



L.M.N.S.

Lismore

Whole School English Plan

2023 - 2024

Rationale

We are committed to the holistic development of all pupils and language is key to the development of the child as a person. In developing this whole-school plan for literacy, we aim to:

- To provide an overview of the English curriculum throughout the school.
- To benefit teaching and learning in our school
- To provide a framework in which more specific planning can take place
- To conform to principles of learning outlined in the Primary Language Curriculum

Our Ethos

We aim to enable the pupils in our care to achieve their maximum potential in a happy, safe, inclusive, child-centred environment. We strive to nourish and develop each child's sense of their own self-worth as an individual and celebrate their unique gifts and talents. We support each student to grow academically, socially and spiritually in a warm, caring, respectful environment.

Our Vision

In this school, we are committed to the holistic development of all pupils in order to assist them to contribute and play a fulfilling role in their own community. We see the development of their language skills as being central to this process. We believe that the ability of our pupils to communicate fluently confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. It is our belief that their academic progress depends to a large extent on their ability to communicate orally and through written word. In this school, we attach great importance to giving pupils a command of the English language. We see the teaching of English as something which underpins all other subjects across the primary curriculum. We believe that language learning is a tool for lifelong learning.

Aims and Objectives of Primary Language Curriculum

1. Children and their lives:

- Enable children to build on prior knowledge and experience of language and language learning to enhance their language learning.
- Encourage children of different languages and cultures to be proud of and to share their heritage
- Encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language
- Recognise the wide variation in experience, ability and language style, which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

2. Children's communications and connections with others

- Embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity and their ability to use different language, gestures and tools to communicate with people in a variety of contexts and situation.
- Enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults
- Encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.

3. *Children's language learning*

- Broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- Encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts.
- Nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures
- Promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- Support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing.

In teaching language, we aim to:

- Promote positive attitudes and develop an appreciation of the value of language: spoken, read and written
- Create, foster and maintain the child's interest in expression and communication
- Develop the child's ability to engage appropriately in listener-speaker-relationships
- Develop confidence and competence in listening, speaking, reading and writing
- Develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- Enable the child to read and write independently
- Enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

Curricular planning

The whole school plan and the Primary Language Curriculum will seek to provide information and guidance to individual teachers for their long and short term planning.

Class teachers will be required to produce:

- Yearly/ Termly plans
- Fortnightly plans in conjunction with the New Primary Language Curriculum.

The Cuntas Míosúil will be used to measure the success of the English plan and will inform teachers' preparation for the following month.

Circular 0056/2011 suggests schools increase the time spent on literacy to 6.5 hours in infants and 8.5 hours to seniors with *priority to the first language of the school*.

Time spent on English is 4 hours per week for Infant classes with a shorter day and 5 hours for Senior classes for students with a full day. This is approx. 48 minutes per day for infants and 60 minutes per day for other classes. These time allocations may change with the arrival of the new primary curriculum framework.

The process of language learning is naturally developed through integrated activities and through a thematic/cross-curricular approach.

Strands and elements

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

The elements of language learning across each of the strands are:

1. Developing communicative relationships through language
2. Understanding the content and structure of language
3. Exploring and using language

ORAL LANGUAGE

Broad Objectives

The aim of this plan is to provide a structured sequential programme for teachers to enable children to:

1. Gain pleasure and fulfilment from language activities.

2. Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion and the development of ideas.
3. Develop fluency, explicitness and confidence in communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

	Learning Outcomes for Junior & Senior Infants children	Learning Outcomes for First & Second Class children	Learning Outcomes for Third & Fourth Class children	Learning Outcomes for Fifth and Sixth Class children
Communicating	<p>Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.</p> <p>Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.</p> <p>Recognise that language style changes with different relationships and audiences.</p> <p>Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and nonverbally.</p>	<p>Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.</p> <p>Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.</p> <p>Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience.</p>	<p>Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.</p> <p>Express their individuality through their knowledge and use of various languages.</p> <p>Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p> <p>Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.</p>	<p>Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p>Evaluate how the purpose, situation and audience /listener influence the speaker's register, dialect and accent.</p> <p>Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.</p> <p>Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences</p>
Understanding	<p>Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p> <p>Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.</p> <p>Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language.</p> <p>Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.</p>	<p>Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.</p> <p>Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language</p> <p>Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.</p>	<p>Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.</p> <p>Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.</p> <p>Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate.</p> <p>Respond creatively and critically to what they have heard and experienced.</p>	<p>Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.</p> <p>Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to the audience and purpose.</p> <p>Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.</p>

