

English Plan
St Fergus' N.S., Glin Co. Limerick

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English - Whole School plan

Introduction

This English Whole School Plan was prepared by the staff of St Fergus' N.S. during the academic year 2012-2013 and will be implemented in full from September 2013. It will be reviewed biannually.

Rationale

In St Fergus' N.S., we are committed to the holistic development of all pupils. We see the development of their fluency in the English language 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. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word. We believe in the need to develop literacy in all pupils in order to allow them to fully access the entire curriculum and to ensure that they can participate fully in the education system. In our school, therefore, we attach a high priority to giving pupils a command of English.

We are committed to the development of literacy in all of its guises and the advancement of the skills that it entails.

Aims of the English plan

We endorse the aims of the Primary School Curriculum for English

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

Broad Objectives, Content and Methodologies

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy taking into account The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 and the current emphasis on School Self Assessment.

Oral Language, Junior Infants to Rang 6

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

Oral Language: Content and Methodology for Junior & Senior Infants

Developing Receptiveness to Oral Language	Developing Competence & Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience, recognise and observe simple commands. <i>Observe commands and classroom instructions</i> ▪ Listen to a story or description and respond to it. <i>Oral responses to story. Questions and answers. Use of story tapes</i> ▪ Hear, repeat and elaborate words, phrases and sentences modelled by the teacher <i>Teacher models correct speech structure.</i> ▪ Use and interpret tone of voice expressing varying emotions <i>Teacher uses voice control to</i> 	<ul style="list-style-type: none"> ▪ Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. <i>Talk about experiences during news time, birthdays, maths time. Discuss child's future plans, holidays, after school activities. Maths – relate to Time SESE – related to Timelines Imaginary experiences – storytelling, drama, song</i> ▪ Choose appropriate words to name and describe things and events. <i>Vocabulary</i> 	<ul style="list-style-type: none"> ▪ Provide further information in response to the teacher's prompting. <i>Teacher provides comfortable environment and positive prompting. Give child time/space to respond. Give further encouragement and praise following response as a result of prompt. Use of Circle Time for Positive Environment.</i> ▪ Listen to a story or a narrative and ask questions about it. <i>Storytelling within the programme combined with questioning Use of Stay Safe/ Walk Tall programmes for further development of cognitive ability</i> 	<ul style="list-style-type: none"> ▪ Reflect on and talk about a wide range of everyday experience and feelings. <i>Everyday experiences expressed through News, SPHE, Walk Tall</i> ▪ Create and tell stories. <i>Finishing, sequencing, changing ending or beginning of stories. Use of objects to create a story, puppets</i> ▪ Listen to, learn and retell a rich variety of stories, rhymes and songs. <i>Use of variety of stories and rhymes. Re-tell stories that children enjoyed in the past, children's choice of stories.</i> ▪ Respond through discussion, mime and role-playing to

<p><i>express emotions during storytelling, poetry, drama, Big Books etc.</i></p> <ul style="list-style-type: none"> ▪ Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner. <i>Understanding and development of use of eye contact and body language</i> ▪ Mime and interpret gesture, movement and attitude conveying various emotions. <i>Integrated with SPHE. Appropriate conversation cues</i> 	<p><i>development and language enrichment</i></p> <ul style="list-style-type: none"> ▪ Experiment with descriptive words to add elaborative detail. <i>Vocabulary development and language enrichment</i> ▪ Combine simple sentences through the use of connecting words. <i>Language activities based on use of conjunctions 'and' 'because' 'then'</i> ▪ Initiate and sustain a conversation on a particular topic. <i>Sustain particular topic through circle time, news time. Use cross curricular subjects for language development – Alive O, SPHE, SESE</i> ▪ Use language to perform common social functions. Daily classroom interaction - <i>Use language for manners, formalities, orders, follow rules</i> 	<ul style="list-style-type: none"> ▪ Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. <i>Link with Maths for colour, shape, size. Everyday movements around classroom for order, e.g. Time, Circle Time, Action movement</i> ▪ Discuss different possible solutions to simple problems. <i>Provide a wide range and level of questioning</i> ▪ Ask questions in order to satisfy curiosity about the world. <i>Ask questions relating to child's own environment, experiences, family, news, SESE</i> ▪ Show understanding of text. <i>Questioning re text to develop appreciation and understanding</i> 	<p>stories, rhymes and songs heard and learnt. <i>Discuss poems/rhymes. Enjoyment of drama, oral language lessons. Discussion. Provide props for drama</i></p> <ul style="list-style-type: none"> ▪ Use language to create and sustain imaginary situations in play. <i>Development through drama, mime, role-play</i> ▪ Listen to, learn and recite rhymes, including nonsense rhymes. <i>Use of core list of Rhymes, riddles, for Junior and Senior infant Classes. Develop nonsense rhymes, change original rhymes</i> ▪ Listen to, learn and ask riddles. <i>Experience and enjoy riddles</i> ▪ Create real and imaginary sound worlds. <i>Use of Auditory discrimination tapes and CDs</i> ▪ Recognise and re-create sounds in the immediate environment. <i>Use of auditory discrimination tape. Creating sounds relating to pictures, animals, instruments, oral language posters. Listening to rain on classroom window. Discussion follows.</i> ▪ Experiment with different voices in role-playing, puppets. <i>Character development- variety of peoples, ages etc</i>
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Oral Language: Content and Methodology for 1st & 2nd Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional and Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience challenging vocabulary and sentence structure from the teacher. <i>In oral language activities and other curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use</i> ▪ Listen to stories, descriptions, instructions and directions and respond to them. <i>In English and other curricular areas, the children will have the opportunity to listen to stories and direction, and to respond to them. Use of story tapes.</i> ▪ Listen to sounds and respond to them. <i>Children will be encouraged to listen carefully to sounds, and to respond accurately to them</i> ▪ Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener. <i>The children will frequently have the opportunity to address the teacher and class, when</i> 	<ul style="list-style-type: none"> ▪ Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences. <i>Oral discussion during English language activities, as well as other curricular areas</i> ▪ Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. <i>In English and other curricular areas, the children will be encouraged to use increasingly more elaborate vocabulary and sentence construction</i> ▪ Experiment with word order and examine its implications for meaning and clarity. <i>Children will be encouraged to experiment and become aware of word order, especially in relation to past, present and future tense</i> 	<ul style="list-style-type: none"> ▪ Give a description, recount a narrative or describe a process, and answer questions about it. <i>Narratives and accounts in English Language activities, as well as other curricular areas</i> ▪ Listen to a story, poem or a narrative and ask questions about it. <i>Children will listen to stories and accounts given by the teacher, and will be encouraged to ask meaningful questions about what is heard.</i> ▪ Listen to other children describe experiences and ask questions about their reactions to them. <i>Children will</i> 	<ul style="list-style-type: none"> ▪ Describe and answer questions on everyday experiences and events. <i>News time, Religion, SPHE</i> ▪ Express feelings in order to clarify them and explain them to others. <i>Circle Time and SPHE</i> ▪ Tell stories in his/her own words and answer questions about them. <i>News time, other curricular areas</i> ▪ Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. <i>Use of a wide variety of poetry. Children will also be encouraged to bring in and recite their own poetry for the class</i> ▪ Use play and improvisational drama to sustain imaginary situations. <i>Based on other curricular areas as well as English</i> ▪ Listen to, learn and tell riddles and jokes. <i>Experience and explore riddles and jokes</i> ▪ Recognise and recreate sounds in the environment. ▪ <i>Use of the auditory discrimination tapes. Linked with Music programme.</i> ▪ Use imaginative play

<p><i>sharing news, telling stories, news item etc</i></p> <ul style="list-style-type: none"> ▪ Use gesture and movement to extend the meaning of what he/she is saying. <i>The child will frequently have the opportunity to address the teacher and class in a meaningful manner, as above</i> 	<ul style="list-style-type: none"> ▪ Focus on the subject under discussion and sustain a conversation on it. <i>Use of language posters and brainstorming to initiate and sustain discussion</i> Initiate discussions, respond to the initiatives of others, and have practice in taking turns. <i>Children will be encouraged to express opinions, and tell stories, re-count news events etc and will be encouraged to take turns and to listen to the expressions of others</i> 	<p><i>be encouraged to listen attentively to other children, and to question them meaningfully, whether working at English activities or other curricular areas</i></p> <ul style="list-style-type: none"> ▪ Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates. <i>Children encouraged to become increasingly explicit in their accounts.</i> ▪ Engage in real and imaginary situations involving language use. <i>This objective will be met through English activities, as well as through Drama, Poetry,</i> 	<p>to create humorous characters and situations. <i>Exploration of imaginary situations and characters, use of drama.</i></p>
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		<p><i>SPHE, and other curricular areas</i></p> <ul style="list-style-type: none">▪ Ask questions that will satisfy his/her curiosity and wonder. <i>Children facilitated to ask questions in English as well as in other curricular areas</i>	
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Oral Language: Content and Methodology for 3rd & 4th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience the teacher's use of challenging vocabulary and sentence structure. <i>Questions and instructions. Draw attention to new vocabulary</i> ▪ Give and follow instructions on how to perform a particular task or process. <i>Teacher instruction in conjunction with drama, class discussion, circle time etc</i> ▪ Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others. <i>Use of expression in reading, narrative etc</i> 	<ul style="list-style-type: none"> ▪ Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered. <i>Circle Time, news etc</i> ▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. <i>Group work and circle time</i> ▪ Present ideas that are relevant to the subject in a logical sequence. <i>Project work - Use of questions in sequence</i> ▪ Summarise and prioritise ideas. <i>Class discussion – brainstorming in groups and project work in groups</i> ▪ Discuss the meanings and origins of words, phrases and expressions with the teacher. <i>Based on phonics, History and Geography, eg Roman numerals, as</i> 	<ul style="list-style-type: none"> ▪ Discuss issues that directly affect his/her life. <i>Topics encountered in Circle Time, Stay Safe, Walk Tall etc</i> ▪ Discuss a story being read and predict future events and likely outcomes in it. <i>As in reading, e.g. what will happen next in the story</i> ▪ Discuss different possible solutions to problems. <i>What would you do? Circle Time, Walk Tall, Stay Safe etc</i> ▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. <i>Topics encountered in Circle Time, Stay Safe and Walk Tall</i> ▪ Discuss causes and effects in relation to processes and events and predict 	<ul style="list-style-type: none"> ▪ Describe everyday experiences to the class or group and discuss them. <i>News, Circle Time, religion etc</i> ▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. <i>Based on reading materials and class discussions</i> ▪ Express reactions to events and characters in stories. <i>Based on reading and class discussions</i> ▪ Discuss reactions to poems. <i>Question the children. Allow them to give their views</i> ▪ Create and tell stories to the class or group and retell them after questioning, comparing the versions. <i>Teacher directed as well as developed by child</i> ▪ Express feelings and attitudes through improvisational drama. <i>Drama, stories. Acting out a poem</i> ▪ Create and sustain imaginary contexts through improvisational

