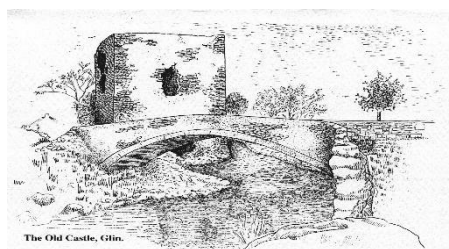


Whole School Literacy Plan-St. Fergus' N.S.

Completed October 2022



Reflections on Learning Outcomes (Whole School approach)

This document was prepared by the staff of St. Fergus, NS, Glin during the school years 2021/22 and 2022/23. It is intended to guide teachers in their individual approach to English, to reflect current school practice in relation to the Primary Language Curriculum and to ensure a consistent approach to teaching and learning

This document has been drawn up with the following in mind;

- The Primary Language Curriculum
- DES Guidelines for Teaching and Learning
- Looking at Our Schools 2016-A Quality Framework for Primary Schools
- Assessment in the Primary School-NCCA Guidelines
- Circular 45/2019 (and amended with any subsequent circulars)
- St. Fergus' NS Literacy Plan 2018, School Inspection Report 2017 and Follow Up Inspection Report 2018
- PDST documents and support from Lisa Geoghegan (Cuiditheoir)
- Starlight Literacy Scheme-Oral Language, Reading and Writing
- Teachers' experience and CPD

Introduction/Réamhrá

This language plan was prepared by the staff of St. Fergus' National School during the school year 2021/22. This plan is intended to guide teachers in their individual planning for English and to ensure a consistent approach throughout the school. It is based on the Primary Language Curriculum (2019), Circular 45/2019 and The Guidelines for Teaching and Learning.

Rationale/Réasúnaíocht

The rationale of the Primary Language Curriculum is:

1. Language shapes who we are
2. Language learning is a developmental process
3. Language learning is an integrated process
4. Children learn language through interactions
5. Children learn language in different school contexts (NCCA, PLC, p.6-10)

Aims/Aidhmeanna

The aims of the Primary Language Curriculum are presented in three groups: focusing on children and their lives, children's communications and connections with others, and children's language learning and development.

1. Children and their lives

The Primary Language Curriculum aims to support teachers to:

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

2. Children's communications and connections with others

The Primary Language Curriculum aims to support teachers to:

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

3. Children's language learning and development

The Primary Language Curriculum aims to support teachers to:

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- enable children to use language imaginatively and creatively and to appreciate its aesthetic aspects
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing

- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages.

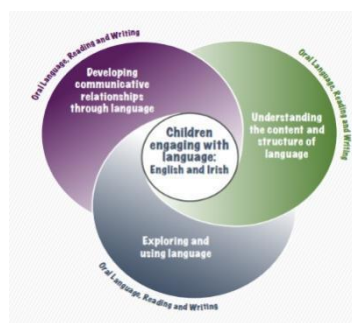
(NCCA, PLC. p. 12-13).

Strands and Elements/Snáitheanna agus Gnéithe: There are three strands in the Primary Language Curriculum — oral language, reading and writing in both English and Irish. Across the strands, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

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

1. Developing communicative relationships through language/Caidreamh cumarsáideach a fhorbairt trí theanga
2. Understanding the content and structure of language/Ábhar agus struchtúr na teanga a thuiscint
3. Exploring and using language/Teanga a fhiosrú agus a úsáid.

The elements are interdependent as shown in the figure below:



Learning Outcomes/Torthaí Foghlama:

Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The curriculum acknowledges that children’s progress towards Learning Outcomes will be influenced by their varying circumstances, experiences and abilities. By focusing on Learning Outcomes it enables teachers to use a range of appropriate pedagogical approaches to support children on their learning journey. (NCCA, PLC, P. 18).

The Learning Outcomes should be read, considered and used in concert with the teachers’ experience and expertise to decide “what children learn, the sequence in which they learn and the pace at which they learn and the activities and experiences through which they learn”. (Circular 45/2019).

Blue chain links are speckled throughout the learning outcome pages. These blue chain links alert the reader to the obvious links between learning a first language and a second language, in our case Irish. (For more information on the Transfer of skills see PLC document, pg 43 of Section 6). The teacher may decide to alert the children to the connections between the languages or simply to note the link themselves. Learning Outcomes (Section 5 of PLC) supports the teacher to “select what to teach and the best order in which to teach it”.

