the use of oral language in different subjects can also be used to address the strands of the English curriculum.

- **Maths:** Guided discussion in developing strand units, the problem-solving process, and reporting on the process subsequently (*C 24, 36, 48*) [Receptiveness to Language]
- **P.E.:** Use of terminology, e.g. football/rounders/basketball terms (*C 18, 27, 38, 50*); Use of sports' events to promote language development. [Competence and confidence in using language]
- **Science:** Use of terminology, process of investigating and reporting on findings (*C 20, 29, 41, 53*) [Developing cognitive abilities through language]
- **SPHE:** Exploring relevant themes through the medium of talk and discussion (*C 21, 31, 44, 56, 2 TG: SPHE 79 – 85*) [Emotional and imaginative development through language]

Strand: Reading; Strand unit: Receptiveness to language.

- Children are encouraged to appreciate the usefulness and pleasures of reading as it is policy of the school to introduce the children from juniors to 6th to as many books as possible.
- The following strategies are used to develop literacy, *e.g. acquiring an appreciation of the conventions of text, knowledge of the terminology and conventions of books, an ability to use a range of reading and comprehension skills*
- Approaches to reading are based on the children's general language development and decisions are taken on the nature, quality and extent of language activity that is needed to support the introduction of reading.

Strand: Reading; Strand unit: Competence and confidence in using language

- The class teachers in school at every level provide for an appropriate print rich environment e.g. labels, posters, charts, captions, language-experience charts, library, ICT resources, dictionaries, newspapers
- The following schemes and supplementary readers are used: Starways Reading scheme published by CJ Fallon, Sails, Go-Books, Oxford Reading Tree, Spiral Readers, Go-cats. All schemes are selected on the basis of suitability for children with varying needs. Schemes are reviewed annually by all teachers prior to formulating of booklists.
- Alternative reading material such as shared-readers, supplementary readers, textbooks from other areas of the curriculum, big books, ICT programmes, novels, library books etc are also used.
- A reading culture is promoted in the school through activities such as USSR(Uninterrupted Sustained Silent Reading), Shared-Reading, Guided-Reading, Annual Bookathon, Book Fairs, Book Week
- A paired reading scheme involving parents is in operation in the junior end of the school. Children bring the books home to read with/for parents.

- The school puts great emphasis on the role of the home in relation to the emergent reader. Teachers stress the importance of parents reading to/with children on enrolment night, parent-teacher meeting and other informal or formal occasions as the need arises.
- The learning-support and/or the resource teacher supports the reading programme through consolidation of the pre-reading and word-attack skills in the early years, and implementing programmes to help children with learning difficulties.
- Authors, poets, journalists or other writers are visited and invited to read and speak to the children in school
- A core programme of selected poems for each class level has been compiled. These can lend themselves to further activities such as discussion, drama, group recital etc.

Key elements of emergent reading in infant classes

- The school supports the emergent reader through implementation of a pre-reading and emergent reading programme using resources/materials such as large format/big books, shared readers, class readers, language-experience material, print-rich environment etc
- In the early years the following the word identification strategies are used: phonetical clues, blending, picture clues, contextual clues and some basic sight vocabulary
- The school has formulated a phonological and phonemic awareness plan that was implemented on a trial basis during the school years 2007-8 in the infant classes. This programme includes following the 'Jolly Phonics' programme. This programme was discussed in June 2008. It was decided to adopt 'Jolly Phonics' programme.
- We will agree a basic sight vocabulary at a future planning/staff meeting

Key elements of instructional reading in the school (Senior Infants to Second class)

- Continuity and progression from class to class is ensured through the reading scheme, core programme and teacher contact
- Children are exposed to a range of expository, narrative, diagrammatic, representational text
- The word identification strategies that are used are the same as in the early years including: phonetical clues, blending, picture clues, contextual clues, sight vocabulary
- Children are introduced to formal reading instruction at an appropriate stage in their language development in Junior Infants
- Poetry and fiction are used as a springboard for activities such as writing, drama, SPHE, SESE, Visual Arts.

Key elements in developing independent reading in the school

- The key elements in developing independent reading in this school include: guided reading from junior infants to 2nd; USSR; book clubs, read-a-thon, book reports/reviews, read-cover-remember-tell, book discussion club, setanta book club, presenting book to class, class novel, newspaper
- The print-rich environment further enhances reading at this stage.
- Use is made of group work/active learning, e.g. *paired reading, reading with parents, buddies, discussions*
- Class novels are used from 3rd to 6th

Strand: Reading; Strand unit: Developing cognitive abilities through language

- Strategies used to develop the children's cognitive abilities i.e. developing interests, attitudes, information retrieval skills and the ability to think include: re-telling, re-calling, analysing and interpreting characters, situations and events, prediction, developing comprehension strategies, seeking and giving recommendations etc.
- Oral language activity is emphasised in the development of comprehension skills. Comprehension skills are developed through a combination of reading the text, reflecting on it, discussing it, writing about it. Strategies used to develop higher-order comprehension skills, e.g. synthesis, analysis, deduction, correlation include: assimilation (what did I learn?), deduction (what can I conclude?), inference (what may I conclude?), analysis (what are the details and how do they come together?), prediction (what might happen next?), evaluation (what do I think of this?), summarising (how can I give a brief account of the main points?)
- The school develops children's response to fiction/poetry or other text through questioning, discussion, written tasks, reports, recommendations etc. This progression is evident through the range of ideas used as children move from class to class. A copy of responses used in each class is included in our core programme.

Strand: Reading; Strand unit: Emotional and imaginative development through language.

- Strategies are used to foster emotional and imaginative development through story, poetry, drama include: listening, sharing, imagining, reading with expression, responses (to character, plot...) etc

Strand: Writing; Strand unit: Receptiveness to language.

- Children experience a classroom environment that encourages writing through *e.g.*
 - encouragement to write for and present to different audiences
 - encouragement to choose their own topics for writing
 - providing arrangements for group work, *e.g.* co-operative stories, class anthologies, project work, peer-editing, write-a-book.
 - exploring different genres
- The role of oral language is a central part of the writing process and must be engaged in before writing takes place

Strand: Writing; Strand unit: Competence and confidence in using language.

- Topics are selected for writing through linkage with oral language and reading themes; writing from their own experiences/ideas etc
- All the conventions of grammar/punctuation can be developed through the writing process and this is approached and progressed throughout the school by each teacher. Please refer to core programme document on grammar and punctuation (to be compiled yet and included in our development plan)
- In planning writing, children are introduced to a variety of strategies, *e.g.* *brainstorming, webbing, research,*
- Strategies are used to develop the ability to use different genres of writing through giving children the opportunities to write *e.g. birthday invitation, writing to seek information, diaries, reports, etc.* It was decided that each class from juniors to 4th would cover 4 genres as core (ensuring the 6 genres were covered at least once every two years) and 5th & 6th would cover 3 genres each. The specific genres for each class are listed in the core programme below.
- There is now planning for continuity and progression from Junior Infants to Sixth Class through our new system of planning per class group, as provided by Carmel Hayes, Post-holder.
- Children's written work is valued *e.g. displayed – both in class and in corridors, constructive comment, included in anthologies, self-evaluation*
- A consistent approach to the process of “Writing, Editing and Redrafting” of work has been discussed at our school-development planning day on April 11th 2008. The following was decided:
 - 3 stages to teaching of writing:
 - Stage 1: Teach new genre
 - Decide on how much time you will need
 - Expose children to the text type through their shared reading/reading
 - Demonstrate and model good writing
 - Scaffold and guide
 - Stage 2: Planning and Mapping – Brainstorming and structure
 - Stage 3: The Writing Process:
 - First Draft
 - Conference
 - Read/Revise (for meaning, order, overused vocabulary, spelling, punctuation)
 - Conference
 - Final Draft.
 - Publish
 - This process to be undertaken at every class level
 - Each class will publish work at least once-a-year
 - The writing process can be used for any piece of writing in any subject area but we aim to definitely exercise this process at least once in each core genre covered in each class level. That is at least 3 times-a-year minimum.

Key elements in the early writing stage in the school

- In the infant classroom the children first use all forms of written expression (scribbles, drawings, lines, letters etc.) and this eventually evolves to use of letters and words.
- Children are introduced to the concept of writing through a print-rich environment, language-experience materials, teacher modelling writing, teacher acting as scribe, early reading, copying letters and words informally

Key elements in the development of handwriting skills in the school

- The agreed handwriting styles used throughout the school are: print as per their reading scheme in Infants and 1st Class; and Vere Foster from 2nd to 6th
- Its development is supported by school-devised resources
- The formation of all lower-case and capital letters in print format is as per Starways reading scheme (CJ Fallon) – Nelson script with curls on l, t the rounded y and q has a tick.
- Lower case letters only are introduced in Junior Infants while capital letters are introduced in Senior Infants. The order in which lower case letters are introduced are as per the letter families e.g. c, a, o, d, g; r, n, m, h, b, p. In Senior Infants revision of lower-case letters and introduction of capital letters is in the alphabetical order. These are stated in the core programme along with a copy of the correct letter formations.
- Pre-Writing activities that take place include: pattern work, marla, threading, cutting, tearing, pegging, colouring, painting etc.
- The approach to the introduction of new letters is as follows: Children work on pattern formation for their first 3 months in junior infants (on very large sheets for the first month, in copies for the second month and in workbooks for the 3rd month – each month the patterns become smaller thereby refining the children’s motor control). The lower case letters are then introduced again starting large and becoming smaller (the first few letters take some time to teach whereas children become experienced with letter formation the speed with which letters are introduced is increased). Once children can form the first few letters correctly then writing of words and short sentences is introduced through copying on 1, 2, then 3 headlines and then from the blackboard (introducing the concept of finger spacing). This takes place from September to June.
- Cursive writing is introduced in second class for lower case letters and third class for upper case letters. Certain children may be permitted to print at the discretion of the teacher
- Capital letters are the full height of the line, lower case letters are half the height of the line.
- It was decided in September 2007 that all junior infants would use a pencil grip (purchased by the school), with optional use in Senior Infants,
- Junior Infants use junior-grip triangular pencil type introduced in November. Seniors use HB pencils. Specific pencils are not obligatory from 1st to 6th. Erasers are allowed. No tippex
- Junior Infants use blank copies and No 15. Senior Infants use No 15A copies. All other classes use standard copies. Classes also have copies for handwriting as follows: Junior infants – blank and 15; Senior infants – Nos 15 and 15A; 1st and 2nd classes – B2, 3rd-6th – standard copies
- Red pens are introduced from 3rd class upwards – for ruling etc. Pencils will be the handwriting tool for most of children’s school life. Felt pens will be introduced during the last term of 6th class. Children will place brackets around any errors
- The following has been decided upon as the school’s penmanship policy:
 - Skipping lines
 - Yes in Junior Infants
 - For capital letters in Senior Infants
 - 1st&2ndclass – if answering questions (but not if writing paragraph)
 - 3rd Class – for capital letters in handwriting copies (initial stages only)
 - No skipping lines in other classes
 - Headline in copies – on top of 1st line, then skip a line
 - Headlines from senior infants onwards
 - Children underline headline from 2nd onwards – using red pen from 3rd class onwards (just under heading i.e. not full line of page)
 - Children skip a line and draw a line under completed work from
 - Margins – some copies come with margins as standard. 4th, 5th and 6th will rule margin with red pen
 - Special needs children will be permitted to print if necessary – this may need to be insisted upon as they may wish to use cursive script. Handwriting without tears is used for children with very specific handwriting needs
 - Children from 1st to 6th date exercise on top right-hand-side of page. Teachers date exercise in infant classes
- Provisions are made for left-handed children by encouraging them to slant page, seating arrangements, separate demonstration of formation of letters for right- and left-handed children.