<p>Exploring and Using</p>	<p>Express personal needs, opinions and preferences, and make requests with confidence.</p> <p>Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.</p> <p>Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate.</p> <p>Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p>Express personal needs, opinions and preferences, and make requests with confidence.</p> <p>Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.</p> <p>Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate.</p> <p>Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p>Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.</p> <p>Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate an understanding that categories are fluid and can vary.</p> <p>Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.</p> <p>Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.</p> <p>Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.</p> <p>Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p> <p>Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>	<p>Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.</p> <p>Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.</p> <p>Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate an understanding that categories are fluid and can vary.</p> <p>Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.</p> <p>Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.</p> <p>Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.</p> <p>Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p> <p>Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>
<p>Programmes Used/Interventions used to implement these outcomes</p>	<p>Aistear</p> <p>Vocabulary development through Picture books</p> <p>Discrete oral language lessons</p> <p>Phonics programme:</p> <ol style="list-style-type: none"> 1. Jolly phonics in junior and Senior infants 2. "Sounds Makes Words" in senior infants <p>Phonemic Awareness:</p> <p>The Heggerty Programme for both junior and senior classes.</p>	<p>Station teaching</p> <p>Literacy Lift Off</p> <p>My News</p> <p>Rainbow Oral Language Programme</p> <p>Phonics programme:</p> <ol style="list-style-type: none"> 1. Jolly Grammar 1 for 1st class 2. UFLI programme for 1st & 2nd class <p>Phonemic Awareness:</p> <p>The Heggerty Programme for 1st and 2nd class</p>	<p>Oral reports and presentations (Both individual and collaborative).</p> <p>Literacy groups</p> <p>Guided reading</p> <p>Selection of oral language games (Word association, I went to the shop and bought ... etc)</p> <p>Rainbow oral language programme</p> <p>Accelerated Reading</p> <p>DEAR time</p> <p>Spellings for Me</p> <p>Building Bridges</p>	<p>Oral reports and presentations.</p> <p>(Both individual and collaborative).</p> <p>Literacy groups</p> <p>Guided reading</p> <p>Selection of oral language games (Word association, I went to the shop and bought ... etc)</p> <p>Rainbow oral language programme</p> <p>Accelerated Reading</p> <p>DEAR time</p> <p>Spellings for Me</p> <p>Building Bridges</p>

	Literacy Lift Off for senior infants Station teaching for junior and senior infants DEAR time in senior infants Building Bridges	Spellings for Me for 2 nd class DEAR time Building Bridges		
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Oral Language Methodologies

Approach to Oral Language:

While oral language exercises still provide support for other literacy tasks, the focus of oral language development shifts to include more advanced skills including the ability to articulate opinions and ideas, to formulate questions, to process information when listening and to organise ideas in logical order. While oral language activities are used in every area of the Primary Curriculum, specific discrete time is allocated towards oral language lessons within the English programme in order to develop advanced receptive and productive skills. As far as possible, student “talking-time” will be maximised across the curriculum in order to provide the widest range of opportunities to practice and develop skills in context.

The schools approach to Oral Language will draw on three areas of content:

1. Discrete Oral Language

Form, structure, use of language and grammar are addressed during Discrete Oral Language time. Some of the discretionary curriculum time may be used for this. Children are encouraged and taught to use correct pronunciation, grammar etc. when speaking. Discrete oral language will be addressed using curriculum objectives as guidelines e.g.

- introducing oneself and others;
- greeting others and saying goodbyes;
- giving and receiving messages;
- discussing world news,
- using the telephone;
- making requests for information;
- giving directions;
- expressing appreciation;
- welcoming visitors;
- making a complaint;
- expressing sympathy etc.

2. Integrating Oral language through the Reading (Rainbow Reading Programme) and Writing Process

The following oral language activities and skills will be developed through the teaching of reading and writing –

- language development through guided reading
- comprehension strategies e.g. think aloud - building bridges programme
- language experience approach,
- brainstorming at the pre-writing stage,
- peer-conferencing and conferencing with teacher,
- children in author's chair,
- use of novel,
- writing process, etc.

3. Integrating Oral language across the Curriculum

The following oral language skills will be targeted in an integrated way e.g.

- describing skills in Visual Arts
- listening skills in Music and PE
- turn taking
- expressing opinions
- Circle time in SPHE

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle time. This plan reflects the use of methodologies as described in the Primary Language Curriculum. There are some methodologies that are followed at whole school level and others that are more relevant to a particular stage of development. Listed below are a sample of methodologies employed in our school. This list is not exhaustive. These methodologies include:

<ul style="list-style-type: none">● Active Learning● Book discussion groups● Collaborative/co-operative learning● Direct teaching● Free exploration of materials● Free writing● Guided discovery/enquiry● Guided reading● Station teaching	<ul style="list-style-type: none">● Modelled reading genre● Modelled writing● Modelling language● Oral familiarisation● Interview● Paired reading/buddy/peer reading● Play and games● Presentation to audience● Problem solving	<ul style="list-style-type: none">● Shared reading● Shared writing skills through content● Story● Talk and discussion● Use of ICT and multi-media● Use of poetry and rhyme● Sayings● Song● Drama
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<ul style="list-style-type: none"> ● Guided writing ● Improvisational drama ● Independent reading ● Independent writing ● Language experience ● Learning through play ● Library usage 	<ul style="list-style-type: none"> ● Reading ● Reading for purpose ● Reading to children 	<ul style="list-style-type: none"> ● Using the environment ● Yard games
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Oral Language Strategies

Oral language is used as a basis for reading and writing. All lessons are introduced with an Oral language activity and the development of oral language skills takes

place across all subjects and throughout the whole school day. Sometimes teachers use oral language as an alternative to written exercises in developing children's comprehension skills. In order to further develop higher order thinking skills, the teachers use questions:

- To gain maximum information
- To discuss different possible solutions to problems
- To seek and give explanations
- To argue a point of view
- To examine fact, fiction, bias and objectivity
- To persuade others
- To develop critical thinking

In planning for oral language across the strands, the following contexts are utilised:

- Talk and discussion
- Play and games
- Story
- Improvisational Drama
- Poetry and Rhyme

Resources are currently being used in our school include the following: Rainbow English Programme and Aistear.