	<p><i>well as English</i></p> <ul style="list-style-type: none"> ▪ Become aware of new words and new connotations of words through his/her reading and writing experience. <i>underline and explain new words</i> ▪ Play synonym and antonym games. <i>Words encountered in reading and the writing of same, e.g skills book</i> ▪ Become familiar with the functions without necessarily using technical grammatical terms. <i>Skills books and activity book work</i> ▪ Practice the common social functions in the everyday context of class and school and through improvisational drama. <i>Instructions e.g. Good morning, Proper Line etc</i> ▪ Use improvisational drama to re-create well-known characters. <i>Nativity Plays, history plays etc</i> 	<p>possible outcomes. <i>As well as English work, SPHE work – consequences of choices made</i></p> <ul style="list-style-type: none"> ▪ Listen to a presentation and discuss and decide which are the most important questions to ask. <i>Questions, eg what top five questions would you ask a famous person?</i> ▪ Learn how to use the basic key questions. <i>Use of – who, what, when, where, why etc? Essays and critiques and project work</i> ▪ Make presentations to the class about his/her own particular interests. <i>Informally in class as well as formally project work and Circle Time</i> ▪ Justify personal likes and dislikes. <i>Discuss books etc in class</i> ▪ Argue a point of view and try to persuade others to support it. <i>Beginning</i> 	<p>drama. <i>Dramatisation of stories, poems etc</i></p> <ul style="list-style-type: none"> ▪ React to poems through improvisational drama. <i>Dramatisation of poetry</i> ▪ Dramatise stories. <i>Dramatisation of stories read in reading time as well as SPHE, Religion, history etc</i> ▪ Experience and enjoy playful aspects of language. <i>Tongue twisters, synonyms, antonyms, compound words, riddles and rhymes, nonsense verse</i>
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		<p><i>Debate in class</i></p> <ul style="list-style-type: none">▪ Explore reactions to ideas through improvisational drama. <p><i>Character roles – happy/sad etc</i></p>	
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Oral Language: Content and Methodology for 5th & 6th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure. <i>Discussion, debate, questioning, reasoning. Listening to and extracting key ideas, synopsis.</i> ▪ Listen to expressions, reactions, opinions and interpretations and retell or summarise them. <i>Debate, discussion, news telling, reporting</i> ▪ Listen to radio broadcasts and discuss what has been learned. <i>Re-telling news. Discussion</i> ▪ Follow detailed instructions or directions from others in order to test their accuracy. <i>Explorations, instructions/directions</i> ▪ Take part in games in which unseen objects are identified from descriptions given by other pupils. <i>Questioning and description activities</i> ▪ Be continually aware of the importance of gesture, facial expression, audibility and 	<ul style="list-style-type: none"> ▪ Acquire the ability to give detailed instructions and directions. <i>Instructions and explorations</i> ▪ Converse freely and confidently on a range of topics. <i>Debates. Reasoning a point, Defending viewpoints</i> ▪ Give and take turns in an environment where tolerance for the views of others is fostered. <i>Teach respect for communication through turn taking, formal debates, Circle Time, Language Games</i> ▪ Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. <i>S.P.H.E. Role play and mime, Circle Time</i> ▪ Discuss the positive and negative effects of jargon, slang, colloquialisms and cliché, and express examples of them in his/her 	<ul style="list-style-type: none"> ▪ Discuss ideas of major concern. <i>Debate. Discussion. Circle Time Topical, national and international issues.</i> ▪ Discuss ideas and concepts encountered in other areas of the curriculum. <i>Discussion, debate and questioning during English time as well as in other curricular areas</i> Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept. <i>Local issues to global issues. Personal issues to more general</i> ▪ Use the basic key questions and checking questions as a means of extending knowledge. <i>Use of who, what, where, why etc in English work as well as in project work</i> ▪ Listen to a presentation on a particular topic, decide through discussion which 	<ul style="list-style-type: none"> ▪ Discuss with others his/her reactions to everyday experiences and to local, national and world events. <i>News telling and discussion. Circle Time</i> ▪ Discuss the concerns of other children. <i>Everyday experiences as well as issues of local, national and international concern</i> ▪ Discuss ideas, concepts and images encountered in literature. <i>Discussion, Art-Film, Book, Picture, Debate based on literature</i> ▪ Discuss personal reading and writing. <i>Reading aloud children's compositions. Discussion on these</i> ▪ Express individual responses to poems and literature and discuss different interpretations. <i>Expressing personal preferences and re-actions.</i>

<p>clarity of enunciation in communicating with others. <i>Good diction with appropriate expression encouraged</i></p> <ul style="list-style-type: none"> ▪ Use mime to convey ideas, reactions, emotions, desires and attitudes. <i>Character role play and non-verbal communication</i> ▪ Interpret mood, attitude, emotion and atmosphere in video extracts, stories, dramas, advertisements, paintings and photographs. <i>Discussion, assigning conversation to pictures</i> ▪ Listen to authors reading and discussing their own work. <i>Interviews, character interviews and questioning</i> 	<p>own language. <i>Discussion of jargon, slang, different usage etc</i></p> <ul style="list-style-type: none"> ▪ Understand the functions and know the names of the parts of speech. <i>Noun, verb, adjective, adverb, conjunction, articles</i> ▪ Learn about and name the basic properties of nouns and verbs. <i>Different types of nouns. Functions of verbs. Tenses of verbs-past, present, future, past participle, conditional</i> ▪ Become familiar with compound and complex sentences and know and understand the terms 'phrase' and 'clause'. <i>Teacher directed lessons, and contextual usage</i> ▪ Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts. <i>Narratives, reporting, description activities</i> ▪ Discuss the meaning, effect and diversity of local words and expressions. 	<p>are the most appropriate questions to ask, and then prioritise them. <i>Questioning logic</i></p> <ul style="list-style-type: none"> ▪ Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates. <i>Debate. Defending viewpoint</i> ▪ Justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view. <i>Debate. Defending viewpoint</i> ▪ Respond to arguments presented by the teacher. <i>Questioning and debating</i> ▪ Discuss the value, truth or relevance of popular ideas, causes and proverbs. <i>Discussion, debate, creative enquiry, Circle Time</i> ▪ Explore and express conflicts of opinion through improvisational drama <i>Character interviews and role play</i> ▪ Explore historical contexts through improvisational 	<p><i>Discussion</i></p> <ul style="list-style-type: none"> ▪ Discuss plays, films and television programmes. <i>Discussion, story re-construction, compare classification of genre</i> ▪ Experience and enjoy playful aspects of language. <i>Nonsense poetry, riddles, rhymes, limericks, tongue twisters, pneumonics, pallandrones</i>
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	<p><i>Exploration and discussion of local words, phrases, syntax usage</i></p> <ul style="list-style-type: none"> ▪ Hear accents and dialects other than his/her own on tape, on video and in person and discuss them. <p><i>Awareness of and Respect for accents and dialects other than their own</i></p> <ul style="list-style-type: none"> ▪ Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations. <p><i>Character role-play. Story reconstruction</i></p>	<p>drama. <i>Character interviews, role play and news telling</i></p>	
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Assessment of Oral Language

- Assessment of Oral Language will help to inform teacher planning. For this reason it will be considered **Assessment for Learning** as well as **Assessment of Learning**.
- Assessment of oral language will be mainly through teacher observations through the school day.
- Drumcondra English Profile will be used as indicators for this purpose.

Resources for Oral Language

- Reading Zone by Folens is the English scheme in use throughout the school. Ranganna na Naíonáin to Rang II use the Oral Language posters to accompany the Reading Scheme for their discrete Oral Language times. Ranganna Naíonáin to Rang II also use the Oral Language Programme from Fallons which accompanies the Wonderland scheme.
- Ranganna III-VI use Listening and Speaking from Folens for their discrete Oral Language lessons.

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.

Phonics

General Principles

- This programme is based on Jolly Phonics
- A systematic phonic programme with daily instruction is recommended.
- An ideal lesson should follow these steps:
 - 1 Review of sight words containing the sound, shop, ship etc
 - 2 Isolation and identification of the sound: sh
 - 3 Blending of the sound with known endings, e.g. sh-ape, sh-ade etc
 - 4 Spelling the new words
 - 5 Activities, e.g word building sh_____
- In building up a sight vocabulary, pupils should be introduced to the major phonic elements within each word, eg stand= st sound =+ -nd sound
- It is desirable that the phonic programme should be integrated with the spelling programme
- From Rang 1 upwards, phonic instruction will be based on sight words from the Reading Scheme

Glossary of terms

Phonic method

An approach to reading instruction where the emphasis is placed upon the sound value of letters as a means of word recognition

Analysis

Breaking down a word into its individual letter sounds, e.g. ship = sh+I+p

Blending

Linking together the individual sounds to form the whole word, sh+ee+p

Digraph

Two letters, vowel or consonant, which combine to make one sound:
chin meat

Diphthong

Two vowels blending to make one sound: oil

Assessment

Assessment in phonics will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:

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

Senior Infants – as above

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

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

Resources**Junior Infants**

Jolly Phonics Manual and Resources
Phonics Workbook
Word Lists

Senior Infants

Jolly Phonics Resources
Phonics Ladder
Word lists
Workbook

Rang 1 – Rang 6

Phonics Ladders
Phonics worksheets
Phonic Poems

Software Resources

Software to accompany Jolly Phonics and also a list of websites for phonics is available for all teachers on the school Dropbox account. These are mentioned below

English Curriculum & ICT Links

Infant Classes

David Mc Mahon PDST 2011/ 2012

<u>Strands, Strand Units & ICT Links</u>	<u>Descriptor of Resource & Learning Objective</u>
<p>Strand Unit: Oral Language</p> <p>Oral Language - CrickWeb Literacy</p> <p>Oral Language – Listen & Respond</p> <p>Oral Language – Language Cards</p> <p>Oral Language – Flashcard Generator</p> <p>Oral Language – Letter Stories</p>	<ul style="list-style-type: none"> • Listen to a story or description and respond to it • Hear, repeat and elaborate words, phrases and sentences modelled by the teacher • Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
<p>Strand Unit: Reading</p> <p>Reading - Starfall Poetry</p> <p>Reading - Literactive</p> <p>Reading – Starfall Reading</p> <p>Reading – BookPop Stories</p> <p>Reading – Letter Sounds</p>	<ul style="list-style-type: none"> • Re-read, retell and act out familiar stories, poems or parts of stories • Listen to, enjoy and respond to stories, nursery rhymes, poems and songs • Encounter early reading through collaborative reading of language-experience material
<p>Strand Unit : Writing</p> <p><u>Writing – Magic Key Writing</u></p> <p>Writing – Skywriter Letters</p> <p>Writing - Printables</p> <p>Writing - Frameworks</p> <p>Writing – Jenny Eather Site</p>	<ul style="list-style-type: none"> • Learn to form and name individual letters using various materials • See the teacher model writing as an enjoyable experience • Hear a rich variety of stories, rhymes and songs and draw and write about them