- Handwriting is practised/taught formally for 10-15 minutes per week from 1st-5th. Practice in the infant classes is through letter and sentence formation
- Vere Foster is used by teachers on blackboard from the end of 3rd class onwards. Most posters will be in print. LS/RT teachers will also use Vere Foster unless children's needs dictate otherwise
- The school approaches the correction of handwriting through formal correction during handwriting lessons, and informally through positive re-enforcement, reminding and encouraging children to write neatly, drawing children's attention to poor handwriting to seek improvements, self-correction
- It was practice to inform parents of junior-infants of the correct letter formations during the information night. However it was decided that this was not the most appropriate time and parents will now receive this information once children begin to learn the correct formations. Senior infant teachers must inform parents of the formation of capital letters. 2nd and 3rd class teachers must inform parents of the lower-case and capital cursive script respectively.

The development of spellings skills

The focus of planning is on the child's acquisition of spelling skills and his/her progress with spelling.

- The current thinking and research regarding the teaching and learning of spellings was discussed at our staff meeting on the 29th September 2006.
- Spellings are based on 'Spellbound' class book, Dolch List, thematic spelling and frequent misspellings – as indicated in core programme
- Strategies are Look, Cover, Write and Check; SOS
- Friday tests should take the form of dictation. A piece of free unaided writing should be given to monitor spellings and frequent misspellings, perhaps once a term.
- Children engage in pre-spelling activities through phonological and phonemic awareness.
- Approximate spelling is accepted in early writing
- Learning-support/resource teacher assign spellings as per our homework policy i.e. cases are decided on an individual basis with the agreement of class teacher and parents.
- Through parent-teacher meeting and parent-teacher contact parents are made aware of how they might help their children with spellings

Spelling Books (as discussed at review meeting on March 21st 2001)

- Current 1st & 2nd Class are using Fallon's Spellbound; 3rd-6th are using Folens
- This was discussed in depth and it was decided that we do not need to change
- Reminder to use dictation
- The following ideas were also recommended as good practice and teachers may wish to include them in their teaching where suitable.

Recommendations for good practice for teaching spelling:

- Use of Spellbound
- Use of Dolch Lists
- Use of incidental words from readers
- Noting mistakes in free writing
- Children to have a personal list stuck in back of Spellbound where they record spellings they have difficulty with – possibly to learn on week with no spellbound

Strand: Writing; Strand unit: Developing cognitive abilities through language.

- Children are encouraged to clarify their thoughts through writing through the process of drafting and redrafting
- The following genres are introduced: stories, descriptions, explanations, argument, letters, notes, diaries, recipes, writing in other curricular areas, records of learning, reactions to reading, complete books. It was decided that each class from juniors to 4th would cover 4 genres as core (ensuring the 6 genres were covered at least once every two years) and 5th & 6th would cover 3 genres each. The specific genres for each class are listed in the core programme below.
- Integration: Writing is incorporated into most subject areas. It is the main method children have of recording their work and expressing themselves.

Strand: Writing; Strand unit: Emotional and imaginative development through language.

- Children’s expressive and communicative abilities developed through the writing process through the opportunities to draw and write about feelings, likes and dislikes, write stories, listen to music and write about it, write about favourite moments, characters, reactions to poems etc
 - Poetry is used to expose children to a different use of language. Children encouraged to explore and use a variety of poetry forms and there is a set list of poetry per class as recorded in our core programme.
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3. Assessment and record keeping

(Refer to school’s Assessment & Record Keeping policies)

- Teachers ensuring that a broad range of assessment tools is being used including:
 - Self-assessment
 - Conferencing
 - Portfolio Assessment (including e-portfolios)
 - Concept Mapping
 - Questioning
 - Teacher Observation
 - Teacher-designed tasks and tests
 - Checklists/profiles
 - Standardised tests – MIST (late in first term of senior infants), Micra-T/Drumcondra Reading (for 1st to 6th Class pupils each year in December)
 - Diagnostic tests – listed in Appendix 1 of Learning Support Policy – (policy document number 2)
- Standardised tests are used in accordance with instructions given with the test.
- Teachers assess on a continuous basis through observation; weekly (for spelling etc); at the end of each term; and the standardised tests as above.
- What use is made of the results of assessments
 - Assessments are used to inform class teaching e.g. we look at scores from Micra Ts/Drumcondra and adjust our methodologies accordingly. For example in March 2008 following consultation between teachers in 3rd& 4th classes we decided to group each class and provide in-class remediation with the help of SL and RT team in the school. Children are grouped according to similar scores and each of the 4 or 5 groups in the class work with one teacher for 40 minutes a day. The staff has also agreed to extend the shared reading initiative to 3rd& 4th whereby parents and teachers will monitor the reading in the classes and at home. The aim of this initiative is to boost the reading ages and to increase Micra-T/Drumcondra scores.
 - To select children for support learning/early intervention.
 - Teachers discuss children on an ongoing basis and share information with each other, with parents, through parent-teacher meetings (formal and informal). These results are also shared with other professionals such as psychologists, speech and language therapists
- Each teacher keeps records of class results/observations. Full scores of standardised tests are kept by individual teachers, principal and results are stored in a small record-keeping room
- Teachers records are kept in classroom for the year and results of written tests are passed on to the next class teacher
- Standardised tests are kept until the children are 21 years of age.
- Each teacher has access to the records of their own class. Principal has access to all records. SL/RT have access to relevant records. Records are kept in class and in a central room and are given to parents.

4. Children with different needs

Children with learning disabilities

- Children with learning disabilities have IEPs made out by class teacher, SL/RT teacher, parent, principal and/or other professionals e.g. psychologists, OT, Speech & Language therapists, Physiotherapists etc.
- Teachers support and ensure the participation of these children in language activities by differentiating the curriculum and all children are included in the lessons
- The specific responsibilities of class, learning-support, resource teachers are outlined in our learning-support policy

- The specific role and responsibilities of the special needs assistant as outlined by the Department of Education and their specific responses to the needs of individual children are governed by Principal and Class Teacher.
- A full list of the resource materials, ICT hardware and software, used by children with learning difficulties is contained in our LSP policy and ICT policy respectively.

Children with exceptional ability

- The school supports children of exceptional ability through
 - Differentiated programme within the classroom and/or homework
 - Accelerated reading programmes
 - Use of ICT
 - Independent research projects
 - Working with parents – guiding them towards developing the special talents a gifted child may have
 - Consulting organisations such as *An Óige Thréitheach, Centre for Talented Youth*

5. Equality of participation and access

- Equality of participation and access is ensured in the English Curriculum through:
 - Equal opportunities are given to boys and girls to participate in discussions, presentations etc
 - Equal opportunities are given to boys and girls to participate in reading activities
 - Teachers are cognisant of developmental differences between boys and girls when starting to read
 - Teachers are aware of gender differences in reading. They select reading material suitable for both genders.
 - Teachers are conscious of gender difference in writing readiness
 - Equal opportunities are given to boys and girls to participate in writing activities
 - Boys and girls have equal access to, and opportunities to use, ICT
- All children have access to services, facilities and amenities in the school environment
- Provision is made for the following
 - Children experiencing any form of disadvantage
 - Children with disabilities
 - Families with literacy problems
 - Families for whom English is not the first language.
 - Through providing supplementary teaching for pupils who qualify as laid out in the Learning Support Guidelines issued by the Department of Education and Skills
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6. Timetable

- Time is allocated at each level for English as laid out in the 2000 Curriculum
- Discrete time is timetabled for elements of the language programme at the discretion of individual teachers
- The process of language learning is naturally developed through integrated activities and thematic/cross curricular approach

7. Homework

- English homework reflects the active-learning approach as described in the curriculum and is assigned in accordance with our homework policy.
- The homework is tailored to the needs and abilities of the class and special consideration is given to some pupils
- There is co-ordination between the class teacher and the learning-support/resource teacher in setting homework assignments to avoid overlapping of homework. This co-ordination varies depending on the abilities and needs of the child.

8. Library

- Class libraries are used in our school. Miriam O'Mahony (post holder) looks after the stocking of books for class libraries, class novels and English Resource books.
- There is a wide range of books available from the class libraries and shared-reading activities including a variety of fiction, non-fiction and poetry to cater for the range of abilities at all levels

- Juniors – big books, books with graded levels of difficulty, books covering a wide range of interests, audio books, books based on favourite television programmes, poetry books, supplementary readers, books with ICT software ...
- Seniors – books covering a wide interest level, fiction, factual, reference, poetry, joke books, puzzle books, books suitable for different reading ages, books written by children
- Each teacher develops their own policy for reading in their classroom. There is a reading corner for younger children in most classes
- Children are encouraged to write their own books during the write-a-book project. These books are displayed in the school hall and parents are invited to look at the books
- Reading materials are provided for the learning-support/resource teacher and are reviewed each year. This review enables the school staff to restock and add to the existing materials already gathered for children with special needs.
- Organisation of the library
 - Each class teacher organises their own class library with the help of children on a rota system.
 - One of our parents, Ronnie Nichols, helps with the organisation of the library through organising book clubs and through this books are donated to the class libraries.
 - Books are catalogued according to level of difficulty, category of interest and are screened for the pupils in each
 - Stock of books updated two or three times a year. They are monitored by the class teachers and Mrs O'Mahony. Irish book companies such as Setanta and Puffin are used to supply books. Book fairs are also done every two years by the parents association. Money is provided for buying books from a small proportion of central funds in the school and also through fund-raising activities such as Read-a-thon etc.
 - Children change their books daily/weekly and this is monitored by each class teacher
 - No record is kept of recreational reading in the classroom but on occasions, such as read-a-thon, shared-reading, or any other reading initiative the class teachers keep records of what has been read.
 - Children are encouraged to do book reviews/make presentations
- Children visit the public library e.g. during book week and the local library gives a donation of some books to the school, usually once a year. The children visit the library for book week in October/November and some classes visit occasionally.