Aistear

The Primary Language Curriculum builds upon the principles of Aistear: The Early Childhood Curriculum Framework. These principles highlight the importance of adult-child relationships and playful and meaningful experiences for children’s learning and development. In nurturing the development of children as competent and confident communicators, the Primary Language Curriculum spotlights the importance of developing dispositions alongside concepts and skills.

Aistear defines dispositions as enduring habits of mind and action and states that ‘a disposition is the tendency to respond to situations in characteristic ways’ (NCCA, 2009, p.54), including independence, curiosity, playfulness, perseverance, confidence, resilience and resourcefulness. The Aistear framework is used to deliver the curriculum in Junior and Senior Infants, and promotes playful learning across all subject areas, especially literacy. Resources are available to assist with the teaching of the Aistear themes and are updated regularly. (Please see appendix for a list of suggested Aistear Themes for Junior and Senior Infants.

READING

Broad Objectives:

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading- DEAR time, paired reading, etc.
6. Develop skills to become fluent, confident and independent readers.

	Learning Outcomes for Junior & Senior Infant children	Learning Outcomes for First & Second Class children	Learning Outcomes for Third & Fourth Class	Outcomes for Fifth and Sixth Class
Communicating	Attend to, take part in and enjoy listening to	Attend to, take part in and enjoy listening to reading and	Develop their interest in and enjoyment of literature and	Develop their interest in and enjoyment of literature and

	<p>reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages.</p> <p>Choose, read and communicate about text in a range of genres and languages for pleasure and interest.</p>	<p>talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages.</p> <p>Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.</p>	<p>reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purpose.</p>	<p>reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purpose.</p>
<p>Understanding</p>	<p>Identify and use basic conventions of print in text.</p> <p>Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p> <p>Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading</p>	<p>Use conventions of print and sentence structure to help understand text.</p> <p>Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p> <p>Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.</p>	<p>Analyse and compare conventions of print in texts of increasing complexity.</p> <p>Analyse sentence structures, including simple, compound and complex sentences in texts.</p> <p>Compare sentence structures and texts in various languages.</p> <p>Compare sounds and patterns in words found in texts in various genres across the curriculum.</p> <p>Recognise and compare sounds in words in English, Irish, other</p>	<p>Analyse and compare conventions of print in texts of increasing complexity.</p> <p>Analyse sentence structures, including simple, compound and complex sentences in texts.</p> <p>Compare sentence structures and texts in various languages.</p> <p>Compare sounds and patterns in words found in texts in various genres across the curriculum.</p> <p>Recognise and compare sounds in words in English, Irish, other</p>

	<p>instructional and independent-level texts.</p> <p>Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.</p> <p>Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning.</p>	<p>Acquire appropriate vocabulary to support the independent comprehension of text.</p> <p>Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words.</p>	<p>languages and across dialects and accents.</p> <p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages.</p> <p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently</p>	<p>languages and across dialects and accents.</p> <p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages.</p> <p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently</p>
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			uncover the meaning of unknown words.	uncover the meaning of unknown words
Exploring and Using	<p>Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions.</p> <p>Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.</p> <p>Recall, discuss and sequence significant details and identify key points of information in text.</p> <p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.</p>	<p>Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions.</p> <p>Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.</p> <p>Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.</p> <p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.</p>	<p>Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.</p> <p>Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions.</p> <p>Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.</p> <p>Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>	<p>Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.</p> <p>Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.</p> <p>Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.</p> <p>Compare and synthesise information, thoughts, and ideas from a variety of text sources.</p>

				Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.
Programmes/ Interventions	Station Teaching Small Groups – SET Reading Recovery PAT Programme - Senior infants Rainbow Reading Programme, along with other schemes	Reading Recovery Station Teaching – LLO The Rainbow Reading Programme Access to library	The Rainbow Reading Programme Accelerated Reading Spellings For Me TTRS - Target Groups Station Teaching Guided Reading	Rainbow Reading Programme Accelerated Reading Spellings For Me TTRS - Target Groups Station Teaching

Approaches to Reading

In this school, we consider the following components when planning for the teaching of reading:

- The children’s general language development and sight vocabulary
- The central role of phonological and phonemic awareness
- The discrete teaching of reading skills and comprehension strategies
- The use of appropriate reading material
- The understanding that motivation and enjoyment are key aspects of the reading process

These approaches will be recognised at all stages of children’s acquisition of reading i.e. from the emergent reader, to the instructional reader and to the independent reader.

Language Development and Sight Vocabulary

A level of language acquisition and a basic sight vocabulary are important components the child needs before embarking on structured reading. In this school we aim to develop four types of vocabulary

- Listening vocabulary- the words we need to know to understand what we hear
- Speaking vocabulary- the words we use when we speak
- Reading vocabulary- the words we need to understand what we read
- Writing Vocabulary- the words we use in writing.