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English Curriculum & ICT Links

Middle & Senior Classes

David Mc Mahon PDST 2011/ 2012

<p><u>Strands, Strand Units & ICT Links</u></p> <p>Strand Unit: Oral Language</p> <p>Oral Language – BBC Skillswise</p> <p>Oral Language – Spellings & Vocabulary</p> <p>Oral Language – Poems & Stories</p> <p>Oral Language - Planning Resources</p> <p>Oral Language - ImageBank</p>	<p><u>Descriptor of Resource & Learning Objective</u></p> <ul style="list-style-type: none"> • Discuss the meanings and origins of words, phrases and expressions • Learn how to use the basic key questions. • Discuss favourite moments, important events and exciting characters in a story, play or poem. • Express reactions to events and characters in stories, poems & drama.
<p>Strand Unit: Reading</p> <p>Reading – BBC Skillswise</p> <p>Reading - Bitesize Skills</p> <p>Reading – Classic Novels</p> <p>Reading – Planning Resources</p> <p>Reading - Literactive</p>	<ul style="list-style-type: none"> • Understand the relationship between text and illustration. • Develop basic information retrieval skills and experience different types of text. • Continue to develop comprehension strategies to deal with narrative, expository and representational reading material. • Share responses with other children and with adults to cultivate a community of readers

Strand Unit : Writing

[Writing - Grammar Zone](#)

[Writing – Primary Resources](#)

[Writing - Writing Genres](#)

[Writing - Paragraphs](#)

[Writing – Planning Resources](#)

[Writing – CrickWeb](#)

[Writing – PPDS Tutorials](#)

- Experience a classroom environment that encourages writing.
- Learn to revise and re-draft writing so as to expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.
- Write in a variety of genres with greater sophistication.
- Express his/her reactions to particular experiences in writing.
- Express a personal reaction to ideas, emotions and images encountered in literature. Sketch an ordered summary of ideas and draft a writing assignment based on it.

Homework

Homework in Phonics will not be given in isolation, as it will come under spellings and functional writing

Communication with parents

Particular problems will be documented informally and parents will be orally notified. They will be encouraged to help the child, and will be shown how to support their child's learning in this area, eg through work lists, word games, strategies etc. Notes should be made in the child's file of any such consultations with parents

School Phonics Programme

Junior Infants

1. Consonants in initial positions (names and sounds) s, t, p, n, c, k, h, r, m, d, g, l, f, b, j, z, v, y, x, qu (as in Jolly Phonics Programme) to be introduced by Christmas
2. Short vowels in initial positions (names and sounds).
Blending of initial sounds when 3 sounds taught, i.e. s-a-t = sat
3. Short vowels in medial positions = familiarization with short vowel sounds
4. Revision of initial sounds after Christmas
5. Continue blending to make 3 letter words, e.g. cab
6. Building up word families (cat, bat, mat etc)
7. Introduction of onset and rime, e.g. c = at
8. Depending on readiness, introduce sounds
Ai oa ie ee or

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

Senior Infants

1. Teachers revises Junior Infant Jolly Phonic Programme, and finishes sounds
2. ai oa ie ee or ng oo ch sh th ou
 oi ue er ar
3. Pay particular attention to discriminating between vowel sounds
4. NB word lists on page 143-154 of Jolly Phonics
5. Concentrate on analysis and blending

Rang 1

1. Consonants in initial positions
2. Teachers revises Jolly Phonic Programme, and begins on Jolly Grammer 1 or 2 –based on the class grouping and work covered in the double class the previous year.
3. g(hard) k v y j (fun, king etc)
4. Final double consonants: -ss -ll (mass, hill etc)
5. Common endings: -ed -ing -s (singing, sings etc)
6. Initial blends bl cl fl gl pl sl sp st
7. Final blends : -nd -st -nt -ft
8. Initial diagraphs: ch- sh- th-
9. Final diagraphs -ch -sh -ng
10. Common irregular words: taken from reading scheme
11. Long vowels with silent e

Rang 2

1. Long vowels with silent e: mane, fine, bone, cure
2. Double e: -ee , bee etc
3. Initial blends: sm- sn- sc- sk- sw- tw- br- cr- dr-
 fr- pr- gr- tr-
4. Final blends: -lt -sp -ld -sk -ly
5. Word endings: -er -est d -ly
6. Initial diagraphs: qu- wh- ph-
7. Final diagraphs: -th -tch -st -th -ck

8. Vowel digraphs: -ay- -ea- -ie -oe-
Teach: **when 2 vowels go walking, the first one does the talking**
9. Simple two-syllable words: kitchen hotel
10. Common irregular words, e.g. cough, ghost etc based on reading scheme

Rang 3

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow (bow tie/bow your head)
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: their/there see/sea no/know
two/to/too etc
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-
(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. three and four syllable words: aeroplane television

Rang 4

As in rang 3, plus

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: hole/whole eight/ate deer/dear not/knot
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-
(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. Irregular words: busy etc. take irregular words from scheme

Rang 5

1. Root families e.g. express/expressing/expression
2. Prefixes
3. Suffixes
4. Syllabication
5. Compound words
6. Simple homonyms: extension of work in Rang 3 and Rang 4. More challenging groups
7. Irregular words based on reading scheme

Rang 6

1. Root families
2. Prefixes
3. Suffixes
4. Syllabification
5. Compound words
6. Simple homonyms: revise earlier work, plus more challenging lists
7. Irregular words based on reading programme

Reading: Content and Methodology for Junior & Senior Infants

Developing Concepts of Language & Print	Developing Reading Skills & Strategies	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Listen to, enjoy and respond to stories, nursery rhymes, poems and songs. <i>Children become familiar with a range of stories, nursery rhymes and poems. Core list of nursery rhymes</i> ▪ Become an active listener through the development of a range of listening activities based on stories read or told. <i>Predict endings of stories. Change endings. Re-telling stories and rhymes</i> ▪ Play with language to develop an awareness of sounds. <i>Wrong words at the end of a rhyme – pupils spot and correct. Nonsense verse</i> ▪ Develop a sense of rhythm and rhyme. <i>Through nursery rhymes and poetry</i> ▪ Become familiar with a wide range of environmental print, beginning with print in the classroom. <i>Flashcards in room. Labelling</i> 	<ul style="list-style-type: none"> ▪ Experience the reading process being modelled. <i>Teacher reads books and big books aloud to children</i> ▪ Handle books and browse through them. <i>Shared reading programme and Library Corner, and DEAR Time. Shared Reading will be implemented for January in Junior Infants, and from September in Senior infants</i> ▪ Encounter early reading through collaborative reading of large-format books and language-experience material. <i>Big books, Pre-reading big books and other picture books</i> ▪ Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read. <i>Sight vocab will mainly be based on the Reading programme flashcards and Dolch lists</i> ▪ Learn to isolate the beginning sound of a word or syllable. <i>in accordance with Phonics programme</i> ▪ Learn to isolate beginning and final sounds in written words. <i>Onset and rime.</i> 	<ul style="list-style-type: none"> ▪ Re-read, retell and act out familiar stories, poems or parts of stories. <i>Incorporate drama with story time and poetry. Movement with stories and rhymes</i> ▪ Recall and talk about significant events and details in stories. <i>Questioning and discussion of stories</i> ▪ In conjunction with Aistear analyse and interpret characters, situations, events and sequences presented pictorially <i>Focus on illustrations while discussing characters. Characters in role/drama. Sequencing stories. Integrated with SESE</i> ▪ Predict future incidents and outcomes in stories. <i>Prediction of</i> 	<ul style="list-style-type: none"> ▪ Associate print with enjoyment through listening to stories and poems read aloud. <i>Creation of comfortable reading environment with minimum disruption. Use variety of texts and materials to retain interest, e.g. Big Books, posters, fiction and factual books, puppets, drama etc</i> ▪ Respond to characters, situations and story details, relating them to personal experience. <i>Questioning and discussion. Relating to child's own situation. Developing empathy</i> ▪ Perceive reading as a shared, enjoyable experience. <i>Promoting Shared Reading at home and in school, in accordance with school policy</i> ▪ Record response to text through pictures and captions. <i>Creation of drawings relating to events in story or poem. Pictures of characters. Design new book cover, illustrations etc</i> ▪ Pursue and develop individual interests through engagement with books. <i>Questioning and follow up discussion on shared reading. Allow pupils choose books for Shared</i>

<p><i>items. Signs around school. Link with SPHE – road signs etc</i></p> <ul style="list-style-type: none"> ▪ Learn about the basic terminology and conventions of books. <i>Use of big book. Terminology of books discussed at storytelling time. Focus on author, text, cover, illustrations</i> ▪ Learn to recognise and name the letters of the alphabet. <i>Linked with phonics and handwriting</i> ▪ Develop an awareness of some letter-sound relationships <i>Linked with school Phonics programme</i> 	<p><i>Mainly oral work at Junior infant level</i></p> <ul style="list-style-type: none"> ▪ Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable. <i>Onset and rime</i> ▪ Use knowledge of word order, illustration, context and initial letters to identify unknown words <i>Encouraging use of contextual clues to de-code print</i> ▪ Engage in shared reading activities. <i>Junior infants will engage in Shared Reading from January, and Senior infants from September</i> 	<p><i>outcomes and endings</i></p> <ul style="list-style-type: none"> ▪ Differentiate between text and pictures. <i>Structure of book</i> ▪ Understand the function of text. <i>Text portrays words and story</i> 	<p><i>Reading, C.A.P.E.R. time</i></p>
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Reading: Content and Methodology for First and Second Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Continue to experience the reading process being modelled. <i>Teacher reads stories aloud to the class. Big books are read/re-read</i> ▪ Engage in shared reading activities. <i>Each class will have 2/3 blocks of shared reading time each year</i> ▪ Visit the school library and the local library. <i>Each group of children will have a library box of suitable books. The boxes will be changed regularly</i> ▪ Continue to build a sight vocabulary of common words from books read and from personal experience. <i>Flash cards to illuminate English and other curricular areas, nature, Religion etc</i> ▪ Engage in activities designed to increase awareness of sounds. <i>Phonic education in accordance with school scheme, and phonic activities accompanying English scheme</i> ▪ Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable. <i>Drills based on the phonic programme</i> 	<ul style="list-style-type: none"> ▪ Read from a range of children’s literature, choosing material for reading during silent reading periods <i>Children choose reading material from the library boxes and from the shared reading sets</i> ▪ Engage in personal reading <i>Children will be encouraged to read when they are finished assignments, written work etc. Classes will also frequently engage in DEAR time – Drop Everything and Read. Participation in Readathon and Book Fair</i> ▪ Learn to find books in a classroom or school library <i>Each group of children will have a library box of suitable books. The boxes will be changed regularly. Children will be encouraged to choose their own books</i> 	<ul style="list-style-type: none"> ▪ Pursue individual interests through independent reading of fiction and non-fiction <i>Children will pursue their individual interests through choosing books from library boxes and shared reading boxes</i> ▪ Adopt an active approach to a text by posing his/her own questions <i>Children will regularly be asked to make up their own questions relating to a piece of text read</i> ▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material <i>Children will be encouraged to review their shared reading and/or library books for the class, and give recommendations</i> ▪ Develop comprehension strategies <i>Through discussion of text read, the child will continue to develop his/her comprehension</i> 	<ul style="list-style-type: none"> ▪ Continue to listen to and enjoy stories and poems being read aloud <i>Teacher will frequently read poems and stories aloud to class</i> ▪ Engage in spare-moment reading and browsing by having ready access to reading material <i>Each group of pupils will have access to a library book, which will be frequently changed</i> ▪ Engage with a wider variety of text <i>Library boxes and shared reading boxes will contain a wide variety of books – fiction, factual, encyclopaedia, nature etc</i> ▪ Experience enhanced levels of self-esteem through success in reading <i>Children will experience success through reading at their own levels</i> ▪ Listen to entire stories read aloud in instalments <i>Teacher selects books to read aloud in instalments</i> ▪ Respond to characters and events in a story <i>Through discussion and drama, the</i>