9. Resources

- Some of the resources being utilised include Starways Reading Scheme (CJ Fallon); Magic Emerald workbooks; Chatterbox as well as other posters/charts, educational software, videos, resource books
- Most resources are kept in each classroom. Some resources are stored centrally and a list of these resources is kept by Elizabeth Lawlor (post holder – Resources)
- Resources are reviewed on an on-going basis. We plan to provide to a wish list for teachers in each subject area to identify resources needed on an on-going basis as financial position allows.

ICT

- A list of software currently available in the school to support English is outlined in our current ICT plan (post-holder, Mr Kennedy)
- Software and all ICT equipment is stored centrally in the multi-media room in the steel presses.
- Post holders in ICT provide opportunities to select and comment on new software.
- If a pupil requires assistive technology e.g. computer software/hardware this can be identified by the class teacher/SL/RT teacher in the child's IEP.
- ICT is used to help children present their work
- ICT can be used to develop writing in differing genres, e.g. *project-work, displays, poetry, make a book, newsletters,*
- Children research famous authors, poets, scientists, others, using the Internet
- Teachers sometimes encourage interaction and dialogue during use of computers
- Mr Kennedy our ICT post holder has issued each teacher and staff member with a code of practice to ensure safe Internet usage. The appropriate hardware and software (i.e. NOD antivirus) have been installed to ensure this safety. Teachers usually familiarise themselves with material on websites prior to use by the children. There is ongoing monitoring of these sites.

10. Individual teachers' planning and reporting

- The whole-school plan, through core programme and agreed policies, and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning
- The Cuntas Míosúil serves as a statement of the aims, objectives and content covered and helps in reviewing and developing the whole school plan/individual teacher preparation for following years.

11. Staff development

- There have been a number of curriculum and school SDP days for the staff in St Paul's. This have given the opportunity to all the staff to develop their ideas, methodologies and long term planning. (SDP for English with facilitator Elaine O'Connor, Friday April 11th 2008).
- Also post holder, Aisling Geary, provides information on in-service/staff development in the area of curricular English for all staff. Notice boards located in staff room.

12. Parental involvement

- Parents are made aware of the central importance of oral language in the learning process during the information night for new entrants, during parent-teacher meetings and other informal meetings during the year.
- Parents are encouraged to involve children in purposeful language activity, through chatting with children and to extend conversations through further questioning and prompting. Parents are also made aware of the importance of discussing pictures in readers.
- Parents can support their child's reading through paired reading, visiting local library, reading stories, reading environmental print, Setanta book club, visiting book fairs, buying books as presents etc
- Our school supports parents in accessing suitable reading materials through the Setanta book club and being available to discuss and advise parents' choice of material
- Parents can assist in the development of their child's writing in the early years through pre-writing activities such as colouring, marla, cutting, threading etc, through practising letter formation at home and encouraging the children to scribble, draw and write frequently. Parents can assist further up the school by encouraging neat presentation of their children's work and through showing an interest in, listening to and praising written efforts.
- Parents can be involved in using ICT to support language learning through using software which achieves this.
- Information can information be shared with parents through presentations at induction meetings for new pupils, discussion at parent teacher meetings, the school's information booklet, newsletter, website
- If the school is aware that parents have literacy problems the principal can inform them of adult literacy programmes that are available to help them with their literacy skills and how to access them.

13. Community links

- The following members of the community can become involved in supporting the language programme – fireman, garda, ambulance drive, farmer, nurse, lollipop lady etc – through visiting various classes in our school. They enhance specific language development in the area of occupations
- During book week in October, children visit the local library and bookshops to hear various local and national authors/writers who read to the children
- Local literature has been gathered as children progress through the school in the curricular areas of history of history and geography. Much of this literature has been sourced from local historians John O'Connor RIP, Paddy O'Donoghue and poet Seán Buckley
- E-mail/video-conferencing is used to contact other schools in England, Spain and Germany under the comenius project
- Children's work can be displayed in local library

Success criteria

The following criteria will indicate success.

- **We will know that the plan has been implemented if:**
 - Teachers' preparation based on this plan
 - Procedures outlined in this plan are consistently followed

- **The indicators of the plan achieving its aims are:**
 - Feedback from teachers/parents/pupils/community
 - Inspectors' suggestions/report
 - Feedback from second level schools.

- **The plan will have enhanced pupil learning if:**
 - Children have a positive attitude and appreciation of the value of language-spoken, read and written
 - Children have an interest in expression and communication
 - Children have an ability to engage appropriately in listener-speaker relationships
 - Children have confidence and competence in listening, speaking, reading and writing
 - Children are engaging with a variety of genre in reading and writing
 - A process approach is evident in writing
 - Comprehension and higher order thinking skills are developed through oral language, reading and writing
 - Children's emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

Implementation

(a) Roles and Responsibilities

The plan will be implemented by the teaching staff, supported by the SDP facilitator, PSSP, board of management and local community.

MuirneBennis (post holder), John Tuohy, and supplementary teaching team will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

(b) Timeframe

This plan will be implemented on September 2008

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the English curriculum in the school.

(a) Roles and Responsibilities

Those involved in the review include:

- Teachers
- Parents through board of management
- Post holders/plan co-ordinator
- BoM/DES

The responsibility for co-ordinating the review lies with John Tuohy, principal

- *This plan was discussed at the staff meeting on September 29th 2006 – element discussed: spelling*
- *This plan was discussed at the staff meeting on April 11th 2008 – element discussed: reading and writing initiatives; writing process; penmanship*
- *This plan was discussed at the staff meeting on June 6th 2008 – element discussed: review of decisions made on planning day on April 11th 2008*
- *This complete plan was also ratified by staff at the staff meeting on June 6th 2008*

- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan/teachers' resource packs*

- *This plan was reviewed at our School Planning Day 1st October 2010 – Oral Language – review of core programme to concentrate on Social Language and Language Functions*

- *This plan was included in our School Planning Day 18th June 2010 – expositional writing training; feedback from collaborative planning*
- *This plan was discussed at the staff meeting on March 2^{1st} 2011 – element discussed: spelling strategies; deferring of adaptation of reading scheme for whole school as not all publishers have just launch scheme for the senior side leaving us with not enough time adequately evaluate books; reading schemes*
- *This plan was reviewed by all staff during Croke Park Hours on February 6th 2012 –approaches to reading*
- *This plan was discussed by all staff during Croke Park Hours on March 12th 2012 –comphrensions strategy in-service*
- *This policy was discussed at our staff meeting on 16th April 2012 – feedback from Comprehension Strategies in-staff training; handwriting scheme decision initiated;*
- *This plan was discussed by all staff during Croke Park Hours on April 20th 2012 –comphrensions strategy in-service*
- *This plan was discussed by all staff during Croke Park Hours on May 21st 2012 –comphrensions strategy in-service*
- *This plan was discussed by all staff during Croke Park Hours on June 18th 2012 –comphrensions strategy action plan*
- *This plan was discussed by all staff during Croke Park Hours on March 12th 2012 –comphrensions strategy in-service*
- *This plan was discussed by all staff during Croke Park Hours on September 30th 2013 – comphrensions strategy in-service*
- *This plan was discussed by all staff during Croke Park Hours on October 21st 2013 –sharead reading and reading initiatives*
- *This plan was discussed at our staff meeting on 26th November 2012 – feedback from class group sessions*
- *This plan was discussed by all staff during Croke Park Hours on November 4th 2013 – comphrensions strategy in-service*
- *This plan was discussed at our staff meeting on 14th January 2013 – review of evaluations we have undertaken as an introduction to the official SSE process*
- *This policy was discussed at our staff meeting on 14th April 2013 – handwriting 2nd class*
- *This plan was discussed by all staff during Croke Park Hours on January 27th 2014 – comphrensions strategy in-service*
- *This policy was discussed at the staff meeting on 3rd March 2014 – world book day activities*
- *This plan was discussed by all staff during Croke Park Hours on March 18th 2014 –comphrensions strategy in-service*
- *This plan was discussed by all staff during Croke Park Hours on March 31st 2014 –shared reading ; sharing strategies and creating best practice for each class level*
- *This plan was discussed by all staff during Croke Park Hours on May 19th 2014 –comphrensions strategy rollout; discussion on results of parental questionnaire on Literacy*
- *This plan was discussed by all staff during Croke Park Hours on May 26th 2014 – SIP – selection of targets*
- *This plan was discussed by all staff during Croke Park Hours on September 29th 2014 –SSE: discussion and creating best practice for engaging with class library*
- *This plan was discussed by all staff during Croke Park Hours on October 20th 2014 – organising and categorising class libraries*
- *This plan was discussed by all staff during Croke Park Hours on November 24th 2014 – comphrensions strategy*
- *This plan was discussed by all staff during Croke Park Hours on March 16th 2015 – SSE:*
- *This policy was discussed at the staff meeting on 18th May 2015 – SSE Targets identified for the school year 2015-16*
- *This plan was discussed by all staff during over 4 Croke Park Hours during school year 2015/16 – SSE: Group teaching; comprehension strategies; writing (steps to teach recount genre in-service)*
- *This policy was discussed at our staff meeting on February 29th 2016 – Writing – April was decided as the month to display children’s writing*
- *This policy was discussed at staff meeting on January 23rd 2017 – information about new PLC training day*

- *This plan was discussed by all staff during Croke Park Hour 22nd January 2018 – New Primary Language Curriculum*
- *This policy was discussed at the staff meeting on 12th March 2018 – World Book Day Feedback*
- *This plan was discussed by all staff during Croke Park Hour 17th September 2018 – New Primary Language Curriculum*
- *This plan was reviewed by all staff during Croke Park Hour 26th February 2018 – Poetry Core List reviewed and changed to a resource bank*
- *This policy was discussed at the staff meeting on 11th June 2018 – SSE children’s survey to be completed*
- *This policy was discussed at the staff meeting on 15th October 2018 – SSE Targets identified for the school year 2018/19*
- *This plan was discussed at our staff meeting on January 28th 2019 –notifying of support from PDST for PLC and disussion of best use of same*
- *This plan was discussed by all staff during Croke Park Hours on March 11th 2019 –SSE: Comprehension Strategy of Clarification*
- *This plan was discussed by all staff during Croke Park Hours on March 25th 2019 –SSE: Writing Genres – whole school approach*
- *This plan was discussed at our staff meeting on March 19th 2019 –Short talk by PSDT facilitator on new PLC; School Closure Day; Feedback from class meetings with PDST facilitator which had already taken place; discussion on PLC*
- *This plan was reviewed at our school closure day May 3rd 2019 –PLC: Teaching and Recording learning outcomes; whole-school approach to writing genres*

This plan is reviewed annually by class groups refamiliarising themselves with plan’s content