Basic Sight Vocabulary

Basic sight vocabulary is an important component of the language base the child needs before embarking on a structured reading programme. It will be acquired from a number of sources, such as language experience material, large-format books and a print rich environment. Sight vocabulary will be developed through the teaching of common words, core words i.e. Dolch lists, high interest words and social sight vocabulary and sight vocabulary from the rainbow reading scheme.

Phonological Awareness

The starting point for reading is the ability to recognise speech sounds. To support future reading, children must become aware that the words in their oral language are composed of small segments of sound in order to comprehend the way that language is represented by print. Therefore, before we expose children to print, we want to ensure that they have strong phonological awareness skills. Phonological awareness is considered an umbrella term that encompasses a range of subskills. These subskills include word awareness, syllable awareness, onset–rime awareness and, crucially, phonemic awareness.

Children will develop these skills using decodable readers e.g. Jellybean, Oxford Reading Tree, Reading Made Easy and Sounds Easy before progressing to the Rainbow Reading Scheme in senior infants to 6th class. Children also move on to PM levelled readers in senior infants, 1st class, 2nd class, in literacy lift off station teaching. The child's level is based on their instructional reading level. This level is assessed by SET at the beginning of the teaching block.

Phonemic Awareness activities begin for Junior Infants in the 1st week of school. The following early literacy skills will be developed, using playful learning opportunities and Learning Programmes.

- Listening
- Word Awareness
- Syllable Awareness
- Onset Rime Awareness
- Phonemes Identity: Initial Sounds
- Phonemes Identity: Final Sounds
- Phonemes Identity: Medial Sounds
- Phoneme Blending
- Phoneme Segmentation

Using a multi-sensory approach each letter sound is introduced with fun actions, stories and songs. Word families are introduced as well as alternative spelling patterns and sound exception work.

Children can begin reading activities after the first group of letters have been taught. The progress of the pace of this scheme will be determined by the teacher as they see suitable.

1. ***Learning letter formation:***

This is taught alongside the introduction of each letter sound. Typically, children will learn how to form and write the letters down during the course of the lesson.

2. ***Blending***

Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words.

3. ***Segmenting:***

When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become familiar with assembling and breaking down the sounds within words.

4. ***Heart words***

These are words with irregular parts, such as 'who' 'the' and 'are'. The children will identify the decodable parts of the word before learning rule exceptions 'by heart'. For example, 'are': the 'a' and 'r' are decodable and the children learn that the 'e' is silent.

Children will develop these skills using decodable readers e.g. Jellybean, Oxford Reading Tree, Reading Made Easy and Sounds Easy before progressing to the Rainbow Reading Scheme in senior infants to 6th class. Children also move on to PM levelled readers in senior infants, 1st class, 2nd class, in literacy lift off station teaching. The child's level is based on their instructional reading level. This level is assessed by SET at the beginning of the teaching block.

Station Teaching/Literacy Lift Off/Guided Reading

In this school we use Station Teaching and Guided Reading as an instructional approach to the teaching of reading and comprehension skills as well as oral language development. It allows for differentiated teaching to occur in small-groups.

Children are introduced to Station Teaching in junior infants, literacy lift off stations and guided reading when they have developed some early literacy skills, have a bank of sight vocabulary, have mastered some letter-sound relationships and understand that the ultimate goal of reading is comprehension of the text. Station Teaching, and Guided Reading allows the teacher to explicitly teach vocabulary, fluency, word identification, comprehension strategies and writing skills, to observe children's application of strategies as they are engaged in the act of reading and to scaffold their efforts on the spot.

Comprehension Strategies

Teachers explicitly teach specific strategies in each class that relate to both factual texts and fictional texts by modelling the language and process for children. Comprehension skills are developed through oral, reading and written work with an emphasis on discussion.

Comprehension Strategies taught in this school

Year 1			
	Term 1	Term 2	Term 3
Stage 1-4	Predicting	Making Connections	Using the Strategies
Stage 3 + 4	Inferring		Declunking
Year 2			
	Term 1	Term 2	Term 3
Stage 1-4	Questioning	Visualising	Using the Strategies
Stage 3 + 4	Determining Importance	Synthesis	Clarifying

Don't forget the other Reading Strategies too!

- Summarising (Junior Infants – 6th class)
- Re-reading (Junior Infants – 6th class)
- Skimming & Scanning (1st – 6th class)
- Reading on

- Adjusting Reading Rate
- Sounding out
- Using Analogy
- Consulting a Reference

Paired Reading

Shared Reading is co-ordinated by the class teachers.

Picture Books

Picture books are used on a regular basis to consolidate themes taught throughout the year. There are a large number of picture books in the library to support teaching and learning in the junior classes.

Class Novels

There is a range of class novels available for teachers to use. These novels cover a range of genres and assist with differentiated learning. Where possible there are audio versions available to assist with teaching and learning. Class novels can also be block booked through the local Libraries. The class novel can be used as reading material in a number of way:

- Individualised reading
- Group reading
- Whole class reading
- Teacher reading aloud: modelling and demonstrating

Library

Our school has a designated school library. This library has a wide range of books, which are available and suitable for all learning abilities.