<p><i>as above</i></p> <ul style="list-style-type: none"> ▪ Learn about the sounds associated with the beginning of a word or syllable. <i>Drills to re-inforce onset and rime, using words from class reader, and words from phonic programme</i> ▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. <i>Drills as above</i> ▪ Learn about common word endings, word families and roots of words <i>Exercises and drills based on words from readers, and based on phonic programme</i> ▪ Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words. <i>The child will be encouraged to use various word attack methods when de-coding print. An encouraging reading environment will be facilitated</i> ▪ Self-correct reading errors when what s/he reads does not make sense. <i>Encouraging reading environment will be facilitated, and children will be encouraged to guess and self-correct</i> ▪ Develop reading skills through engaging with reading material appropriate to his/her stage of 	<p><i>according to their interest. Children will also choose their own books for shared reading etc.</i></p> <ul style="list-style-type: none"> ▪ Read aloud to share a text with an audience <i>Children will be encouraged to read aloud from class text, from shared reading books, from own choice books, and from own writings, news items etc</i> ▪ Find information and share it with others <i>Pupils will be encouraged to find information relating to nature, religion and other curricular areas as well as English, from books, IT, and from interviewing others, and they will be encouraged to share their information with others</i> ▪ Perform simple information retrieval tasks <i>Use of age appropriate books, IT, dictionaries and encyclopaedias to find information relating to</i> 	<ul style="list-style-type: none"> ▪ Perform alphabetical order tasks <i>The child will be given frequent alphabetical ordering tasks, and will be taught how to attack these</i> ▪ Predict future events and outcomes in a book that is being read aloud <i>Teacher will facilitate the children to predict future events and outcomes when reading from class texts and other books to the class</i> ▪ Express a more formal response by giving a considered personal opinion of a book in oral or in written form <i>Pupils will frequently be afforded the opportunity to review their shared reading and/or personal reading books for their class mates. Pupils will also complete simple written book review forms.</i> 	<p><i>children will explore and relate to characters and events in stories</i></p> <ul style="list-style-type: none"> ▪ Explore different attitudes and feelings by imagining what it would be like to be certain characters <i>Through discussion and drama, the children will explore different attitudes and feelings expressed by characters</i> ▪ Engage frequently in informal discussion of books with teachers and others <i>Teachers and shared reading partners will engage frequently in informal discussion of the material read</i>
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<p>development. <i>Resources will include class readers, sets of novels, shared reading books and library boxes</i></p> <ul style="list-style-type: none"> ▪ Adapt his/her reading style for different purposes. <i>Children will have the opportunity to read class reader, library books, as well as other reading assignments including liturgical readings, news items, book reviews, poems etc</i> 	<p><i>topics in English as well as other curricular areas.</i></p>		
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Reading: Content and Methodology for 3rd & 4th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Use more than one strategy when reading unfamiliar text. <i>Pictures, discussion, new word, word building, story as context builder, read summary</i> ▪ Identify unfamiliar words by reference to word parts, prefixes and suffixes. <i>Break words into parts. Use of sounds, phonics, phonemics</i> ▪ Continue to self-correct reading errors. <i>Reading aloud, comprehension questions, Cloze procedures</i> ▪ Become an increasingly independent reader. <i>DEAR time, print rich environment, library, research projects</i> ▪ Understand the relationship 	<ul style="list-style-type: none"> ▪ Have access to a plentiful supply of books in the classroom and in the school library. <i>Library books, shared reading books, Readathon, Book clubs, Book Fair etc</i> ▪ Use library facilities outside the school. <i>Children will be encouraged to use library outside of school</i> ▪ Select personal reading material and develop personal taste in reading for pleasure and information. <i>Children encouraged to choose own books for Shared Reading, DEAR, Book Fairs etc. Book reviews, both oral and written</i> ▪ Experience different types of text. <i>Factual books, encyclopaedia</i> 	<ul style="list-style-type: none"> ▪ Extend participation in listening and silent reading activities. <i>DEAR time, reading at home, discussion of children's preferences.</i> ▪ Read short books in one sitting to experience success in reading. <i>Shared reading books, Comics, O'Brien Readers, Wellington Square readers</i> ▪ Explore new interests and perspectives through reading. <i>Range of factual books available in classroom library, shared reading etc</i> ▪ Read books independently. <i>DEAR time, readathon, independent personal reading</i> ▪ Seek recommendations for books to read and recommend books to others. <i>Encourage children to orally recommend books to others</i> ▪ Continue to use information technology to increase motivation to read and to enhance reading development. <i>At home and at school</i> ▪ Know the structure 	<ul style="list-style-type: none"> ▪ Extend and develop his/her response to increasingly challenging reading material. <i>Discussion. Changing endings. Writing about text</i> ▪ Engage in talk about books. <i>Discussion. Reviews, Written accounts</i> ▪ Talk about choice of books and the reasons for choices. <i>Discussion. Reviews, written accounts</i> ▪ Recognise and discuss differences in reading tastes. <i>Individual preferences recognised and discussed.</i> ▪ Share responses with other children and with adults to cultivate a community of readers. <i>Shared reading. library</i>

<p>between text and illustration. <i>Discussion of picture before reading, identify character from reading text. Relate what incident from text is illustrated</i></p> <ul style="list-style-type: none"> ▪ Refine his/her listening skills through hearing the teacher read aloud. <i>Teacher reads stories, poems, plays. Question children afterwards.</i> 	<p><i>, dictionaries, Research books, newspapers etc</i></p> <ul style="list-style-type: none"> ▪ Engage with a wide variety of poetry and verse on a regular basis. <i>Read and discuss poems, Make up poems, compare poems</i> ▪ Develop basic information retrieval skills. <i>Dictionary, ICT, Encyclopaedia, magazines, project work</i> ▪ Use simple dictionaries effectively. <i>Use of set dictionary from 3rd Class upwards. Working in pairs, set questions on words looked up. Put words in sentences etc</i> 	<p>and terminology of books. <i>Discussion and questioning on author, titles, illustrators, chapters, table of contents etc</i></p> <ul style="list-style-type: none"> ▪ Develop skills in locating and handling books through using well-stocked school and classroom libraries. <i>Reading and researching books from library</i> ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. <i>Discussion, questioning, Cloze procedures</i> ▪ Use a knowledge of printing conventions as an aid to expression and comprehension. <i>Knowledge of capital letters, spelling, paragraphs, punctuation</i> ▪ Keep a record of his/her reading in various forms. <i>Recording books and authors in written and IT format. Records on Reading Logs, Shared Reading Record Cards, Keeping book reviews</i> 	<p><i>books. Critiques of books read</i></p> <ul style="list-style-type: none"> ▪ Experience a shared response to fiction through the use of a class novel. <i>Reading aloud a class novel, from 3rd Class onwards</i> ▪ Read aloud with expression. <i>Dramatic reading. Drama, Role play</i>
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Reading: Content for 5th & 6th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Achieve proficiency in word identification by refining the different word identification skills. <i>Breaking words into parts, word building, phonics, phonemics, contextual clues</i> ▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication. Link with phonics. <i>Word building, word analysis, classification</i> ▪ Engage with an increasing range of narrative, expository and representational text <i>C.A.P.E.R. Use of class novels, internet, research reading, Science, history and</i> 	<ul style="list-style-type: none"> ▪ Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability. <i>Class library, local library, magazines, newspapers, internet, DEAR time. Introducing the short story, C.A.P.E.R.</i> ▪ Engage in books in group or in whole-class settings. <i>Class novels, teacher reading novel, reviews</i> ▪ Learn about the structure and appreciate the function of the 	<ul style="list-style-type: none"> ▪ Listen to, read, learn, recite and respond to a challenging range of poetry. <i>Experience wide range of poetry, visit from poet, children write own poetry</i> ▪ Have access to a wide range of reading material in the classroom and/or school a library. <i>Class library, use of local/mobile library</i> ▪ Continue to keep a record of personal reading in various forms. Review copy. <i>C.A.P.E.R.</i> ▪ Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction. <i>Summarising, writing alternative endings, re-telling, CLOZE</i> ▪ Develop study skills such as skimming, scanning, note-taking and summarising. <i>Project research using encyclopaedia, and ICT. Editing information, making presentations.</i> Retrieve and interpret information in a variety of ways. <i>Internet and encyclopaedia</i> 	<ul style="list-style-type: none"> ▪ Hear the teacher model a response to poems, fiction, plays and parts of plays. <i>Modelled reading, reading to pupils, teacher and pupil analysis</i> ▪ Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. <i>Recalling, retelling, evaluation, presentation</i> ▪ Relate personal experience to the ideas and emotions conveyed in the text. <i>Discussion of texts read in class, written accounts</i> ▪ Appreciate issues in fiction. <i>Discussion and debate of relevant issues, personalised written accounts</i> ▪ Examine similarities and differences in various types of text. <i>Comparison through discussion, of class novel and texts read in class</i>