This plan is reviewed on a whole-school basis annually under SSE & SIP

Date for next whole-school review: 2019/20 – New PLC; Oracy

ORAL LANGUAGE (SOCIAL LANGUAGE) – CORE PROGRAMME

Oral Language – Junior Infants

Function	Spoken Outcome	Objective from Curriculum	Suggested Activities from Teaching Experience/Research
Regulatory	?	-experience, recognise and observe simple commands <i>Look, listen, watch</i>	-Chatter Box A1,A2,A3 -Now You're Talking (N.Y.T) Pg. 17,18 , 19 and 20 -Simon says game -Following oral instructions Developing from one command to three comands
Interactional	Interpreting Gestures	-learn to adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner <i>Establishing eye contact using appropriate head movements, gestures and facial expressions ensuring audibility and clarity.</i>	-N.Y.T pg. 29, - Examples -Handshake (hello) -Shrugging shoulders (not sure) etc. -learn to interpret social gestures -Children mime these gestures e.g teacher models gestures for children and elicits from them what they understand by these gestures and when they might use them
Interactional	Interpreting Gestures	- learn to adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner <i>Establishing eye contact using appropriate head movements, gestures and facial expressions ensuring audibility and clarity.</i>	-Now You're Talking (N.Y.T) Pg. 30 -Chatterbox A10 -Getting to know you. Passing and changing gestures as they go around the circle -passing a gesture around the circle and matching the appropriate language to that gesture
Personal Interactional Representational	Greetings Oral Report on Self	- learn to adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner <i>Establishing eye contact using appropriate head movements, gestures and facial expressions ensuring audibility and clarity.</i>	-Now You're Talking (N.Y.T) Pg. 31 Greetings - Children learn to greet each other in a happy and relaxed manner. - Hello - My name is.... - I am ...years of age (awareness of the conventions of speaking)

Instrumental Personal	Telephone Conversation	-use language to perform common social functions <i>Introducing oneself and others greeting others and saying goodbye giving and receiving messages expressing concern and appreciation.</i>	- N.Y.T pg.51 Telephone Talk - Who you might call (the audience) - How to answer the telephone - How to take messages - How to end the phone conversation
Interactional	Formal Greeting	-use language to perform common social functions <i>Introducing oneself and others greeting others and saying goodbye giving and receiving messages expressing concern and appreciation.</i>	N.Y.T pg.50 Formal greetings for use when visitors arrive. -Greeting and replies the child may need to greet a visitor. -Role playing different situations to practice these greetings e.g. shopkeeper and customer or garda and child
Representational Interactional	Passing on a message	-use language to perform common social functions <i>Introducing oneself and others greeting others and saying goodbye giving and receiving messages expressing concern and appreciation.</i>	Giving and receiving messages within the school community. - How to enter a classroom - How to convey a message to a teacher. - Conventions of conveying a message. - How to leave the classroom after delivering a message.
Representational Instrumental	Oral Report on Accident Seek Assistance	-use language to perform common social functions <i>Introducing oneself and others greeting others and saying goodbye giving and receiving messages expressing concern and appreciation.</i>	Expressing concern -Accident in the yard Child to be able to convey details of an accident that may have happened to them in the yard. -What happened? -Who (if any) were involved? - How they are feeling now? Feeling sick How to tell teacher/doctor/parent you are sick -What exactly is the problem i.e. sore head, sore tummy elaborating on detail of illness
Personal Interactional	Compliment Expression of Thanks	-use language to perform common social functions <i>Introducing oneself and others greeting others and saying goodbye giving and receiving messages expressing concern and appreciation.</i>	Appreciation - To express appreciation to an adult or friend - To give and receive a compliment - Scenarios where you should thank someone related to the child's life - Model and give the language to express this i.e children's party, receiving a sweet etc. Model a compliment and get children to provide meaningful compliments to their peers.

Imaginative	Performing Dramatizations	-experiment with different voices and role-playing <i>A favourite story, a cartoon character</i>	N.Y.T pg. 84 Taking on different characters Dress up as your favourite character or bring in their favourite character and speak through the character. -using the voice of character -mannerisms of character
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Oral Language – Senior Infants

Function	Spoken Outcome	Objective from Curriculum	Suggested Activities from Teaching Experience/Research
Interactional	Interrupting Gestures	Choose appropriate words to name and describe things and events.	<ol style="list-style-type: none"> Each child in the group tells the class about his/her toy. Prompt the children to tell: what the toy looks like/why it's their favourite toy/where they got it/if it has a special name/how they would feel if they lost it/ what games they play with it. the class asks questions about the toy. Invite each child to step into the Magic Circle, wave the magic wand and tell the class everything she/he can about his or her favourite toy.
?			<ol style="list-style-type: none"> Goldilocks and the Three Bears' told by Baby Bear: "Yesterday morning Daddy made porridge for my breakfast. It was too hot to eat so Mammy said we would go for a walk until it cooled down. We left the house and headed into the woods...." Cinderella told by one of the ugly sisters "Last week we had a visitor from the palace. I was busy painting my nails at the time but Cinderella answered the door. It was a messenger inviting us to a ball at the palace..." Little Red Riding Hood told by Red Riding Hood: "Yesterday Mammy said that Granny was sick in bed. She packed a basket full of food and told me to bring it to Granny. I set off" Follow up: Encourage the children to role-play the stories.
Representational	Description Oral Report	Focus on descriptive detail and begin to be explicit in relation to people places times processes events colour shape size position.	<ol style="list-style-type: none"> Place the mystery bag in the middle of the circle. Take out one object and pass it around the circle for the children to hold. They name and describe it/ discuss size shape and texture. Replace in the bag. Do the same with each object. Teacher dips into the bag, chooses an object and describes the object without showing it. (Teacher Modelling) Whoever guesses the object, gets a turn next.
Imaginative	Tell a story.	Create and tell stories	<ol style="list-style-type: none"> The teacher makes up the start of a story, throws the ball, and whoever catches it adds a phrase to continue the story: 'Once upon a time there lived a _____ called _____. She/he was _____. One day she/he met a _____. Suddenly they saw _____. It was too late _____. They had to _____. At last they _____. They were _____.
Instrumental	Making Suggestions	Use language to perform common social functions.	<p>Give the children the following scenarios and discuss:</p> <ol style="list-style-type: none"> Mark was pouring cornflakes into a bowl. He shook the box too hard. The cornflakes and bowl fell onto the floor. What do you think he did? Kate was walking home from school with her friend. She found a kitten under a bush. It looked frightened. What do you think she did? You are ready for bed. You jump in a pull the covers around you. You close your eyes. You try to sleep

			but you can't. What do you do?
Personal Instrumental	telephone conversation.	Use language to perform common social functions.	<p>Talk to children about making telephone calls, finding the number, how to dial the number, who you might call, answering the telephone, taking messages, using emergency numbers, mobile phones, public telephones.</p> <p>Teacher will model a telephone call for children. Hello! May I speak to ... Will you give her/him a message please. I'm ringing to say.... Goodbye and thank you.</p> <p>Ring your friend, inviting him/her to a game of football/tea. Ring your granny/granddad to thank her/him for your birthday present.</p> <p>Talk to children about emergency number 999/112 and the importance of these numbers</p> <p>Practise conversation on model telephones in pairs, using school telephone number or child's home number. Practise dialing 999/112 and giving appropriate information.</p>
	Participate in a social conversation.	Use language to perform common social functions.	<p>Formal greetings are a well established feature of classrooms, for use when visitors arrive. The following are a few of the greetings and replies the child may need to practise. 'Hello I am Helen. What is your name?' 'My name is' 'I live at.....' 'My telephone number is'</p> <p>Children could practise the above greetings in a variety of role-play situations:</p> <ol style="list-style-type: none"> 1. Visitor to classroom 2. Shopkeeper/customer 3. Garda/child

Oral Language – 1st Class

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
PEOPLE AT WORK	garda, garda station, doctor, nurse, hospital, ambulance, secretary, dentist, life-guard, teacher...	<ol style="list-style-type: none"> Brainstorm people who help us – jobs, workplaces, equipment. <i>In groups discuss what they'll do when older</i> A few children tell of ambitions <i>Write a list of professions on board. Children pick one to tell of day in life</i> <i>Possible guest speaker</i>
TRANSPORT	train, railway, tickets, train-station, timetable, road, vehicles, garage, van, lorry, truck, car, bicycle, puncture, mechanic, tractor, steam-train, model T car, penny farthing etc	<ol style="list-style-type: none"> Brainstorming <i>Groupwork – each group is given a destination and must decide how to get there.</i> Compare transport past and present using pictures
POEM – MRS PECK PIGEON	pussy cat, tame, little, picking, pigeon, round, head, bread	<ol style="list-style-type: none"> Read and discuss poem. Clap rhythm. Group performance Divide class into 3 groups – Perform poem in rounds
POEM – UNDERSEA	beneath, mermaid, prance, trot, oysters, lobsters, dolphins, dance	<ol style="list-style-type: none"> Brainstorm 'undersea'. Teaching of new vocabulary. <i>Groupwork – Rearrange cut up poems in order children think they should be.</i> Distribute original poems. Compare with own versions
LET'S IMPROVISE		<ol style="list-style-type: none"> Read and discuss story 'Up, up and Away'. Discuss character, setting and incident. 4 Groups. Improvisation
TELEPHONE CONVERSATION	recipient, dial, message, answer, details, information, voicemail	<ol style="list-style-type: none"> Telephone Talk - discussion and practice of methods of dealing with various types of call making and receiving Telephone Talk, Let's Pretend – Children in 2s practice and act out specific scenarios related to stories already examined in 'Here Comes Buster' and 'The Bouncing Castle'
WHO ARE YOU?	hobbies, family, favourite programmes, favourite food	<ol style="list-style-type: none"> In pairs children have 30 seconds to introduce themselves <i>Find a new partner and try to find out as much as they can about them.</i> In pairs; one child is a reporter, the other is being interviewed. Imagine is encouraged.
MEMORY GAME	Related to topic of game	<ol style="list-style-type: none"> Explain rules – listen, speak clearly, look at person to help remember. <i>E.g. I went to the shop and I bought ...</i>
OISÍN IN TÍR NA NÓG	myth, legend, fianna, fionn, honour, feast, heartbroken	<ol style="list-style-type: none"> Difference between myth and legends. <i>Prior knowledge of any myths or legends</i> <i>Picture and word sequencing – semantic, impressions</i> <i>Reading of story</i> Recall story <i>Character development – emphasis on thought, feelings and emotions</i>
ANNA FROM SUDAN	refugee, continent, country, climate, war, immigrate	<ol style="list-style-type: none"> Brainstorm Africa. <i>Discuss positive aspects of country</i> <i>Discuss what causes war</i>

		<p><i>Introduce pictures</i> <i>Explain vocabulary</i> <i>Read story</i></p> <p>2. <i>Recall key aspects of story</i> <i>Pair Work – pick 5 items Anna must bring with her</i> <i>Group Work – discuss 2 ways on how we, as a class, could help Anna</i></p>
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Oral Language – 2nd Class