Currently, our library stock includes the following:

- Big books
- Fiction/Non-Fiction Books
- Picture Books
- Poetry Books
- Books of various languages
- Reference Books
- Dictionaries

- Audio Books
- Resource Books for Teachers.
- Class Novels
- Tactile Books

Class teachers will be encouraged to visit local libraries with their class and will be encouraged to invite authors/mystery reader to the school.

Poetry - Poetry will be taught in the context of oral language, reading and writing.

- Through the use of poetry, we will expose the pupils to the experience of sounds of words, rhymes and rhythms, syllabication, wordplay and poetic licence.
- We will ensure that the pupils will develop an enjoyment for poetry through hearing and reciting poetry which will deal with topics of interest to the pupils
- Pupils will compose their own poems throughout the school year which will provide for the experience of this writing genre.
- Poetry will be integrated with other areas of the curriculum - drama, SPHE, special occasions and music.

In each class pupils will:

- learn poems and rhymes off by heart
- enjoy poetry
- discuss poetry
- respond to poetry - through discussions, drama, art, movement etc.
- self-expression through the medium of poetry - compose poems

Use of Dictionaries

Dictionaries are used from 3rd Class up. Formal time is devoted to teaching the children how to use a dictionary correctly.

WRITING

Broad objectives

This plan aims to provide a structured and sequential programme for teachers to enable children to:

1. Write clearly and fluently with the correct letter formation.

2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills with the aid of free writing copies.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship using print writing.

	Learning Outcomes for Junior & Senior Infants children	Learning Outcomes for First & Second Class children	Learning Outcomes for Third & Fourth Class children	Learning Outcomes for Fifth and Sixth Class children
Communicating	<p>Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.</p> <p>Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>	<p>Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.</p> <p>Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality.</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality.</p>
Understanding	<p>Use basic conventions of print and sentence structure.</p>	<p>Use more sophisticated conventions of print and sentence structure and a range</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p>

	<p>Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.</p> <p>Spell high frequency and high-interest words accurately.</p> <p>Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.</p>	<p>of verb tenses and connectives in their writing.</p> <p>Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.</p> <p>Spell a wide range of high-frequency words accurately and begin to use reference materials to check and correct spelling.</p> <p>Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.</p>	<p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing</p> <p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling.</p> <p>Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p>	<p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing</p> <p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling.</p> <p>Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p> <p>Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.</p>
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				Evaluate how vocabulary is used in various contexts in their writing
Exploring and Using	<p>Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p> <p>Explore and use the typical text structure and language features associated with a variety of genres.</p> <p>Develop an individual voice to share their thoughts, knowledge and experiences.</p>	<p>Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p> <p>Explore and use the typical text structure and language features associated with a variety of genres.</p> <p>Develop an individual voice to share their thoughts, knowledge and experiences.</p>	<p>Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.</p> <p>Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.</p> <p>Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.</p> <p>Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.</p>	<p>Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.</p> <p>Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.</p> <p>Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.</p> <p>Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.</p>

			<p>Examine and critically reflect on their own intent and influences as authors.</p> <p>Discuss and evaluate others' interpretation of their texts.</p> <p>Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.</p>	<p>Examine and critically reflect on their own intent and influences as authors.</p> <p>Discuss and evaluate others' interpretation of their texts.</p> <p>Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.</p>
<p>Programmes Used/ Interventions</p>	<p>Aistear</p> <p>Free Writing Copies</p> <p>Jolly Phonics</p> <p>Genre writing Plan</p> <p>Shared writing</p> <p>Mrs. Murphy's Handwriting,</p> <p>ICT – Chrome Books</p> <p>Station Teaching</p>	<p>Free Writing Copies</p> <p>Project Work and Presentations</p> <p>Genre writing plan</p> <p>Mrs. Murphy's Handwriting</p> <p>ICT – Chrome Books</p> <p>Jolly Grammar</p>	<p>Free Writing Copies</p> <p>Project Work and Presentations</p> <p>Genre writing plan</p> <p>ICT – Chrome Books</p> <p>Mrs. Murphy's Handwriting</p> <p>Guided Reading</p> <p>Jolly Grammmar</p>	<p>Free Writing Copies</p> <p>Project Work and Presentations</p> <p>Genre writing plan</p> <p>ICT – Chrome Books</p> <p>Mrs. Murphy's Handwriting</p> <p>Guided Reading</p>

Approach to Writing

At the earliest stages, writing is explored both from a technical and an expressive point of view. In addition to developing fine motor skills and correct letter formation, children are given the opportunity to explore the creative aspects of written expression. Initially, this is largely explorative and then structures of specific genres are introduced gradually.

As in the case of developing reading skills, writing increasingly becomes a primary vehicle for students to demonstrate their knowledge and learning across the curriculum. A special focus will be on developing students' awareness of various genres, both by reviewing examples and engaging in the creation of written compositions. The main resource for the classes is The Starlight Reading Programme and Reading A-Z Levelled Readers, the genre writing plan. At each class level, writing tasks exploring multiple genres, will be completed using a writing process including brainstorming/planning, drafting, revising and editing, redrafting and publishing. In addition, freewriting will be an essential component of writing practice, giving children an opportunity to explore expressive aspects of writing. Specific writing skills and conventions will form a core component of the English programme, applying these skills both in authentic writing tasks as well as structured exercises. Spelling and handwriting will continue to be developed, helping students see the link between these skills and the ability to communicate clearly.