<p><i>geography projects ALIVE-O</i></p> <ul style="list-style-type: none"> ▪ Become self-reliant, confident, independent readers, having time in class for sustained silent reading. <i>DEAR time, timetabled library slots, performance reading, e.g. book review or liturgical readings</i> ▪ <i>Visit local library</i> 	<p>component parts of a newspaper. <i>Media studies, analysis of broadsheets, tabloids, local paper. Production of school magazine, letters to editor</i></p> <ul style="list-style-type: none"> ▪ Participate in organised visits to the public library and <i>Book Fair, tour of local library</i> ▪ Read to satisfy personal interests. <i>DEAR time, Magazines, comics, novels, reviews, projects</i> 	<p><i>research, editing, making presentations</i></p> <ul style="list-style-type: none"> ▪ Support arguments and opinions with evidence from the text. <i>Scanning, summarising, debate, discussion</i> ▪ Read and interpret different kinds of functional text. <i>Interpreting directions, adverts, instructions, recipes, timetables</i> ▪ Explore appropriate non-fiction texts for various purposes. <i>Project work, retrieving information, timetable, recipes etc</i> ▪ Use information retrieval strategies in cross-curricular settings. <i>Use of ICT and encyclopaedia in other curricular areas such as science, history, geography etc</i> ▪ Distinguish between fact and opinion, and bias and objectivity, in text and in the media. <i>Pupils will explore the difference between fact and opinion, and will be taught to look out for bias etc</i> ▪ Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation. <i>Organisation of book storage. How a library works, e.g Dewey System</i> 	<ul style="list-style-type: none"> ▪ Continue to share response to an ever-increasing variety of texts with the wider community of readers. <i>Book and newspaper reviews, introducing the short story</i> ▪ Browse through, handle, discuss, recommend and select books for independent reading. <i>Class library, visits to library, book fair</i> ▪ Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading. <i>Performance reading, DEAR time, use of class library C.A.P.E.R.</i> ▪ Read aloud from a personal choice of texts to entertain and inform an audience. <i>Performance reading, book reviews, project work</i> ▪ Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television. <i>Visit by author or poet. Tapes, CD roms, audio, internet</i>
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		<ul style="list-style-type: none"> ▪ Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology. <i>Use of internet, CD roms, project and research work</i> 	
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Reading Resources

In addition to the class text books, the following resources will be used:

Jolly Phonics

Interactive resources and supplementary material for the Jolly Phonics scheme will be used in the Junior Cycle of the school.

Class Libraries

All classes are supplied with a class library, and Mrs Healy has responsibility for Library and co-ordinates these class libraries

Shared Reading

Shared Reading is co-ordinated by the Principal. Junior Infants commence Shared Reading with Fifth and Sixth in the second term. This takes the form of C.A.P.E.R.- Children And Peers Enjoying Reading. This involves 4x10mins of senior pupils reading with infants in the morning.

Books currently in use will be taken from the class library and chosen by pupils each morning.

Class Novels

Class novels will be used from Rang 3 to Rang 6. There are several sets of novels currently available in the school. When selecting a class novel, the following issues will be considered

- Suitability for reading level/age of pupils
- Suitability of content/subject
- Teacher's own interest in a particular novel
- Interests of a particular class

Class novels may also be shared with neighbouring schools.

Use of Dictionaries/Thesaurus

Dictionaries/Thesaurus will be used from Third Class up. Formal time will be devoted to teaching the children how to use a dictionary correctly. For this purpose, a child friendly dictionary will be selected, and all pupils will be encouraged to obtain the same publication. The dictionary selected for use is Fallons Children's Oxford Dictionary, Irish Edition.

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

Internet Resources for book related activities

www.enchantedlearning.com

www.fireandwater.com

www.pcsp.ie

www.scoilnet.ie

www.folens.ie

Also c.f. list above for phonics

Homework

Reading homework will be assigned each night by the class teacher for all class levels.

Assessment

Assessment of reading will be done informally on an on-going basis by all teachers. Formal testing by means of MICRA-T will be carried out in May/June of each year. Results are conveyed to parents via school reports and Parent/Teacher meetings. The result of these tests forms the basis of decisions on the need for further testing and possible allocation of general learning support time. Priority for these hours is given to children who fall below the tenth percentile.

Resources

Reading Zone-Pupil books for each class and Teachers Manual

Reading Zone Reading Pack for each class level

Class novels-list of all novel sets

Class libraries

Public library

Prim-Ed resources-Cloze Tests

-Comprehension Boxes

Writing : Broad Objectives

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

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

Writing: Content and Methodology for Junior & Senior Infants

Creating & Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience and enjoy a print-rich environment. <i>Labels and flashcards in classroom. May be accompanied by corresponding picture</i> ▪ Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. <i>Teacher models formation of letters – blackboard, finger tracing, plasticine, sandpaper letters</i> ▪ Write and draw frequently. <i>Pre-writing/writing book daily. Free writing activities. Free drawing. Art</i> 	<ul style="list-style-type: none"> ▪ Learn to form and name individual letters using various materials. <i>Pre-writing activity book. Finger tracing. Chalk board, Sandpaper letters, plasticine modelling of letters. Whiteboard. Jr Infants – lower case letters. Sr Infants – lower case and upper case letters</i> ▪ Write and draw. <i>Pre-writing skills/patterns. Developing Left-right orientation. Frequent opportunities to practice drawing and writing. Ref: School Handwriting Policy</i> ▪ Understand the left-right, top-bottom orientation of writing. <i>Pre-writing skills/patterns. Development of left-right orientation.</i> ▪ Develop a satisfactory 	<ul style="list-style-type: none"> ▪ Draw a picture and write about it. <i>Jr Infants – be able to draw a picture and label it – title or name. Sr infants – as above, plus drawing and writing news</i> ▪ Draw and write about everyday experience or about something just learned. <i>News. Writing and drawing based on curricular activities</i> ▪ Writing naming words and add descriptive words. 	<ul style="list-style-type: none"> ▪ Draw and write about feelings. <i>Jr Infants – draw and label feelings – use of colour to express feelings. Sr Infants – longer sentences as appropriate to child’s development</i> ▪ Draw and write about things he/she likes and dislikes. <i>Single words only at Jr Infants. Sr Infants – write full sentence – eg I like.... I</i>

<p><i>activities</i></p> <ul style="list-style-type: none"> ▪ Write for different audiences. <i>Writing for parent, themselves – putting names on work, birthday cards, party invitations</i> ▪ See personal writing displayed. <i>Display written efforts, correction of writing copies, stars for good efforts. Jr Infants – be able to write lower case letters. Sr Infants – lower case and upper case</i> ▪ Read personal writing aloud and hear it read. <i>Child encouraged to read his/her work aloud. Teacher reads it aloud</i> 	<p>grip of writing implements. <i>3x 'Ps' before writing – pencil grip, posture, page position. Finger rhymes to loosen fingers before writing Stretching activities.</i></p> <ul style="list-style-type: none"> ▪ Copy words from signs in the environment. <i>Copy words from flashcards and signs</i> ▪ Copy letters and words informally as part of class activities. <i>In accordance with School handwriting policy</i> ▪ Write his/her name. <i>Jr Infants – first name Sr infants – first name and surname</i> ▪ Use labels to name familiar people or things. <i>Linked with reading programme</i> ▪ Write letters and words from memory. <i>Own name, commonly used words etc</i> ▪ Become aware of lower-case and capital letters and the full stop. <i>Jr Infants – lower case letters, Sr Infants – lower case and upper case plus full stop, plus capital letters at start of sentence</i> ▪ Develop the confidence to use approximate spelling. <i>In accordance with school spelling policy/phonics policy</i> ▪ Begin to develop conventional spelling of simple words. <i>Ref School Spellings Policy</i> ▪ See the teacher model writing as an enjoyable experience. <i>Teacher frequently models writing, and encouraged children to read and enjoy what is written</i> ▪ Choose subjects for 	<p><i>Jr Infants – write names/titles. Sr Infants – extend to writing sentences and descriptions</i></p> <ul style="list-style-type: none"> ▪ Rewrite sentences to make the message clearer. <i>With help from the teacher. No editing at this stage of writing</i> 	<p><i>do not like....</i></p> <ul style="list-style-type: none"> ▪ Draw and write about sensory experiences. <i>Based on English and other curricular areas – single words only at Jr Infants</i> ▪ Draw and write stories. <i>As response to oral work</i> ▪ Hear a rich variety of stories, rhymes and songs and write about them. <i>Written work as response to oral work</i> ▪ Use mime and role-playing to create imaginary situations and then draw and write about them. <i>Written responses to oral/practical work</i>
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	<p>drawing and writing. <i>Children given choices re drawing and writing tasks</i></p> <ul style="list-style-type: none"> Choose the form of expression he/she finds appropriate <i>Children allowed to occasionally choose whether to write or draw to express ideas/responses</i> 		
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Writing: Content and Methodology for 1st & 2nd Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> Experience a classroom environment that encourages writing. <i>Labels, displays of written work, print rich environment</i> Observe the teacher as he/she models writing stories. <i>Teacher models examples, or acts as scribe to the children</i> Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. <i>Teacher makes suggestions as to use of writing conventions – sentence structure, grammatical conventions etc</i> Experience how a 	<ul style="list-style-type: none"> Experience an abundance of oral language activity when preparing a writing task. <i>Writing should be preceded by oral language activities and preparation</i> Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing. <i>Learning to re-draft work</i> Understand that the conventions of punctuation help to make meaning clearer in writing. <i>Use of capital letters for proper nouns and beginning of</i> 	<ul style="list-style-type: none"> Write in a variety of genres. <i>Factual writing, story writing, menus, invitations, greeting cards etc</i> Write a version of a story told by the teacher. <i>Oral preparation first. Key words displayed on whiteboard</i> Write about something that has been learned. <i>Linked with other curricular areas as well</i> 	<ul style="list-style-type: none"> Express feelings in writing. <i>Based on English and other curricular areas</i> Write about experiences. <i>Based on other curricular areas as well as English</i> Listen to the experiences of others and express reactions to them in writing. <i>Based on English and other curricular areas.</i> Draw and write about sensory experience. <i>Preceded by oral language activities</i> Write about feelings experienced in drama activity. <i>Preceded by oral</i>