<i>Function</i>	<i>Spoken Outcome</i>	<i>Objective from Curriculum</i>	<i>Suggested Activities</i>
Representational	Announcements	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <p>TV</p> <p>Newspaper (teacher reading)</p> <p>Daily School Experience</p> <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Applying</p> <p>Create real/imaginary announcement and present it to the class/other classes</p> <p>Assembly</p>
	Expressing Emotions Appropriately	<p>express in mime various emotions and reactions, and interpret the emotions and reactions of others</p> <p>express feelings in order to clarify them and explain them to others</p>	
Instrumental Personal Interactional	Conversations	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • TV • Watching in Yard • Brainstorming • Modelling <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Chatterbox B6
Instrumental Personal Interactional Representational	Persuade	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Advertising • Story – Little Red Riding Hood • Poem – 5 minutes more • Gender Matters • SPHE Exemplar <p>Analysis</p>

		<p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Chatterbox C11
<p>Instrumental</p> <p>Personal</p> <p>Interactional</p> <p>Representational</p>	Discussions	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Watch TV snippet <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • NYT C4 • Topic examples: <ul style="list-style-type: none"> ○ Homework ○ Uniforms ○ More Pe ○ Healthy Lunchs ○ Current Topic
	Interviews	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Watch TV snippet • Read sports interviews/profiles <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <ul style="list-style-type: none"> • Use of Digital Recording <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Chatterbox B9 • Interviewing Children on Achievements/Daily Activities • Interviewing an adult • Interviewing grandparents (history)
Representational	Oral Reports	become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the	<p>Familiarising</p> <ul style="list-style-type: none"> • Watch clip of news • Listen to clip of news

		<p>listener <i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <ul style="list-style-type: none"> • Use of Digital Recording <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Give a report • B11 • D4
Imaginative	Tell a joke	listen to, learn and tell riddles and joke	<p>Familiarising</p> <ul style="list-style-type: none"> • Watch Comedian <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> ○ NYT – E8 ○ Tell a joke – series of jokes
Instrumental Regulatory	Asking for Information Giving Advice	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener <i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Brainstorm • Sources of information – google, flyers, menus, phone book, Dictionary, etc. • Modelling (advice) • Role Play <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <ul style="list-style-type: none"> • Use of Digital Recording <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Role Play • B9 • C7

	Saying no nicely	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Modelling • Social Stories <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <ul style="list-style-type: none"> • <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Role Play
Instrumental Personal Interactional	Interrupting a conversation	<p>become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener</p> <p><i>eye contact, facial expression, audibility and clarity of enunciation, tone of voice</i></p> <p>¥ use gesture and movement to extend the meaning of what he/she is saying</p>	<p>Familiarising</p> <ul style="list-style-type: none"> • Modelling • Role Play <p>Analysis</p> <p>Modelling</p> <p>Sharing</p> <ul style="list-style-type: none"> • <p>Guiding</p> <p>Applying</p> <ul style="list-style-type: none"> • Role Play • Using situations as they arise

Oral Language – 3rd Class

<u>Topic</u>	<u>Vocabulary</u>	<u>Suggested Activities/Lessons</u>
INSTRUCTIONS – MAKING PANCAKES	first, next, then, finally, materials, ingredients, method, etc	<i>Teacher models framework for plan. Class are divided into groups and each group is given a different activity. In groups the pupils discuss the method for making e.g. rice crispy buns and the ingredients needed. Elicit from children what processes must be used to make them, e.g. baking, cooking, cooking. Discuss methods. Each group present their findings to the class and respond to questions on how to make their whatever</i>
JUSTIFY PERSONAL LIKES AND DISLIKES	My favourite games, I prefer, hobbies, interests, music genres, I am good at, able to, succeed at, skills, achievements, awards	<i>Children in circle time have an opportunity to express their likes in relation to games and hobbies. Children have to give reasons for their choice and explain the characteristics of their hobby/game. Children continue to choose one game/hobby that they think another child is good at Discuss something everyone could be good at. Elicit suggestions from children. Elicit ways in which we can all help each other.</i>
STORY ROUNABOUT		<i>With use of pictures/help words as a stimulus the teacher prompted by the pupils creates a simple plan for themed story 'Circle time' begins with each pupil understanding they will have a turn and must try their best to listen to others and keep their story in sequence. The pupils begin telling their story with the use of expression. After the story is completed the teacher asks questions about characters, events in the story so pupils must be able to recall and retell events.</i>
STORY	Discuss and retell a story from the perspective of a minor character/villain's perspective	<i>After the children have listened to and discussed a segment read aloud from a novel/story the pupils discuss the events with an emphasis on the feeling of certain characters. The pupils are then asked to focus on a minor character or villain and discuss how they would perceive the events of the story from their point of view. The pupils must then attempt to retell a version of the story through the eyes of this character...e.g. the wolf in 'Little Red Riding Hood' Conclusion – the pupils must form/answer questions on their own version of the story, explaining the viewpoint of their character in the process.</i>
WINTER MORNING BY OGDEN NASH	Tone, verbal/non verbal gesture, facial expression, meaning, clarity, body language, personification	<i>Teacher reads poem once. Discuss and elicit from the children the different descriptions in the poem. The teacher reads the poem without the use of expression/cues. The teacher elicits from the pupils how reciting it could be improved or made more interesting with a focus on tone, clarity, enunciation, facial expression Explore other poems using the same criteria</i>
POETRY	The Farmer's Boy; People (Charlotte Zolotn); Red (Mary O'Neill)	<i>Using poems as a starting point, the teacher chooses the part of the poem that s/he wishes to develop, e.g. in 'Red' children suggest different still images of the poem. Also poem can be used as a starting point for discussion followed by improvisational drama. Children reflect and class positively make suggestions on possible changes group could make to</i>

		<i>their drama</i>
INTERVIEWING CHARACTERS FROM STORIES	Props, gestures, interviewee, interviewer, expressions	<p>Story: e.g. Red Riding Hood, Slave in Ancient Egypt, Tom Crean</p> <p>In groups children discuss question. Each group has a writer, recorder and reporter</p> <p>Teacher as character, using prop. Teacher introduces themselves and tells a few things about themselves. Children elicit questions and listen to character's story.</p>
DRAMATISE STORIES FROM HISTORY	Set the scene, characters, improvise, personality, appearance, tone, gestures, props	<p>Stories: e.g. Cuchulainn, Oisín in Tír na nÓg, Salmon of Knowledge, Daedulus and Icarus, A Boy in Spart.</p> <p>Discuss the story using the framework – where, what, when, how. Discuss beginning, middle and end.</p> <p>Teacher divides class. Each group are given different aspects of the story. Groups are given time to explore the situation. Teacher facilitates the activity. Give each child a character or position in the drama. Encourage the children to act out the drama.</p>

Oral Language – 4th Class

Function	Spoken Outcome	Objective from Curriculum	Suggested Activities from Teaching Experience/Research
Instrumental Personal Interactional	<ul style="list-style-type: none"> ▪ Conversation 	<ul style="list-style-type: none"> • become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others 	<p>-modelling Circle exercises Guessing the mood- video tape Elicit the body language, gesture, facial expression, tone of voice, audibility etc Chatterbox A7</p> <hr/> <p>Chatter Box A8</p> <p>Explain words can have different meanings depending on tone of voice- e.g. we can sound impatient, tired, bored etc. Ordinary phrases are presented to the children and ask them to say them with different emphasis e.g. I'll do it now (angry, tired, bored, excited)</p> <p>Children can suggest situations when these phrases are said in different ways.</p> <p>Children can then read a passage from storybook using varying tones e.g. bored , excited etc Children could then draw versions of the situations they have suggested</p>
Instrumental Personal Interactional Representational	<ul style="list-style-type: none"> ▪ Debates ▪ Discussion 	<ul style="list-style-type: none"> argue a point of view and try to persuade others to support it 	<p>Chatterbox C1</p> <p>Circle group- Take an issue or phrase, each person in group agrees and gives a point. Then everyone gives a point disagreeing. Lists can be made of the agree and disagree.</p> <hr/> <p>Chatterbox C9</p> <p>Concept of debating explained. One team for one motion and one team for another motion. Topics to be discussed with children. Possible topics Homework is a waste of time/ computers are better than books.</p> <p>Divide class into groups of 6-8. Half group for and the other half against. Allow each child to take turns debating. Others students might judge the best argument.</p>
Representational	<ul style="list-style-type: none"> ▪ Newscasts 	<ul style="list-style-type: none"> present ideas that are relevant to the subject in a logical sequence 	<p>Chatter box B2</p> <p>Tape recording of a news report tv or radio. Discuss how it's presented and language used. Ask children to pretend they are news reporters giving report on Red Riding Hood's safe return for example. Tape/ recorder students</p>

Representational	<ul style="list-style-type: none"> Oral presentation 	.summarise and prioritise ideas	<p>Chatter box B6 A video of weather report or radio recording or photocopy from newspaper.</p> <p>Children watch video. Discuss the types of phrases used. Divide children into groups of 4. Children study copy of weather report and prepare presentation. They note temperature and details regarding rain, wind, cloudcover etc Groups make charts of the weather changes. Record on videotape children presenting the weather.</p>
Instrumental Personal Interactional Representational	<ul style="list-style-type: none"> Contrasting Ideas 	Discuss different possible solutions to problems.	<p>Chatterbox C10 Children are put into groups/ Possible problem- Home alone House locked from outside. In groups children discuss the solutions found to the problems and see which ones would work best.</p>
Imaginative	<ul style="list-style-type: none"> Storytelling 	create and tell stories to the class or group, and retell them after questioning, comparing the versions	<p>Chatter box D 8 Variety of every day objects needed. Each child choses an item. Children sit in a circle and create a story each adding a sentence in return. They must somehow include their sentence as they add to the story. Swop items at end and begin a new story. Children can then illustrate story.</p>
Instrumental Regulatory	<ul style="list-style-type: none"> Oral Directions 	<ul style="list-style-type: none"> practise the common social functions in the everyday context of class and school and through improvisational drama 	<p>Chatterbox A6 Tape recorder.</p> <p>Children are asked in advanced directions they follow to arrive at various places.. Children then take turns giving directions to various places. Children will try and recall and repeat exactly what they are told. Encourage terms such as ‘turn right’, ‘turn left’ etc Start with simple directions e.g. how to get to the door of the classroom from one particular point in the room. How to get to the principals office. Etc</p> <p>Children could be taped giving directions and also draw a simple map to get to the various places or make models using lollipop sticks to create roads etc.</p>
Instrumental Personal Representational	<ul style="list-style-type: none"> Speeches 	give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered	<p>Walk Tall p34,35 Roleplay Divide children into pairs A and B. Children seat facing each other. Not listening activity. A is asked to talk about a film they have seen recently and to talk to their partner for 1 minute. Their partner stays quiet but doesn’t listen to their partner. Listening Activity. Discussion on the exercise</p>
Imaginative	<ul style="list-style-type: none"> Rhymes 	Experience and enjoy playful aspects of language.	Chatterbox D11