Writing Genres

As part of the whole school plan, each class focuses on a particular genre each month. By the time a child has reached Fifth/Sixth Class, they will have experienced multiple different writing genres. The children will experience the different genres of writing through reading/being read to, teacher-modelled writing, shared writing, guided writing, all leading to independent writing.

The genres of writing: Narrative, Recount, Procedural, Report, Persuasive and Explanation

Plan to expose and teach the genres

E = Expose T = Teach

Timetable for Writing Genres Year 1 and Year 2 for All Classes

Writing Genre		
Year 1		
Term 1	Term 2	Term 3
Narrative Writing	Procedural Writing	Persuasive Writing/ Poetry

Year 2		
Term 1	Term 2	Term 3
Recount Writing	Explanation Writing	Report Writing/ Poetry

Grammar & Mechanics of Writing

Junior Infants	Senior Infants	1 st class	2 nd class
<ul style="list-style-type: none"> ● Introduction to text format and orientation. ● Capital letters ● Ending punctuation ● left-to right orientation. ● Spacing: finger width between words. 		Capital letters, sentence structure, proper nouns, common nouns, alphabetical order, definite & indefinite articles (the, a or an), plurals, pronouns, verbs, conjugating verbs, past tense, future tense, present tense, adjectives, compound words, adverbs, plurals, antonyms, speech marks, questions, parsing	Alphabetical order, sentence writing, speech marks, questions, proper nouns, adjectives, plurals (s) and (es), possessive adjectives, homophone mix-ups, sentences and verbs, adverbs, verb 'to be' (present and past), regular and irregular past tense, using a dictionary, proofreading sentences, expanding a sentence, conjunctions, plurals (s) and (ies), word webs, proofreading a story, prefixes, contractions, finding the meaning, suffixes (-ing, -er and -est) , interesting words,
3 rd class	4 th class	5 th class	6 th class
ABC order, addressing envelopes, capital letters, full stops and question marks, nouns, verbs, compound words, adjectives, verb tenses, plurals, antonyms and	Capital letters, full stops, masculine & feminine, question marks, common noun, singular & plural, pronouns, adjectives, verbs,	Capital letters, commas, nouns, gender of noun, verbs, tenses, adverbs, pronouns, adjectives, prepositions, conjunctions, apostrophe, quotations marks and plurals,	Capital letters, punctuation, review nouns, verbs, adjectives, prepositions and conjunctions, grammar revision, pronouns, adverbs, naming parts of speech, apostrophe, direct/indirect speech, extending sentences, homophones, homonyms,

synonyms, sentences, syllables, homophones, adverbs, apostrophes, prefixes, suffixes, contractions, homonyms, conjunctions, prepositions, exclamation mark,	commas, prepositions, The past tense – irregular words, contractions, common mistakes, conjunctions, ordinal numbers, quotation marks, adverbs.	compound words, similes, metaphors, contractions, idioms, abbreviations	homographs, synonyms and antonyms, personal pronouns, interrogative/demonstrative pronouns, abbreviations, compound words, suffixes
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Free Writing

All children will use free writing activities throughout the school. They will regularly work on their free writing and this will provide a record of progression throughout the school year. Children are told beforehand that it will not be marked, corrected or criticised. Children may be given an opportunity to read what they have written to the teacher. The children can choose the topic although they may need some guidance in the beginning. There is no pressure on children to “produce” an amount of writing. Spelling is not the focus of the work as it is about the child getting his/her message down. The reluctant writer may use picture to convey a message.

Junior Infants	Senior Infants	1st class	2nd class
As part of imaginative play, provide whiteboards and markers. In September, they start pre-writing activities. Letter formation starts after Christmas, using formation rhymes.	Writing during imaginative play. - 15-minute freewriting sessions beginning in the last term.	A minimum of 15 minutes per week in a separate copy.	At least 15 minutes once per week in a separate copy.
3rd class	4th class	5th class	6th class
At least 15 minutes once per week in a separate copy.		At least 15 minutes once per week in a separate copy.	

Handwriting

Children will be introduced to print writing in Junior Infants and print writing will be the style of writing used throughout the school. A print handwriting alphabet will be displayed in each classroom. Teachers will endeavour to display samples of the children's handwriting in their classrooms. Children will be encouraged to obtain a pen licence in the last term of 4th class onwards. Occasionally, incentives such as 'Writer of the Week' will be used throughout the school to encourage good writing practice.

Spelling

In this school, phonological awareness is introduced in the first week of Junior Infants. From this point the children engage in a systematic phonic programme developing both phonemic and phonological awareness, building the blocks for spelling work from 1st class onwards.

While the school's structured phonics plan plays a core part in the development of children's spelling ability, phonics alone cannot be used to teach spelling and a multi-disciplinary approach is required to ensure children do not rely solely on phonics when spelling.

We are cognisant of varying abilities and the need for pupils to experience success therefore individual class teachers will discuss the need to vary spellings for children receiving support in consultation with the SET and parents.