<p>story structure is organised by reading and listening to fiction. <i>Linked with reading programme</i></p> <ul style="list-style-type: none"> ▪ Write regularly for different audiences. <i>Invitations, post cards, menus, stories, books etc</i> ▪ Choose topics to write about. <i>Children will occasionally be allowed to choose topics for written work</i> ▪ Explore different genres. <i>Factual work, fiction, post cards, advertisements, menus etc</i> ▪ Work with other children when writing. <i>Group writing will be encouraged as well as solo writing</i> ▪ Have writing valued. <i>Work praised. Reading aloud of child's written work. Displays of written work</i> 	<p><i>sentences. Use of full stops and commas. Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. In accordance with School Spelling Policy</i></p> <ul style="list-style-type: none"> ▪ Use approximate spelling as an interim measure in mastering the conventions of spelling. <i>Ref: School Spelling Policy</i> ▪ Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling. <i>Ref: School Spelling Policy</i> ▪ Choose topics for writing after conferring with the teacher. <i>Children occasionally allowed choose topics for written work</i> ▪ Have regular opportunities to write for himself/herself or for others. <i>Extended writing activities, based on English and other curricular areas, appropriate to the development of the child</i> ▪ Decide whether or not to re-draft a piece of writing. <i>After learning the mechanics of re-drafting, children</i> 	<p><i>as English</i></p> <ul style="list-style-type: none"> ▪ Write the significant details about an event or an activity. <i>Orally identifying the significant details before writing them. Key words displayed on board.</i> ▪ Write an explanation for something. <i>Preceded by oral work</i> ▪ Re-read work, confer with the teacher or others about it, and then rewrite it. <i>Leaning to re-draft work</i> ▪ Write a simple sentence and add words to it to extend its meaning. <i>Teacher models on board. Children suggest words, and teacher models how it extends/alters sentence. Children's own work in copies</i> ▪ Listen to a story and write down questions to ask about it. <i>After listening to a story, children write 3-6 questions to ask about it. Children ask friends and or teacher</i> 	<p><i>language activities</i></p> <ul style="list-style-type: none"> ▪ Draw and write stories and poems. <i>Children encouraged to write and illustrate own stories and poems, and short books</i> ▪ Express in writing likes and dislikes about events and characters in stories and poems. <i>Children encouraged to write responses to poems and stories</i> ▪ Listen to music and write about it. <i>Linked with music programme</i>
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	<p><i>may choose whether to re-draft a piece for display, storage etc</i></p> <ul style="list-style-type: none"> ▪ Confer with the teacher and others on the quality of presentation. <i>Different qualities of presentation acceptable, for different purposes, eg display, homework, 'best' work, rough work</i> ▪ Write notes and messages to different audiences. <i>Greeting cards, notes, postcards, etc</i> 	<p><i>questions, and hear the answers</i></p> <ul style="list-style-type: none"> ▪ Write answers to questions asked by the teacher. <i>Teacher poses questions based on English or other curricular areas, and children write answers</i> 	
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Writing: Content and methodology for 3rd & 4th Classes

Creating and Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional and Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience a classroom environment that encourages writing. <i>Print rich environment. Positive attitude encouraged. Displays of children's writings</i> ▪ Observe the teacher modelling different writing genres. <i>Teacher models writing letter, reports, projects, and teaches children how to do same</i> ▪ Use personal reading as a stimulus to writing. <i>Book critiques, changing endings, writing about characters</i> ▪ Write stories that explore a variety of 	<ul style="list-style-type: none"> ▪ Write regularly, and gradually extend the period over which a writing effort is sustained. <i>Writing paragraph, half page, page</i> ▪ Engage in the writing of one piece over a period. <i>Re-drafting story. Writing own book. Project work</i> ▪ Experience varied and consistent oral language activity as a preparation for writing. <i>Discussion, brainstorming,</i> 	<ul style="list-style-type: none"> ▪ Write in a variety of genres with greater sophistication. <i>Reports, letters, postcards, greeting cards, projects, diaries, TV Guides, Timetables, questionnaire completion etc</i> ▪ Read a story and write it in his/her own terms. <i>Children may change characters, situations, endings etc</i> ▪ Read a narrative or expository piece and summarise it. <i>Use of key questions to</i> 	<ul style="list-style-type: none"> ▪ Express his/her reactions to particular experiences in writing. <i>Writing accounts of school tours, visits by writers etc</i> ▪ Create stories and poems. <i>Children create and write own stories and poems</i> ▪ Write extended stories in book form. <i>Write a book, projects</i> ▪ Write about favourite moments, characters and events in stories. <i>Based on stories heard, stories read, class novel etc</i> ▪ Express in writing his/her reactions to personal reading.

<p>genres. <i>Fantasy, science fiction, historical fiction etc</i></p> <ul style="list-style-type: none"> ▪ Re-read his/her writing for pleasure. <i>Reading personal writing to class. Compilation of favourite writings</i> ▪ Choose the audience for which to write. <i>Children occasionally allowed choose audience for writings</i> ▪ Choose both the subject and form of his/her writing. <i>As well as teacher set topics, children allowed choose topics</i> ▪ Receive and give positive responses to writing. <i>Reading work aloud, praise, display, compilation of class book</i> ▪ See his/her writing valued. <i>Praise, reading aloud, display, compilation of class book etc</i> 	<p><i>key words etc</i></p> <ul style="list-style-type: none"> ▪ Learn to use questions as a mechanism for expanding and developing a story. <i>Teacher asks where missing links are – use of who, why, where, what. Use of webs</i> ▪ Give sequence to ideas and events in stories. <i>Logical sequences. Put pictures in order. Put paragraphs in order</i> ▪ Develop an appreciation of how the intended audience should influence the nature of a piece of writing. <i>Use of different genres – report, letter, story, greeting card diary, note, text message etc</i> ▪ Develop an awareness of the difference between written language and oral language. <i>Conventions of print, grammatical conventions, care in written word, permanence of written work etc</i> ▪ Learn to revise and re-draft 	<p><i>pinpoint key points of story, then writing it</i></p> <ul style="list-style-type: none"> ▪ Write about an idea to explain it to someone else. <i>Use of key questions to identify key points, and then writing the account</i> ▪ Write about why he/she finds an idea attractive. <i>Persuasive writing. Teacher modelled first</i> ▪ Write about ideas encountered in other areas of the curriculum. <i>Linked with other curricular areas</i> ▪ Write down directions on how to perform a particular process. <i>Preceded by oral work – writing directions on how to perform common task, e.g. make cup of tea, sandwich, do homework etc</i> ▪ Write a list of questions about a particular topic and prioritise them. <i>5 questions to ask a famous person etc</i> ▪ Write a sentence and elaborate on it by adding one or more ideas to it. <i>Extending and altering sentences through adding</i> 	<p><i>Book reviews, writing why s/he liked/disliked certain book etc</i></p> <ul style="list-style-type: none"> ▪ Use his/her own artwork and that of others as a stimulus to writing. <i>Preceded by oral language activities</i>
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	<p>writing. <i>Learning and practicing the techniques of re-drafting work. Editing work</i></p>	<p><i>words, phrases etc</i></p> <ul style="list-style-type: none"> Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting. <i>Story writing, brainstorming ideas, drafting and re-drafting</i> 	
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Writing: Content and Methodology or 5th & 6th Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> Experience a classroom environment that encourages writing. <i>Display of children's work. Displays of writers relevant to class-Writers' Corner</i> Observe the teacher model a wide variety of writing genres. <i>Teacher models writing letters, essays, poems etc</i> Express and communicate reactions to reading experiences. <i>Book reviews. Responses to text read by teachers</i> Experience 	<ul style="list-style-type: none"> Write regularly on chosen topics. <i>Writing paragraphs, pages, longer essays</i> Write for a sustained length of time. <i>Essay writing, re-drafting work, project work, Write-a -Book</i> Engage in the writing of one piece over a period. <i>Diary writing, Write a book project, letters to penpals</i> Experience varied and consistent oral language activity as part of the pre-writing process. <i>Brainstorming, concept mapping, webbing</i> Observe the teacher improving 	<ul style="list-style-type: none"> Write in a wide variety of genres. <i>Reports, letters, postcards, diaries, projects, questionnaire s, email, text messages</i> Examine the characteristics that differentiate written and oral language. <i>Conventions of formal writing</i> Write for a particular purpose and with a particular audience in mind. <i>Newspaper</i> 	<ul style="list-style-type: none"> Analyse in writing his/her reactions to personal experiences. <i>Personal writings, informal letters</i> Express in writing reactions to the experiences of others. <i>Reviewing, essays</i> Write stories and poems. <i>Writing short stories and poems</i> Write longer stories or a series of related stories in book form. <i>Write a book, diary</i> Keep a personal diary. <i>Use of diary</i> Express a personal reaction to ideas, emotions and images encountered in literature.

<p>interesting and relevant writing challenges. <i>Writing diaries, newspaper articles, essays, emails, recipes, dramas, poems, emails, blogs</i></p> <ul style="list-style-type: none"> ▪ Write for an increasingly varied audience. <i>Essays, articles, diaries, emails etc. Children reads work aloud for class.</i> ▪ Receive and give constructive responses to writing. <i>Teacher and peer review. Writing reviews and critiques</i> ▪ See his/her writing valued. <i>Display children's work. Writing competitions</i> ▪ Experience a level of success in writing that will be an incentive to continue writing. <i>Writing competitions, class magazine</i> 	<p>writing. <i>Redrafting, group analysis, teacher modelling</i></p> <ul style="list-style-type: none"> ▪ Write independently through a process of drafting, revising, editing and publishing. <i>Redrafting and editing, publication of work using ICT</i> ▪ Write, without re-drafting, on a given or chosen topic within certain time constraints. <i>Formal writing, free writing, exams</i> ▪ Observe the conventions of grammar, punctuation and spelling in his/her writing, <i>teacher modelling</i> ▪ Use dictionaries and thesauruses to extend and develop vocabulary and spelling. <i>Use of set dictionary. How to use a Thesaurus. Spellings will be In accordance with School Spelling Policy</i> ▪ Explore the possibilities of syntax and sentence structure in reading and writing. <i>Redrafting, editing</i> ▪ Choose a register of language appropriate to subject and audience. <i>Conventions used in writing for different audiences, e.g. formal letter, email, text message</i> 	<p><i>reporting, comic strips, letters, essays etc</i></p> <ul style="list-style-type: none"> ▪ Reflect on and analyse ideas through writing. <i>Reports, review, essays</i> ▪ Refine ideas and their expression through drafting and re-drafting. <i>Group analysis, teacher modelling</i> ▪ Express and communicate new learning. <i>Reports, summaries, note taking, project work</i> ▪ Relate new ideas to previous learning. <i>Brainstorming, concept mapping, project work</i> ▪ Use notes to summarise reading material and write an account from the notes. <i>Note taking, summaries</i> ▪ Sketch an ordered summary of ideas and draft a writing assignment on it. <i>Summarising, editing, re-drafting</i> ▪ Argue the case in 	<p><i>Personal writings, which may be preceded by oral work</i></p> <ul style="list-style-type: none"> ▪ Express and analyse his/her reactions to poems. <i>Poetry review, which may be preceded by oral work</i> ▪ Analyse different interpretations of poems in writing. <i>Comparison of individual pupil reviews</i> ▪ Write about the relationship between poems and personal experience. <i>Relating poetry to personal life and feelings</i> ▪ Write short stories/plays based on activity in improvisational drama. <i>Writing short plays and screenplays. Group work</i> ▪ Express in writing reactions to music, artwork, films, television programmes and videos. <i>Reviews, reports, newspaper articles and critiques</i>
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	<ul style="list-style-type: none"> ▪ Choose a form and quality of presentation appropriate to the audience. <i>Computer presentations, newspaper articles</i> ▪ Help others with editing their work. <i>Group writing activities, Group review</i> ▪ Take part in co-operative writing activities. <i>Group work, project work, team debates</i> ▪ Write fluently and relevantly in other areas of the curriculum. <i>Project work, exams, other curricular areas</i> ▪ Develop a legible, fluent, personal style of handwriting. ▪ Develop skills in the use of information technology. <i>Use of email and desk top publishing. Use of spell check</i> 	<p>writing for a particular point of view. <i>Writing text of debates</i></p> <ul style="list-style-type: none"> ▪ Argue the case in writing for a point of view with which he/she disagrees. <i>Writing texts of debates, persuasive text</i> ▪ Explore the use of compound and complex sentences in expressing thought. <i>Formal conventions of grammar taught as appropriate</i> 	
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Penmanship Plan

Aim

That all children should acquire a neat hand which is simultaneously legible and fast-flowing so that they can write clearly, fluently and quickly and thus cope with the everyday writing demands of life and school. Children should grow up accustomed to taking care in the way they present their work and to regarding its appearance as an important aspect of the whole production.