Oral Language – 5th Class

<u>Topic/Vocabulary</u>	<u>Suggested Activities/Lessons</u>
Listen to radio broadcasts and discuss what has been learned	<ul style="list-style-type: none"> • <i>Chatterbox A5</i> • <i>Talk and discussion</i>
take part in games in which unseen objects are identified from descriptions given by others	<ul style="list-style-type: none"> • <i>Chatterbox</i> • <i>Play and games</i>
Listen to/ watch sound tapes, videos and films and discuss how sound effects enhance the content	<ul style="list-style-type: none"> • <i>Chatterbox A7 (Tom and Jerry) (Jaws) (the Christmas home)</i> • <i>Talk and discussion</i>
Practice and use improvisational drama to acquire a facility in performing more elaborate social functions	<ul style="list-style-type: none"> • <i>Chatterbox B5</i>
Hear accents and dialects other than his/her own on tape and on video and discuss them.	<ul style="list-style-type: none"> • <i>Chatterbox B9</i> • <i>Recording of accents (IDEA internet site)</i> • <i>Talk and discussion, Poetry</i>
Explore and express conflicts and opinion through improvisational drama	<ul style="list-style-type: none"> • <i>Chatterbox C6</i> • <i>Improvisational drama.</i>
Explore historical contexts through improvisational drama	<ul style="list-style-type: none"> • <i>Guns of Easter, Teacher in role, Conscience Alley, Character Interviews.</i> • <i>Chatterbox D7</i> • <i>Improvisational drama, story</i>
Discuss with others his/her reactions to everyday experiences and to local, national and world events	<ul style="list-style-type: none"> • <i>Daily newspaper, taped radio broadcasts, Lenten Appeal, Assembly topics</i> • <i>Talk and discussion, story.</i>
Discuss plays, films and television programmes	<ul style="list-style-type: none"> • <i>Chariot scene from Ben Hur</i> • <i>The Miracle maker- story of Jesus</i> • <i>Story reconstruction, classification of genres, mood of extract.</i> • <i>Talk and discussion</i>

Oral Language – 6th Class

<u>Topic/Vocabulary</u>	<u>Suggested Activities/Lessons</u>
Listen to radio broadcasts and discuss what has been learned	<ul style="list-style-type: none"> • “Flux” broadcasts ½ hour listen in sitting. Present set of questions beforehand. Answer the questions while listening.
Listen to and watch sound tapes, videos and films – discuss how sound effects enhance the content.	<ul style="list-style-type: none"> • Sound effects. Horror tension fear excitement, anticipation, gloom. • Chatterbox a7 • Examples 1. Gandhi – Funeral scene 2. Michael Collins –CokePark Massacre
Explore historical contexts through improvisational drama.	<ul style="list-style-type: none"> • Eviction. Landlord tenant rent bailiff boycott. Penal democracy pacifist Repeal Reform. Daniel O’Connell Catholic Emancipation Act out scene.
Argue points of view through informed discussion and formal debate. Motion jurors chairperson house proposition opposition points	<p>“This house believes that this country needs children’s parliament elected by children to make new laws for children” Magic Emerald page 79</p> <p>Examples – Corporal punishment Magic Emerald page 110 - Homework should be abolished</p>
Use basic key questions and checking questions as a means of extending knowledge Who? What? Where? When? How? If? Can?	<ul style="list-style-type: none"> • The water carrier of Seville Seal Secret page 119
Listen to presentation on particular topic decide through discussion which are most appropriate questions to ask and prioritise. Who? What? Etc.	<ul style="list-style-type: none"> • Child presents a project in points • Group work: Decide questions • Class work: Chose 10 questions by agreement with groups. • Class agree to prioritise questions in order of importance.
Express individual responses to poems and literature and discuss different interpretation. Poem poet rhyme and genre. 1st person 3rd person. Mood theme attitude emotion atmosphere interpretation.	<ul style="list-style-type: none"> • Lesson 1 • Poem “Warning” Magic Emerald page 72 • Lesson 2 • Poem “Dear Mr Examiner”. Hello universe page 5
Experience, enjoy playful aspect of language	<ul style="list-style-type: none"> • Lesson 1: Story of Jimí Seal secret pg 38 • Lesson 2. Telling riddles and jokes • Creating riddles and jokes

<p>Discuss positive and negative effects of jargon, slang cliché and express examples of them in own language</p>	<ul style="list-style-type: none"> • <i>Lesson 1 Advertisement</i> • <i>Discuss what is being advertised / sold.</i> • <i>Meaning of jargon involved.</i> • <i>Re-write in own language.</i> • <i>Lesson 2 House sales.</i> • <i>Lesson 3 Slang- the first confession.</i>
<p>Acquire ability to give detailed instructions and directions</p>	<ul style="list-style-type: none"> • <i>listen and draw chatterbox a1 e.g. geometry in maths</i> • <i>Compare results after discussing why results are difficult</i>

READING

St Paul's NS Combined Learning Outcomes through the Genres Junior Infants

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 7, 8, 10, 11	1, 2, 6, 7, 9, 10	1, 2, 4, 5, 6, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10	1, 9	1, 5

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10, 11	1, 6, 7, 9	1, 5, 6, 8

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10, 11	1, 6, 7, 9	1, 5, 6, 8

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 5, 6, 8, 10, 11	1, 2, 6, 7, 9	1, 5, 6, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10, 11	1, 2, 6, 7, 9	1, 5, 6, 8

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10, 11	1, 2, 6, 7, 9	1, 5, 6, 8

Aistear		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 7, 8, 10, 11	1, 2, 6, 7	1, 2, 4, 5, 6, 8

7 (Writing Process)?

*St Paul's NS Combined Learning Outcomes through the Genres
Senior Infants*

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 7, 8, 10, 11	1, 2, 6, 7, 8, 9, 10	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 6, 8, 10, 11	1, 2, 6, 7, 9	1, 2, 5, 6, 7, 8

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 5, 8	1, 6, 9	1, 5, 7

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 5, 6, 7, 10, 11	1, 6, 7, 9	1, 5, 6, 7, 8

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 5, 8, 10, 11	1, 2, 6, 7	1, 5, 6, 7, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 10	1, 6, 7	1, 5, 6, 7

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 6, 7, 10	1, 6, 7	1, 5, 6, 7

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 8, 10, 11	1, 2, 6, 9	1, 5, 8

Aistear		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 7, 8, 10, 11	1, 2, 6, 7	1, 2, 5, 6, 8

St Paul's NS Combined Learning Outcomes through the Genres
Rang 1

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 6, 7, 8, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 6, 7, 8, 10, 11	1, 3	1, 5, 7

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 8, 11	3, 7, 9	5, 6, 7

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 5, 6, 8, 10, 11	7	5, 6, 7

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 7, 8, 11	1, 3	1, 5, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 5, 6, 7, 8, 10, 11	1, 7	1, 2, 5, 6

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 7, 10, 12	1, 2, 7	1, 5, 6, 7, 8

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 5, 8, 11	1, 3	1, 5, 8

St Paul's NS Combined Learning Outcomes through the Genres
Rang 2

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8
Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 5, 8, 11	1, 2, 3, 7, 9	1, 2, 5, 7, 8
Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 10	1, 9	1, 2, 5, 6, 7, 8
Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 5, 6, 8, 10, 11	1, 2, 3, 7	1, 2, 5, 6, 7, 8
Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 9, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8
Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 5, 7, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8
Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 10,	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8
Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 3, 9	1, 2, 5, 6, 7, 8

St Paul's NS Combined Learning Outcomes through the Genres
Rang 3

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
2, 4, 8	7, 3	7, 6

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 4, 5, 10	7,	5, 6, 7, 8

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 4, 5, 6, 11	2, 7, 9	2, 5, 6, 7, 8

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 8, 9, 11	2?, 7	2, 6, 7, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 4, 5, 7, 10	7, 9	2, 5, 6, 7, 8

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 6, 8, 9	2, 7	1, 2, 6, 7, 8

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 4, 5, 8, 11	1, 3, 5	1, 5

St Paul's NS Combined Learning Outcomes through the Genres
Rang 4

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 8, 11	1, 2, 3, 7, 9	1, 2, 6, 7, 8

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 5, 10	1,	1, 2, 5, 6, 7

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
3, 4, 5, 6, 11	2, 7, 9	2, 5, 6, 7

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 8, 9, 11	2, 7	2, 6, 7, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 4, 5, 7, 10	7, 9	2, 5, 6, 7, 8

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 6, 8, 9, 10, 11	2, 7	1, 2, 6, 7, 8

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>

St Paul's NS Combined Learning Outcomes through the Genres
Rang 5

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 4, 7, 8	1, 2, 3, 7, 9	1, 2, 6, 7

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 5, 7	1, 2, 3, 7, 9	1, 2, 6, 5, 7

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 5, 7, 10	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 5, 7	1, 2, 3, 7, 9	1, 2, 5, 6, 7

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 5, 7, 10	1, 2, 3, 7, 9	1, 2, 5, 6, 7

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 10,	1, 2, 3, 7, 9	1, 2, 5, 6, 7

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 4, 5, 6, 8, 10, 11	1, 2, 7, 9	1, 2, 5, 8

St Paul's NS Combined Learning Outcomes through the Genres
Rang 6

Learning Outcomes to be Covered		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 4, 5, 8, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Procedural Genre		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 5, 10	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Report		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 8, 10, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Narrative		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 8, 9, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Explanation		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 7, 10, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Persuasive		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>
1, 3, 4, 6, 10, 11	1, 2, 7, 9	1, 2, 6, 7, 8

Reading Texts		
<i>Oral</i>	<i>Reading</i>	<i>Writing</i>

St Paul's NS Combined Learning Outcomes through the Genres
Rang 3-6

Learning Outcomes to be Covered		
Oral	Reading	Writing
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 9	1, 2, 5, 6, 7, 8

Recount Genre		
Oral	Reading	Writing
1, 2, 3, 4, 5, 7, 8, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Procedural Genre		
Oral	Reading	Writing
1, 3, 4, 5, 7, 10	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Report		
Oral	Reading	Writing
1, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Narrative		
Oral	Reading	Writing
1, 3, 4, 5, 7, 8, 9, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 6, 7, 8

Explanation		
Oral	Reading	Writing
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Persuasive		
Oral	Reading	Writing
1, 2, 3, 4, 6, 8, 9, 10, 11	1, 2, 7, 9	1, 2, 5, 6, 7, 8

Reading Texts		
Oral	Reading	Writing
1, 4, 5, 6, 8, 10, 11	1, 2, 3, 7, 9	1, 2, 5, 8

4 (Phonological Awareness)?