- In Junior and Senior Infants, Jolly Phonics, are used.
- Jolly Grammar Programme – 1st - 6th class
- Any Children who were highlighted in the Drumcondra Spelling tests as having a difficulty work on stairway to spelling with the SET teacher

The convention of spelling will be achieved progressively through a multidimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness.
- Linking it with onset and rime.
- Building up a bank of heart words.
- Having rich experience of environmental print.
- Compiling word walls and personal word banks, e.g. personal names, local place names, seasonal words.
- Using dictionaries and thesauruses.
- Using strategies such as:
 1. Predict, look, say, cover, write, check
 2. Music
 3. ICT
 4. Mnemonics
 5. Rhythm and rhyme

6. Creation of word searches
7. Spelling buddies
8. Breaking words into syllables
9. Exaggeration of the word
10. Learn and locate 'word strings'/chunks in words to spell successfully. Making and breaking words using magnetic letters.
11. Be provided with prompts to hear the words in context.
12. The ability to self-correct.

- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Literacy Support for pupils with additional needs.

Children with learning difficulties and special educational needs are helped to achieve their potential and access the Primary Language Curriculum in the core skills of oral language, reading and writing. Differentiation is outlined in our Cuntas Miosuil to enable the teacher reflect how effectively and successfully they have differentiated for children with differing needs in this subject Area.

Assessment is ongoing and a school support plan/school support plus plan is drawn up and co-ordinated by the SET in conjunction with the parents, class teacher and Special Needs Assistant (SNA) where applicable. Specific short term targets are agreed. Regular consultation also takes place with external professionals e.g. NEPS psychologist, NCSE advisors, Speech & Language Therapist, Occupational Therapists etc. The class teacher maintains first line of responsibility for the welfare of the child. Suitable resources are provided to meet the learning needs of individual children. The SET may provide direct instruction to individuals or small groups of children regarding literacy development, sometimes withdrawing from the classroom or through station teaching in the classroom and other co-teaching models, whichever is deemed most appropriate to meet the needs of the child/children. SET's meet with class teachers to plan, teach, assess and review the learning of pupils on a regular basis. More information can be found in the Special Education Policy.

A multi-sensory approach to teaching is provided to scaffold our students with additional needs. These include visual, auditory, kinaesthetic, and tactile activities to enhance learning and memory.

While methods of organisation are subject to change, the underlying principle is always that the children experiencing the greatest difficulty will get the most support in an inclusive whole-school framework.

E.A.L. Provision

The Department of Education (DE) provides additional educational resources for pupils who are learning English as an additional language (EAL) in primary schools. The English language needs of each child in our school will be assessed and support will be provided when necessary. EAL teachers work in a withdrawal and in-class support capacity, dependent on the needs of individual students.

Assessment

Assessment is seen as an essential element of the teaching and learning process. The school has set up and will continue to use an effective system of monitoring, recording and reporting children's progress through formal and informal assessment tests and standardised attainment tests as appropriate.

We identify pupils who achieve at or below the 10th percentile or above the 90th percentile on standardised tests in the Drumcondra English and Spelling standardised tests. We also identify children with special educational needs based on the opinion and observation of the class teacher and with input from other professional e.g. Speech and Language Therapist, OT, Medical Consultant and Psychologist etc. Where the needs of those children are being met, the school has the flexibility to provide for children above the 10th percentile.

As a school, we engage in:

- Assessment of Learning
- Assessment for Learning

These tests will be interpreted as needed by the class teacher and SET's. Parent's consultation will be sought at this stage to refer the child for further intervention where appropriate e.g. psychologist, speech and language therapist etc.

Assessment for Learning Strategies used in classrooms will include the following.

Self-assessment	Two stars and a wish	E-Portfolios
Peer assessment	Think, pair, share	W.A.L.T/W.I.L.F
Thumbs up/down	Questioning	Simple rubrics/checklists

Writing Portfolios	Teacher observation	Peer and self-assessment through feedback on oral and written presentations
Reading Log	Teacher comments/feedback on Seesaw/Class Dojo	KWL Charts
Checklists	Teacher designed tasks and tests Questioning - open ended	Exit slips

Conferencing

Teacher and parent

Teacher and pupil

Teacher and teacher

Teacher, parent and pupil

Questioning

- Cloze Test Questions
- Correcting responses
- Free-response questions
- Matching
- Multiple-choice questions
- Open questions
- Pupil questions
- True/false questions

Teacher Designed Tasks and Tests

- Group assignments
- Individual assignments
- Oral tests
- Teacher designed tasks and tests

- Written tests

Teacher Observation

Anecdotal Observation- personal observation on a casual basis

Work Samples

Target pupil observation

Timetable and organisation planning

A significant emphasis is placed on the provision of discrete time for oral language in the Junior to Middle classes, with a greater focus on integrated oral language time in Middle to Senior classes. The process of language learning is naturally developed through integrated activities and through a thematic/cross-curricular approach.

Circular 0056/2011 suggests schools increase the time spent on literacy to 6.5 hours in infants and 8.5 hours to seniors with *priority to the first language of the school*.

Time spent on English is 4 hours per week for Infant classes with a shorter day and 5 hours for Senior classes for students with a full day. This is approx. 48 minutes per day for infants and 60 minutes per day for other classes.