Objective

To encourage care and neatness at all levels and through this a pride in calligraphy and the aesthetic qualities of good presentation.

Handwriting is a complex motor skill and therefore it must be taught correctly from the beginning. If bad writing habits become established as a result of poor teaching,

particularly those involving letter construction and movement, they become very difficult to eradicate. Some experts in the development of motor skills such as Knapp and Bucher claim that it is impossible to completely retrain a motor pattern; it can be overlaid with a new pattern, but the original one will reappear under stress. This perhaps explains the reason why so many children with half taught cursives revert to printing at the first sign of pressure in secondary schools. Therefore, good training from the start, as for all other skills, is essential for handwriting.

'Tús maith, leath na h-oibre'

Research has shown blackboard example to be a powerful influence, upon children's handwriting. It is imperative that each teacher's blackboard work should conform to the letter forms and style being taught at his/her particular standard.

Writing Implements

Rang 1, 2, 3 & 4

At this stage of development the main writing tool should be the standard pencil. Teachers will appreciate that a danger arising from pencils is that it is possible to write with them no matter how they are held. It is therefore incumbent upon teacher to ensure that children form a habit of holding their pencils correctly so that they will achieve success when their grip is transferred to other instruments.

Rang 5

Pupils will continue to use pencils in Rang V.

Rang 6

Blue/Black pens will be introduced in Rang VI, when teachers deem that pupils are ready for them. Tippex will not be allowed.

Allocating time

There is a need for regular lessons in all classes for the teaching and practising of handwriting. Penmanship should find a place in all class timetables. Traditionally, handwriting has tended to be linked, with the teaching of English. There is no logical reason why this should be so. It could just as readily be slotted in with, perhaps, Art and Craft. In St. Fergus' N.S. we will undertake 4x15mins of handwriting a week in each classroom. In second class level when children have been motivated to make the changeover from print-script to cursive joined writing it may be sensible to provide a 'crash course' with several longer lessons a week to establish correct procedures.

Left-handers

All children need to feel comfortable and relaxed when writing. They should be encouraged to sit up straight with the body slightly inclined towards the table and the elbows just to the side of the body.

The left-handed pupil may need to turn slightly to allow the left hand more freedom of movement. The paper should be placed to the left of the centre of the body and it is helpful to tilt the paper slightly to the right.

The method of holding the writing instrument is much the same as for the right-hander except that the grip should be about 4cm from the point instead of about 3 cm. This change makes it easier for the writer to see what is written and to avoid smudging ink.

Special care is needed to ensure that left-handers do not grip too tightly. As diagonal joins will involve pushing instead of pulling, it is sensible to ensure that pencils are not too sharply pointed. If pen is being used, the nibs should be rounded and smooth.

Significant Faults: Diagnosis and Cure

Teachers need not be concerned with minor deviations from standard practice provided they do not prevent the child from learning to write acceptably. It is only those bad habits which hinder present performance, or which might lead to difficulties later in the child's development that require remedial attention.

Significant faults are, on the whole, bad habits of performance which will mainly be diagnosed by watching children write, although a close scrutiny of finished writing will often reveal the fruits of such difficulties. Among the most common faults are the following:

1. Faulty Pencil Grip

Many small children grip their pencils too tightly so that their muscles are too tense and they have difficulty in producing rhythmic smooth writing. An over-tight grip is the commonest faulty pencil hold. Crooking of the forefinger is often a sign that the pencil is held too tightly

It may also be revealed by the undue pressure and heaviness of finished writing. The cure is to make the pupil hold the pencil with the thumb and middle finger and merely rest the forefinger on the pencil.

2. Incorrect formation of letters

Forming letters incorrectly at the print script stage will lead to difficulties in joining later and first class teachers are asked to be cognisant of this fact.

Incorrect letter formations will be most easily detected by watching children write, but a close study of children's finished work may reveal telltale signs of error.

The most common and troublesome error from the practice of forming the letter 'o' and its related letter as a clockwise circle:

This problem can be remedied if these letters are seen to develop from 'c' and its related pattern.

Incorrect letter formations can be most easily analysed by looking at the letters in groups and relating them to the patterns from which they derive. This could be a most useful revision exercise right through the school.

3. Reversals and Inversions

This is quite a common fault, though the majority of children do overcome it by the age of eight. The writing of 'b' for 'd', 'p' for 'q', 'w' for 'm', 'saw' for 'was', 'pat' for 'tap' etc. generally stems from confused laterality for lack of commitment to one hand or the other. Training in visual discrimination and encouragement to become consistent in the use of one hand for writing will help to overcome this type of difficulty.

Assessing Handwriting

Children should be helped to learn to recognise and, in time, to measure their standards of performance. Improvement in a skill is more likely to continue to increase if the performer is able to recognise rises in level of achievement.

However, while thinking of appraisal is clearly useful and necessary it is insufficient on its own. Each teacher should, at least once a month, set aside a few minutes when all members of the class are writing to observe carefully the posture, pencil grip and general performance of each child. If a list of names of children with writing problems is drawn up, special help can be provided at an early stage and fewer children allowed to develop fixed bad habits.

If a child is not to go away with the unhelpful blanket instruction "to do it better", it is essential that a teacher identifies and explains the particular features that are causing the child difficulty.

The following checklist might be of help:

- Letters:** Are their shape and size right?
Are their slopes right and consistent?
Do they have the correct relative height?
Is the inter-letter spacing appropriate?
- Words:** Is inter-word spacing appropriate?
- Joins:** Are they the correct shape?
Are their slopes correct and consistent?

So as to stress the importance of handwriting in the school and as a means of providing additional motivation for children the Principal will, once a term, examine handwriting in each classroom. A sample of the child's "best handwriting" will be compared to his normal copy work. In this way each child will be appraised against his own potential. Resulting from this observation a school exhibition of good handwriting will be placed on the hall notice board.

Scheme to be used through the school-Just Handwriting from educate.ie

Rang I

Syllabus:

- Rhythmic pattern exercises
- Revision of lower case letters
- Systematic instruction and practice in making the 26 capital letters
- Practice in using all letters in words
- Instruction in alphabetical order

- Examples of continuous prose and poetry as models for sustained writing practices.

Rang II

Syllabus:

- Revision of correct posture and pencil grip, pattern making to revise good techniques
- Revision of print script letters and numerals
- Systematic teaching of the cursive style (after Christmas)
- Ample practice of the cursive style
- Introduction to the idea of self-assessment
- Introduction of speed tests.

Rang III

Syllabus:

- Revision of correct posture and pencil grip
- Pattern making to revise good writing techniques
- Revision of the lower-case alphabet in the form required for Nelson joined writing
- Revision of capital letters and numerals
- Revision of the joined and the break letters
- Prose, poetry and limericks as models for practice
- Exercises in self-assessment
- Speed tests.

Rang IV

Syllabus:

- Revision of correct posture and pencil grip
- Pattern making to revise good writing techniques
- Revision of lower-case alphabet, capital letters and numerals
- Revision of the joined and the break letters
- A reduction in the size of writing.
- Introduction of a slight slope to the right
- More exercises in self-assessment.

Rang V

Syllabus:

- Introduction to writing with pen and ink
- Revision of posture and pen hold
- Revision of problem letters
- More self-assessment exercises and speed tests
- Poetry and prose as models for practice
- Introduction of shaded writing
- An emphasis on careful presentation of written work
- Assessment of several different set hands to encourage individuality of style.

Rang VI

Syllabus:

- Revision of posture and pen hold
- Revision of problem letters
- Self assessment exercises and speed test
- Poetry and prose as models for practice
- Emphasis on careful presentation of written work
- Speed writing
- Individual experimentation leading to the development of a stylish signature.

Punctuation Topics for each Class**Senior Infants**

- Draw yourself and write your name and surname
- Find capital letters in lists of words
- Matching lower case to upper case letters
- Copy lower case and upper case letters
- Write and correct lower case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identify correct sentences.
- Introduction of the question mark

Rang 1

- Revision of capital letters and full stops and question marks
- Capital letters in months, days, titles and places
- Capital letter –I

Rang 2

- Ordering the days/months-capital letters
- Commas-writing lists
- Writing addresses correctly
- Rewriting passages correctly-capital letters, full stops, commas and questions
- Introduction of the exclamation mark
- Speech marks will be introduced
- Rewriting sentences/short passages using correct punctuation
- Composing short stories from pictorial clues, paying attention to correct punctuation

Rang 3

- Revision of punctuation concepts to date
- Changing sentences to questions
- Identifying sentences where commas should be used
- Further work on speech punctuation

Rang 4

- Use of apostrophe
- Apostrophe for possession
- Apostrophe to shorten words
- Apostrophe with plurals ending in s

- Negatives

Rang 5

- Revision of punctuation concepts to date
- Introduction of the hyphen
- Direct and indirect speech
- Working with - Past, Present and Future Tense Verbs
- Working with Prepositions and clauses

Rang 6

- Introduction of the semi colon
- Dashes
- Simple sentences
- Compound and complex sentences
- Use of brackets in sentences

Spellings

Regular class time will be timetabled for the teaching of spelling strategies. The convention of spelling will be achieved progressively through a multi-dimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness (see page 58 Teacher Guidelines)
- Linking it with onset and rime, see page 58
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling personal word banks, eg 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. Breaking words into syllables
 8. Exaggeration of the word
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Junior Infants : Spellings

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

Homework

Homework in will consist of letter/word recognition and formation. Spelling lists will not be given at this stage

Assessment

Informal teacher assessment of knowledge of letter and word structure.