Shared Reading Practices:

Junior Infants – Commence in March

Senior Infants – Commence in September; change twice-a-week

1st& 2nd Classes – Commence in September

3rd& 4th Classes – New programme implemented in 2008 – began in May 2008. Will commence annually in September.

Reading Initiatives

Core to be covered in each class are shaded; others are current practices as of April 2008 and can be used as a resource of suggestions

	Shared Reading	Collaborative Reading	Teacher records books read	Buddy Reading	Recording books read (self-monitoring)	Book Review / report	Read, Cover, Remember, Tell	Book Discussion Club	Setanta Book Club	Buddy System (St Gabriel' s)	Presenting Book to Class	USSR (DEAR)/(GOTLAC)	Class Novel	Newspaper	VIPs – (numbering very important points)	KWL – Charts (know, want to know, learn)	PAL – (Partner Assisted Learning)	Internet	Read & Summarise	News2day
<i>Junior Infants</i>	✓	✓	✓						✓											
<i>Senior Infants</i>	✓	✓	✓	✓?					✓			✓								
<i>1st</i>	✓			✓	✓	✓	✓		✓		✓			✓	✓	✓				
<i>2nd</i>	✓			✓	✓	✓	✓		✓			✓		✓	✓	✓				
<i>3rd</i>	✓			✓	✓			✓	✓			✓								
<i>4th</i>	✓				✓	✓			✓		✓	✓	✓							
<i>5th</i>					✓	✓			✓		✓	✓	✓					✓	✓	
<i>6th</i>					✓	✓			✓		✓	✓	✓					✓	✓	✓

In-Class Independent Reading Initiatives

- **Library Time**
 - *Children bring in books from home, labelled for class library (for a short time period)*
 - *Possibility of purchasing sets of novels and using them as group reading*
 - *40 questions in a box – children select randomly and answer regarding the book they read*
 - *Call novels in class 'book clubs'*
- **D.E.A.R**
- **Story Time**
- **Reading extracts from children's novels aloud**
- **Class Novels**
- **Word Bingo**
- **Comprehension Strategies**
- **Comprehension Box and SRA Kits**
- **The Reading Tent**
- **Station Teaching**
- **Novel Groups**
- **Pre-Reading of Texts**
- **Paired Reading – Reading Games**
- **Class Book Club – Peer Influence**
- **Reciprocal Teaching**
- **Paired Reading with an older class**
- **Fish Bowl Technique**
- **Big Boss & Jobs**

Order of Comprehension Strategies

Year 1 (2019-20)	
1	<i>Creating Images</i>
2	<i>Inferring</i>
3	<i>Making Connections</i>
4	<i>Comparing</i>
5	<i>Self-Questioning</i>
6	<i>Predicting</i>
Year 2 (2020-21)	
1	<i>Skimming</i>
2	<i>Scanning</i>
3	<i>Determining Importance</i>
4	<i>Summarising</i>
5	<i>Clarifying</i>
6	<i>Synthesising</i>

STORIES

Note: These are suggestions and not prescriptive

<i>Junior Infants</i>	<i>Seniors Infants</i>	<i>1st Class</i>	<i>2nd Class</i>
<ul style="list-style-type: none"> • This is the Bear and the Scary Night • This is the Bear who Fell in the Bin • This is the Bear and the Picnic Lunch • The Gruffalo • Once Upon a time • 1, 2, 3, 4 • Who's in the Shed <p style="text-align: right;"><i>(All Big Books)</i></p>	<ul style="list-style-type: none"> • Chicken Licken • Monkey Puzzle • Sleepy Sam • Bear Hunt • Owl Babies <p style="text-align: right;"><i>(All Big Books)</i></p>	<ul style="list-style-type: none"> • The Boy who cried Wolf • Gulliver's Travels • The Lion and the Mouse • The Real Princess • Alice in Wonderland • The fox and the Goat • Cúchulainn • Oisín in Tír na nÓg • St Bridget • Anna from Sudan 	<p><u>Irish</u></p> <ul style="list-style-type: none"> • The Children of Lir • The Salmon of Knowledge <p><u>Fables</u></p> <ul style="list-style-type: none"> • The Dove and the Ant • The Hare and the Tortoise <p><u>Fiction</u></p> <ul style="list-style-type: none"> • The Twits- R. Dahl <p><u>Myths and Legends</u></p> <ul style="list-style-type: none"> • The Golden Touch- Greek <p><u>Fairytale</u></p> <ul style="list-style-type: none"> • The Elves and the Shoemaker <p><u>Hero Tale</u></p> <ul style="list-style-type: none"> • Grace Darling <p><u>Humour Story</u></p> <ul style="list-style-type: none"> • Brer Rabbit Stories <p><u>Folk Tale</u></p> <ul style="list-style-type: none"> • Rumpelstilskin
<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
	<ul style="list-style-type: none"> • Castle in the Attic • Brush • The Moon King • <u>Myths and Legends</u>-Greek and Viking-The Trojan War • Until the Angel Came <i>p108 Blue skies</i> • What's to be done with the Iron Man; <i>p184 Blue skies</i> • The Magic Shilling <i>p126 Blue skies</i> • The Little Match Girl; <i>p 80 Blue skies</i> • Fionn McCumhaill and the Salmon of Knowledge; <i>Earthlink</i> 	<ul style="list-style-type: none"> • Settling In; <i>pg 68</i> • My Financial Career;<i>pg 106</i> • The Doll's House; <i>pg 113</i> • Shackleton's Epic Voyage <i>pg 132</i> • The Open Window; <i>pg 186</i> • Lobo; <i>pg 201</i> • Charles; <i>pg 220</i> 	<ul style="list-style-type: none"> • The Water Carrier of Seville; <i>Seal Secretpg 119</i> • Jimín; <i>Seal Secretpg 38</i> • Extract from 'Stanley' <i>Peter Gunning</i> • Extract from 'Angela's Ashes'; <i>Frank McCourt, Carousel</i> • Smart Ice Cream • Paddy Clarke Ha ha ha ; <i>Roddy Doyle, Carousel</i> • 'Auntie'; <i>Philippa Pearce, Carousel</i> • No Gun for Asmir from 'Ghosts' • Wise Old Woman <i>Folktale Seal Secret</i> • 'The Lion'; <i>Walter Macken Seal Secret</i>

WRITING

Writing Genres

C denotes that genre is completed to independent writing level; **E** denotes that children are exposed to that genre;

✓ is an example of the writing that can be covered and can be treated as suggestions (based on current practices as of April 2008) but not as core

	Procedure	Sequence /model by teacher/oral work	Instructions/directions	How to... (Make / do /recipe)	Recount:	News	Letter / postcard	Diary / summary	Eye-witness report	Report:	SESE / Visual arts report – i.e. seasonal	Book report	Persuasive:	Letter	Debate	Film / book review	Brochure	Explanation:	Why / How.... Linked with SESE	Letter	Notes / emails	Narrative:	Collaborative Stories / books	Stories / descriptive story	Story starter
<i>Junior Infants</i>	C	✓			C	✓				E	✓		E					E				C	✓		
<i>Senior Infants</i>	C	✓			C	✓				E	✓		E	✓				E				C	✓		
<i>1st</i>	C		✓		C	✓	✓	✓		C	✓	✓	E	✓				E	✓			C		✓	
<i>2nd</i>	C			✓	C			✓		C	✓		E		✓			E	✓	✓		C		✓	
<i>3rd</i>	C		✓		C		✓			C	✓		C		✓			E	✓			C			✓
<i>4th</i>	C		✓	✓	C			✓		C		✓	C		✓			E			✓	C		✓	
<i>5th</i>	C		✓	✓	C		✓	✓	✓	C	✓		C		✓	✓	✓	C	✓			C	✓	✓	
<i>6th</i>			✓	✓	C		✓	✓	✓	C	✓		C		✓	✓	✓	C	✓			C	✓	✓	

Extra areas covered:

Junior infants: Cards for occasions; Free Writing

Senior infants: Write a story – based on a picture

Order of Writing Genres

Formal Teaching Year 1 (2019-20) <i>(Revise all other genres)</i>	
1	<i>Recount</i>
2	<i>Explanation</i>
3	<i>Report</i>
Formal Teaching Year 2 (2020-21) <i>(Revise all other genres)</i>	
1	<i>Procedural</i>
2	<i>Narrative</i>
3	<i>Persuasive (exposition)</i>

Pdst publications

Writing Genres – a structured approach

<https://pdst.ie/sites/default/files/Writing%20Booklet%20to%20circulate.pdf>

The Writing Process

<https://pdst.ie/sites/default/files/PDST%20WRITING%20PROCESS.pdf>

7 Steps to Teaching a Writing Genre

<https://pdst.ie/node/314>

Note: See also Teacher's Resource Folder

Letter Formation

(Note: font used is CC Precursive 21S – needs to be installed to view correctly – contact Muirne if you need this font)

A	a	B	b	C	c	D	d
E	e	F	f	G	g	H	h
I	i	J	j	K	k	L	l
M	m	N	n	O	o	P	p
Q	q	R	r	S	s	T	t
U	u	V	v	W	w	X	x
Y	y	Z	z				

Numbers indicate the amount of strokes.

Arrows indicate directions.

(Note: font used is ABC loosive plain – needs¹ to be installed to view correctly – contact Muirne if you need this font)

A	α	B	β	X ¹	χ	Δ ²	δ
E	ε	Φ	φ	Γ	γ	Η	η
I	ι	Θ	θ	Κ	κ	Λ	λ
M	μ	N	ν	Ο	ο	Π	π
Θ	θ	P	ρ	Σ	σ	T	τ
Υ	υ	ς	ϖ	Ω	ω	Ξ	ξ
Ψ	ψ	Z	ζ				