The whole school plan and the Primary Language Curriculum will seek to provide information and guidance to individual teachers for their long and short term planning.

Class teachers will be required to produce:

- Yearly/ Termly plans
- Fortnightly plans in conjunction with the New Primary Language Curriculum.

The Cuntas Míosúil will be used to measure the success of the English plan and will inform teachers' preparation for the following month.

Literacy and ICT

Acknowledging that ICT has its own unique literacy to be developed, ICT tools have the potential to help support the development of literacy across the curriculum. A variety of strategies are already being used in the school including the use of online programmes to develop phonemic awareness and basic reading skills as well as comprehension skills; the use of word-processing programmes for the drafting and redrafting of written work; whole-class revision of literacy skills using specific activities for IWBs; the creation of blogs, movies, audio recordings, podcasts and PowerPoint presentations in various interdisciplinary projects; and the use of the

internet for information gathering and research activities. Teachers regularly use the internet to source activities and lesson plans as well as research new texts and classroom resources.

- We have some ipads for use throughout the school. Each class is timetabled to use these tablets to assist with literacy activities. Each tablet is equipped with numerous Literacy and Phonics Apps to assist with the teaching of Literacy in the school.
- use Seesaw and Google Classroom to assist them in presenting oral reports, organise presentations, work collaboratively and foster better communication. Seesaw will Classes be used as assessment tools for class teachers also.
- A range of audiobooks are available from the Library.
- E-Books are available for teachers to use to assist with differentiated learning through online programmes.
- There are 13 Ipad for use by the whole school

Homework

Discrete English homework is a regular feature in all classes, from learning letter sounds and sight words to reading for pleasure. The learning of English spellings is also a consistent component. Typically, one written piece of homework is assigned that often has an interdisciplinary component.

Parental Involvement

Parents are encouraged to support their child's development of literacy skills by:

- Our initial meeting for parents of the incoming Junior Infants at which the importance of speaking with and listening to as well as reading to and with the young child is discussed.
- Written communications via the child's Homework diary
- Written communications e.g. the school Newsletter, App or website
- Attending parent/teacher meetings.

- Taking part in Whole School Literacy initiatives throughout the year.
- Enrolling their child in the local library and encouraging reading for pleasure. (Information on initiatives and opening hours in local libraries are made available to parents through the school app.)
- Supporting the work of the school by participating with their child in collaborative activities.
- Implementing suggested home-based activities in their child's classroom or school support plan and discussing the outcomes with the child's teachers.
- Book sharing/ reading stories.

- Storytelling e.g.as part of the bedtime routine.
- Paired reading (listening to and giving supportive feedback on oral reading)
- Having discussions about school and other activities to build vocabulary and thinking skills.
- Writing lists and short accounts about children’s experience.
- Using simple computer software and apps to support learning in English.
- Taking children on trips to the library, museum, zoo and other places of educational interest.

Community Links

- Children are encouraged to register with their local Library.
- Authors are invited to take part in writer’s workshops with senior classes.
- World Book Day is celebrated annually.
- Special events are scheduled throughout the year to mark cultures and heritages in the school.
- Children take part in various quizzes in the community and beyond eg. Credit Union and Scór

Continuing Professional Development

As an integral part of the Primary School Curriculum, English literacy will be addressed on a regular basis through staff meetings, other whole-staff professional development experiences and all curriculum planning exercises. Teachers are encouraged to seek out opportunities to improve their practice in literacy through their own personal continuing professional development, and all teachers are encouraged to consider connections between their annual personal professional development goals and literacy teaching/learning. Details of courses and training days relevant to the English programme will be emailed to staff. Finally, as part of the national Literacy and Numeracy Strategy, the school will avail of special professional development opportunities, as much as is practical, related to English literacy.

Equality of Participation/Access

We are committed to the provision of equal opportunities for all our pupils in the implementation of our English programme. Equal opportunities are provided to all pupils to participate in discussions, debates, reading and writing opportunities. We encourage gender awareness through promoting consideration of the roles associated with men and women in literature, the media and advertising as well as consideration of the language associated with such roles.

Success Criteria

The success of this school plan will be assessed based on the following criteria:

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

IMPLEMENTATION

Roles and Responsibilities:

ISM are responsible for:

- Lead the teaching and learning of Literacy throughout the school.
- Lead the school in a continuous process of self-evaluation in the area of Literacy.
- In consultation with other staff members, develop, promote and review school policy in relation to Literacy.
- Disseminate information about new ideas in the teaching and learning of Literacy.
- Encourage the implementation of Whole School strategies to improve areas of Literacy.

Class teachers are responsible for:

- The implementation of the English programme for their own classes.
- Differentiating the Primary Language Curriculum to meet the needs of all pupils within the class.

Timeframe:

This policy will be implemented following ratification from the Board of Management. It will be reviewed on a regular basis particularly in regards to developments and training within the New Primary Language Curriculum Framework.

Ratification

This policy was formally approved by the board of management at its meeting on _____.

Signed _____ Date _____
Ciara McGrath **Principal**

Signed _____ Date _____
Dean Paul Draper **Chairperson**