Senior Infants : Spellings

- Learn to form and name individual letters using various materials
- Understand left-right orientation when forming words
- Copy letters and words informally and from signs in the classroom
- Write own name, Christian name and surname
- Use labels to name familiar people and things
- Write letters and simple words from memory
- Become aware of lower case and capital letters
- Develop the confidence to use approximate spelling
- Begin to develop conventional spelling of simple words, eg 3 letter words using onset and rime, e.g. c-at, b-at, r-at
- Simple spellings based on phonic programmes
- Word banks will consist of pupil's own name, teacher's name, simpler words from Dolch Lists 1 and 2

Homework

Homework in spellings will consist of letter/word recognition and formation. Spelling lists will be given when the teacher deems the class ready for them

Assessment

Informal teacher assessment of knowledge of letter and word structure.
MIST Standardised Test

Rang 1

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 2 syllable words
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Word Bank to include
 1. Numbers 1 – 10
 2. Colours
 3. Names of class mates
 4. Dolch list 1-4
 5. Class topics
- Spelling lists will not be taken from reader
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists for different groups.

Pupil Resource

Spellbound A-Folens

Homework

- Formal learning of spellings begins in Rang 1.

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings , Spelling book etc as above, . And will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 4 per night

Assessment

- Regular tests will take place. Children’s spellings will be assessed through dictated sentences and viewed by class teacher.
- Schonell Spelling Tests will be administered yearly
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

Rang 2

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables - maximum 3 syllable words
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Work Bank to include
 1. Numbers 1 – 20
 2. Days of the week
 3. Seasons
 4. Relevant countries
 5. Class topics
 6. Names of class mates, some surnames
 7. Commonly used words which sound the same, e.g. blue/blew
 8. Commonly used words which mean the same, e.g. big-huge
 9. Commonly used words which are opposite, e.g. large – small
 10. Commonly used question words, e.g. when, what, where, how etc
 11. Dolch list 1-7
- Spelling lists will not be taken from reader
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists for different groups

Pupil Resource

Spellbound B-Folens

Homework

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings , Spelling book etc as above, . And will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 4 per night

Assessment

- Regular tests will take place. Children’s spellings will also be assessed through dictated sentences and viewed by class teacher.

- Schonell Spelling Tests will be administered yearly
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

Rang 3

- Learn about common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Develop Word Bank to include
 - 1 Numbers 1 – 100
 - 2 Ordinal numbers 1st – 10th
 - 3 Days, months, seasons
 - 4 Names of class mates
 - 5 Relevant countries and counties
 - 6 Placenames and addresses
 - 7 Class topics
 - 8 Homonyms
 - 9 Synonyms
 - 10 Antonyms
 - 11 Dolch list 1-11
 - 12 Class topics
- Spelling lists will not normally be taken from reader
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

Pupil Resource

Hard backed copy for sticking in word lists
Spellbound C-Folens

Homework

- Adequate class time will be given to teach spelling strategies
- Words will be based on phonics, word strings , Spelling book etc as above,. And will not be based on reader
- Lists of spellings to be learned will be divided into daily segments, eg 4 per night

Assessment

- Regular tests will not take place. Children's spellings will be assessed through dictated sentences and viewed by class teacher.
- Schonell Spelling Tests will be administered yearly
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

Rang 4

- Learn about an increasing more complex set of word endings, word families and roots of words
 - Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
 - Use approximate spelling as an interim measure in mastering the convention of spelling
 - Break longer words into their constituent syllables - maximum 4 syllable words
 - Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
 - Develop Work Bank to include
 1. Ordinal numbers 1st – 100th
 2. Full names of pupils
 3. Placenames and addresses
 4. Class topics
 5. Homonyms
 6. Synonyms
 7. Antonyms
 8. Curricular topics
- Spelling lists will not normally be taken from reader
 - Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

Pupil Resource

Hard backed copy for sticking in word lists
Spellbound D-Folens

Homework

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

Assessment

- Regular tests will not take place. Children's spellings will be assessed through dictated sentences and viewed by class teacher.
- Schonell Spelling Tests will be administered yearly
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

Rang 5 and Rang 6

- Increased use of dictionary
- Use of thesaurus
- Study word derivation. Eg octagon, century etc
- Learn about an increasingly more complex set common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling

- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists should the need arise.

Pupil Resource

Spellbounds E&F-Folens

Homework

- Adequate class time will be given to learn spellings and spelling strategies
- Lists of spellings to be memorised will be divided into daily segments, eg 4/5 per night

Assessment

- Full sentence testing will occasionally be used at this level
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher
- Regular tests will take place. Children's spellings will also be assessed through dictated sentences and viewed by class teacher.
- Schonell Spelling Tests will be administered yearly
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

English Assessment and Recordkeeping

- Teachers ensure that a broad range of assessment tools are used. These include
 - Teacher observation
 - Teacher designed tasks/tests
 - Portfolios of children's work
 - Checklists/profiles
 - Standardised tests –MICRA-T
 - Diagnostic tests – Screening tests for Dyslexia
- Results of these tests will help to dictate the pupils that we will include in LS timetabling and possibly send for further testing/assessment
- Achievements are regularly evaluated in comparison with national norms.
- Results are discussed with the Principal and parents. This will help to inform class teaching and whole-school approaches regarding individual pupils and whole classes
 - Class tests are reported to parents when they are conducted. Standardised test results are conveyed to parents via Report Cards and parent/teacher meetings.
- Individual Standardised Test Booklets/Diagnostic Test Booklets are kept in school for one school year from date of administering them. Recording sheets of results are kept in school files until the pupil reaches the age of 21. Access to these files is through the Principal. Secondary Schools may be forwarded the results once enrolment has been confirmed and with parental consent.
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4. Children with different needs

Children with learning disabilities (Refer to school's Learning-Support Policy)

- Specific difficulties of children with special needs, learning difficulties, speech and language difficulties are dealt with through liaising between class teacher and LS/Resource Teachers.
- All children are enabled to make an important contribution regardless of academic achievement through individualised plans and supports depending on the needs of the child.
- Learning-support/resource teachers are responsible for the administering of Diagnostic tests once pupils with difficulties are pinpointed by class teachers.
- There is a collaborative approach in devising Individual Profile and Learning Programmes (IPLPs) for pupils who have been selected for supplementary teaching. This involves discussion between parents, class teachers, learning support and resource teachers and S.N.A.s.

Children with exceptional ability

- The school realises that children with exceptional ability must be supported within our school setting. This is done in a number of ways
 - Differentiated programme within the classroom and/or homework
 - Accelerated reading programmes
 - Use of ICT
 - Independent research projects
 - Working with parents
 - Consulting organisations such as *An Óige Thréitheach, Centre for Talented Youth*

6. Equality of participation and access

- We celebrate diversity in the school community.
- Equal opportunities are given to boys and girls to participate in discussions,
 - Reading materials being used are gender neutral and both males and females are seen carrying out roles?
 - Teachers are cognisant of developmental differences between boys and girls when starting to read
- Teachers conscious of gender difference in writing readiness
- equal opportunities are given to boys/girls to participate in writing activities
- Boys/girls have equal access to, and opportunities to use, ICT
- Have all children access to services, facilities or amenities in the school environment?
- Provisions are made as and where necessary under our G.A.M., for the following
 - Members of the Traveller community
 - Children experiencing any form of disadvantage
 - Children with disabilities
 - Families with literacy problems
 - Families for whom English is not the first language.

6. Timetable

English will be time tables for _____ hours per week in the Infant Room and for _____ in the rest of the school, discreet time in keeping with National Guidelines. Discreet time for each subject area/Strand/Strand Unit will be clearly displayed on class timetables.

7. Library

- Class libraries, with a wide range of books in a variety of genre and which cater for a mixed range of abilities are available for each pupil in each class. These are monitored by class teachers. These include
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
- There is a reading corner for younger children in the class/school library
- Children are encouraged to write their own books and display them in the library
- Children visit the public library. The local librarian also visits the school to do readings of her own work.

10. Individual teachers' planning and reporting

It should be borne in mind that in planning for the teaching of English in the classroom, the teacher needs to take account of the integrated nature of the subject. This entails thinking about the curriculum and planning its implementation, not in terms of the three language forms, oral language, reading and writing, but in terms of the four strands. It is by teaching toward the strands that the teacher can provide an integrated language learning experience for the children.

- The whole school plan and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning. The School English Plan is available for all teachers to access on the school Dropbox account. Copies of relevant sections will be provided for subs by the Principal.
- The Cuntas Míosúil will serve in reviewing and developing the whole school plan/individual teacher preparation for following years. This will be done initially by the Principal and thereafter by whole staff at staff meetings

11. Staff development

- Teachers have access to current research, reference books, resource materials, websites dealing with language learning through the Dropbox account.
- Teachers are encouraged to attend courses in Tarber/Traleel/Limerick Education Centres or online.
- Teachers are encouraged to share the expertise acquired at these courses through staff meetings/station teaching/Croke Park hours
- Time is allocated at staff meetings to discuss literacy issues, language development, specific language disorders

12. Parental involvement

- Parents are made aware of the central importance of oral language in the learning process through newsletters, parent/teacher meetings/bookfairs/induction day for new infants.
- Parents are encouraged to support their child's reading, *e.g. paired reading, shared reading, story reading, reading environmental print, ICT programmes, homework – hearing reading and talking about reading, involvement with the school library, local library, book fairs, book week, other?*
- Lists of suitable reading material for classes are provided to parents by class teachers.
- Parents are encouraged to sign pupils reading logs daily.
- How can information be shared with parents, *e.g. presentations at induction meetings for new pupils, open days or general meetings, discussion at parent teacher meetings*

Success criteria

- **How will we know that the plan has been implemented?**
 - *Teachers' preparation will be based on this plan*
 - *Procedures outlined in this plan will be consistently followed*
- **How will we know that the plan has achieved its aims? What are the indicators?**
 - *Feedback from teachers/parents/pupils/community*
 - *Inspectors' suggestions/report*
 - *Feedback from second level schools.*
- **We will we know that the plan has enhanced pupil learning when**
 - *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 Principal will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff and B.O.M. on findings?

The plan be monitored and evaluated initially at each staff meeting.

(b) Timeframe

This plan will be implemented in September 2013

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 will be

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders/plan co-ordinator*
- *BoM/DES/Others.*

The Principal will have responsibility for co-ordinating the review.

(b) Timeframe

Date for review June 2016

Ratification

This English Plan is ratified by _____ (Chairperson of
St Fergus' N.S. Board of Management) on _____ (date)