PHONICS AND SPELLING – CORE PROGRAMME

<u>Junior Infants</u>	<u>Senior Infants</u>	<u>1st Class</u>	<u>2nd Class</u>
26 phonemes a-z	Revision of a-z	Initial sounds – consonants and vowels	Word Endings/Onset and Rime:*
CVC Blends	ai	Final Sounds	amp, an, ast, ack,
Dictation of Sounds	oa	Medial Sounds CVC words	and, ar, ay, ip,
Dictation of CVC Words	ie	Blends – Initial and final consonant blends	in, en, ab, it,
Onset and Rime:	ee	-tw, nk, sk, rm, ld, nd, nt, st, ck, ng *	ed, elf, ir, op,
-an	or	Word Endings/Onset and Rime:	ot, ing, ould, ost,
-at	ng	-am -at -ad -an	ast, ow, ight, ill,
-it	oo, oo	-ag -ap -ar -aw	ess, ist, tter, old,
-in	ch	-ag -as -ed -en	ost, ill, ull, on,
-ag	sh	-et -eg -ig -in	bber, ew, ong, ell,
-ad	th, th	-ip -it -ob -od	or, ust, uck, uch,
Spelling of Tricky Words	qu	-og -op -ot -ow	ark, eck, ick, ock,
	ou	-ow -ox -ub -ud	iver, y
	oi	-ug -up -um -un	Magic e
	ue	-ut -all -ell -ill	ile, ide, ive, ake, ame,
	er	-ss -oss -ail -ain	ane, are, ate, ace, ade
	ar	-air -aid -ing -ink	ave, ale, ine, ide, ice, ike
	CVC Blends	-ank -old -end -ent	ole, oke, ite, ore, one,
	Consonant Blends	-est -ust -lap -ack	are, ove,
	Dictation of Sounds	-oup -ouse -ight -ther	Consonant Diagraphs
	Dictation of CVC Words		ch*
	Dictation of simple sentences using onset and rime words and 3-letter words		Diagraphs
		Consonant Diagraphs	ay, ai, ea, ow, ee, ea, aw
		wh, sh	ew, oa, oo, ou, ie
		Diagraphs	be
		ee, oo, ai, aw, ea, ou, ow, oa, oi	Silent letters
		Magic ‘e’	l
		-ace, ake, ale, ame, ate, are, ave, ane	Blends – initial and final consonant blends*
		-ice, ide, ike, ine, ife, ile, ire, ise, ive, ime	-mp, st, ck, nd, lf, ng, ff
		-one, oke, ole, ose, ome	ld, tt, dd, ss, ll, rm, rk
		-ure, ule, ube	
		-eve	
		Resources:	
		- Sounds at Work C	
		- New Treasury A	
		- Starways English	
		Language Programme	

		Newell Literacy Programme 2	
<u>3rd Class</u>	<u>4th Class</u>	<u>5th Class</u>	<u>6th Class</u>
Vowel Diagraphs: oo, oa, ai, ew, ea, ee, ow ay,	Word Endings: mp, nk, ight, tch, rt, lt, nd ct	Word Endings: ve, nt, our, gue, que ought, aught, ous, ture ious, sion, ssion	Word Endings: ic, ar, dge, le, ice, ace, uce, ery, ion, ior, ant, ent, ory, ary, ance, ence, tion
Word Engings: le, y, ng	Diagraphs oi, ou, aw	3 Letter Blends scr, str, shr, thr, spl. spr squ	Patterns ie, ial, ough
Patterns or, er,	Consonant Diagraphs: th, ch, tch	Silent Letters: l, n, o, h, u, c, w, t, k,	Consonant Diagraphs ph
Consonant Diagraphs sh	Soft Letters: c, g	Compound Words*	Compound Words*
Compound Words*	Compound Words*	Compound Words*	Compound Words*
<u>Themes:</u> Farm Animals The Body Food and Drink The Family The World Around Us The Weather Months and Seasons The Seaside	<u>Themes:</u> Wild Animals The Garden Time The House The Classroom The Farm Buildings Games	<u>Themes:</u> Birds Occupations Animals and Fish Countries Fruit and Vegetables Transport and Travel <u>High Frequency Words*</u> <u>Homophones*</u>	<u>Themes:</u> Flowers and Trees The Environment Transport and Travel Countries Occupations Mathematics <u>High Frequency Words*</u> <u>Homophones*</u>
<u>High Frequency Words*</u>	<u>High Frequency Words*</u>	Commonly Misspelled Words*	Commonly Misspelled Words*
<u>Homophones*</u>	<u>Homophones*</u>		
Commonly Misspelled Words*	Commonly Misspelled Words*		
* As listed in class book -			

Spelling Books

- Current 1st & 2nd Class are using Fallon’s Spellbound; 3rd-6th are using Folens
- This was discussed in depth and it was decided that we do not need to change
- Dictation is essential and mus be used
- The following ideas were also recommended as good practice and teachers may wish to include them in their teaching where suitable. **Recommendations for good practice for teaching spelling:**
 - Use of Spellbound
 - Use of Dolch Lists
 - Use of incidental words from readers
 - Noting mistakes in free writing
 - Children to have a personal list stuck in back of Spellbound where they record spellings they have difficulty with – possibly to learn on week with no spellbound

Grammar and Punctuation – Core programme

<u><i>Junior Infants</i></u>	<u><i>Senior Infants</i></u>	<u><i>1st Class</i></u>	<u><i>2nd Class</i></u>
Incidental teaching of: <ul style="list-style-type: none"> • Capital Letters • Full Stop • Exclamation Mark • Question Mark 	<ul style="list-style-type: none"> • Capital Letter • Full Stop • Question Mark 	<ul style="list-style-type: none"> • Unscrambling Sentences • Full Stop • Question Mark • Capital letters • Compound Words • <i>of/off</i> • <i>was/were</i> • <i>where/were</i> • <i>would/wood</i> • <i>there/their</i> 	<ul style="list-style-type: none"> • Sentences and full stops • Naming Words (nouns) • Doing Words (verbs) • Describing Words • Vowels and Consonants • Adding ‘ing’ to words • <i>Short Cuts</i> • <i>One/more than one (e.g. was/were)</i> • <i>Sounds the same (their, there, they’re)</i> • <i>to, too, two</i>
<u><i>3rd Class</i></u>	<u><i>4th Class</i></u>	<u><i>5th Class</i></u>	<u><i>6th Class</i></u>
<ul style="list-style-type: none"> • Writing Sentences • Singular and Plural • A and An • Analogies • Adding ‘ed’ • Adjectives • <i>Syllables</i> • <i>Deliberate Mistakes</i> • <i>Apostrophe</i> • <i>Comma</i> • <i>Exclamation Mark</i> • <i>Inverted Commas</i> 	<ul style="list-style-type: none"> • Synonyms • Syllables • Alphabetical Order • Singular and Plural • Adjectives • Prefixes • Similes • Collective Nouns • Pronouns • <i>Contractions</i> • <i>Apostrophes</i> • <i>Verbs</i> • <i>Prepositions</i> • <i>Link Words</i> • <i>Homophones</i> • <i>Adverbs</i> • <i>Overused Verbs</i> • <i>Antonyms</i> • <i>Quotation Marks</i> 	<ul style="list-style-type: none"> • Commas • Apostrophes – Contractions • Apostrophes – Possession • Inverted Commas • Quotation Marks • Proper Nouns • Collective Nouns • Adjectives • Prepositions • Pronouns • Conjunctions • <i>Verbs</i> • <i>Adverbs</i> • <i>Abbreviations</i> • <i>Similes</i> • <i>Synonyms</i> • <i>Homophones</i> • <i>Antonyms</i> • <i>Prefixes</i> • <i>Proverbs</i> 	<ul style="list-style-type: none"> • Sentences • Capital Letters • Full Stops • Nouns • Adjectives • Verb – Tenses • Adverbs • Abbreviations • Direct and Indirect Speech • <i>Apostrophes</i> • <i>Anagrams</i> • <i>Prepositions</i> • <i>Conjunctions</i> • <i>Pronouns</i> • <i>Commas</i> • <i>Clauses</i> • <i>Interjections</i>

Items in italics are a secondary core – if class are capable

POETRY – CORE PROGRAMME

Note: These are suggestions and not prescriptive

Please see Teachers’-Resources Folder for a bank of poems

<i>Junior Infants</i>	<i>Senior Infants</i>	<i>1st Class</i>	<i>2nd Class</i>
<ul style="list-style-type: none"> • Whisky Friskey • My Puppy • Little Johnny • What the Leaves said • The steamtrain and the Hill • Pitter, patter, pitter, patter • Eletelephony • Snowman • On Christmas Eve 	<ul style="list-style-type: none"> • Tommy Thumb • Five Little Babies • After a Bath • To the Farm • Easter Bunny • A Hibernating Hedgehog • The Snowman Says • Piggy on the Railway 	<ul style="list-style-type: none"> • Undersea • Upside down • Autumn Leaves • I’m a tree • Stegaurous • The wrong start • Mrs Peck Pigeon • Twinkle Twinkle • The End • Solomn and Grundy 	<ul style="list-style-type: none"> • Twowitches • Yellow Butter • The Clown • My Dog Chewed up My Homework • Christmas Time • Tall Trees • Pleased To Meet You • I’m a Tree • The Daffodils • Monday’s Child • Seasons
<i>3rd Class</i>	<i>4th Class</i>	<i>5th Class</i>	<i>6th Class</i>
<ul style="list-style-type: none"> • People • Daddy Fell into the Pond. • Granny Granny Please comb my Hair. • Silver • Witch, Witch • Mrs Moon • Celebration • Stopping by the Woods on a Snowy Evening • Let No One Steal your Dreams; <i>P. Cookson</i> 	<p>(all poems in Blueskies unless otherwise noted)</p> <ul style="list-style-type: none"> • Explorers; <i>pg 5</i> • The Grasshopper; <i>pg 7, 8</i> • My Baby Sister; <i>pg 18</i> • In the Rain; <i>pg 17</i> • Since Hanna Moved Away; <i>pg 8</i> • Homework! Oh Homework! • Limericks; <i>pg 10</i> • I saw; <i>pg 94 A.B.B.</i> • The Dragon of Death; <i>pg 13</i> • Fireworks; <i>pg 35</i> 	<ul style="list-style-type: none"> • The Lakelsle to Innisfree W.B. Yeats • On the Ning Nang Nong Spike Milligan • The Sound Collector Roger McGough • What Happened to Lulu? (Think, Pair and Share) • The Magic Box Kit Wright • Bully Night Roger McGough • The Quarrel Eleanor Farjeon • I Asked the Little Boy who Cannot See • Flowers are a Silly Bunch Arnold Spilka • Little Red Riding Hood & the Wolf Roald Dahl • Stopping by the Woods on a Snowy Evening <i>R Frost</i> • Leisure; <i>WH Davies</i> 	<ul style="list-style-type: none"> • Spring Night • Mr. Nobody • There was a Girl • A Robin • Blow Blow thou Winter Wind • The Rhondora

REACTIONS TO POETRY

Please note that this is current practice – a core has not been decided upon. The following can be used as suggestions

	Questioning	Discussion	Written Tasks	Reports	Recommendations	Anthologies of favourite Poems (individual)	Anthologies of favourite Poems (class)	Art Work	Dance	Memorisation	Recitation	Actions	Text Innovation
<i>Junior Infants</i>	✓	✓						✓		✓	✓	✓	
<i>Senior Infants</i>	✓	✓						✓		✓	✓	✓	
<i>1st</i>	✓	✓	✓					✓	✓	✓	✓		
<i>2nd</i>	✓	✓	✓					✓		✓	✓		
<i>3rd</i>	✓	✓	✓				✓	✓	✓	✓	✓		✓
<i>4th</i>	✓	✓	✓					✓		✓	✓		
<i>5th</i>	✓	✓	✓					✓		✓	✓		
<i>6th</i>	✓	✓	✓				✓	✓		✓	✓		