The image below gives an overview of the Learning Outcomes for Oral Language, Reading and Writing in the Language Curriculum

	Oral Language Teanga ó bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating Cumarsáid <i>(Speaking and listening skills)</i>	1. Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	1. Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	1. Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird
	2. Motivation and Choice Inspireadh agus rogha	2. Motivation and Choice Inspireadh agus rogha	2. Motivation and Choice Inspireadh agus rogha
	3. Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
Understanding Tuiscint <i>(Structure and grammar)</i>	4. Sentence structure and Grammar Struchtúr abairte agus gramadach	3. Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte	3. Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte
	5. Vocabulary Stór focal	4. Phonological awareness and phonemic awareness Feasacht fhóneolaíoch agus fhóinéimeach	4. Spelling and word study Litríú agus staidéar ar fhocail
	6. Demonstration of understanding Léiriú tuisciana	5. Phonics, word recognition and word study Fónic, aithint focal agus staidéar ar fhocail	5. Vocabulary Stór focal
Exploring and using Fiosrú agus Úsáid <i>(Genre, comprehension, using text - manipulation, playing with language)</i>	7. Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe	7. Purpose, genre and voice Cuspóir, séanra agus guth	6. Purpose, genre and voice Cuspóir, séanra agus guth
	8. Categorisation Catagóirí	8. Response and author's intent Freagairt agus intinn an údair	7. Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
	9. Retelling and elaboration Athinsint agus mionléiriú	9. Comprehension Tuiscint	8. Response and author's intent Freagairt agus intinn an údair
	10. Playful and creative use of language Teanga a úsáid go spraiúil agus go cruilhaltheach	10. Fluency and self-correction Liofach agus féincheartú	9. Handwriting and presentation Peannaireacht agus cur i láthair
	11. Information giving, explanation and justification Eolas, míniú agus údar (tuairim) a thabhairt		
	12. Description, prediction and reflection Cur síos, tuar agus machnamh		

Document.

SET, Inclusive practice

St. Fergus' National School supports every child to progress and work towards the learning outcomes at a rate and pace appropriate to their abilities and to have this learning recognised.

Special Education Teachers work along with mainstream teachers to ensure all children have access to the curriculum and provide additional support where necessary.

The [Additional Support Pathways](#) (image below) have been developed to provide access, opportunity and challenge for children with additional needs. The Pathways support continuity and progression for the learning as they transition between classes and on to post-primary. Visit the [Primary Language Toolkit](#) to access the Additional Support Pathways.

ASD Class

Pupils in ASD Class will work at the appropriate class level where/when possible. ASD Class teachers, equivalent mainstream teachers, SETs and parents will assess and observe where each individual pupil is at and their abilities and potential. Where/when possible pupils from ASD Classes will be accommodated with their appropriate class group for Literacy lessons- oral language, reading and writing. Integration and or reverse integration will be used for these classes when possible.

Additional Support Pathways

ADDITIONAL SUPPORT PATHWAYS	The child...
EXPERIENCING	is present during a learning activity. S/he is exposed to and/or aware of the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

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‘Text’ includes all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital.

The definition of text, above, from page 20 of the PLC reminds us there are many lenses through which text is developed.

The Primary Language Curriculum in Practice (Chapter 6):

Chapter 6 of the PLC outlines the macro thinking that drives the learning supported by the PLC. With the support of a PDST Literacy Advisor, during sustained support, our teachers read this chapter. They are aware of the ideas it contains as knowledge of the ideas that language teaching and learning are founded on is essential if we are to support the “greater decision making at school and classroom levels” (Circular 26/2019) required to implement the PLC.

Play (pg 46)

The importance of play in language learning is referenced on pg 46. We are aware of the importance of play for language acquisition and ensure that we provide for “play that is completely directed for by the children; playful activities that are planned and led by the teacher; and times when the teacher and the children share play activity”. PLC, Chapter 6.

Cross-curricular and Disciplinary Literacy, pg 48

We are aware of cross curricular literacy development and will use other subject areas to provide for “meaningful and critical application of language and literacy skills”. PLC, Chapter 6

Critical Literacy (pg 49)

We are very conscious of providing our pupils with opportunities to develop critical literacy skills. We embed time into our Literacy, SPHE and History lessons for pupils to consider, question, analyse, discuss, challenge and debate the purpose, perspectives and underlying biases represented in the multiple range of texts which they encounter. “In applying their language and literacy skills in this way, they come to be active, thoughtful and critical contributors to the world in which they live”. (Pg 49, PLC)

Use of Digital Technology/Digital Learning

As part of our Digital Learning Plan 2020, we have purchased 30 ChromeBooks. These will be used by class groupings to improve Literacy Levels in the following ways;

- Use of one website a week by each class for grammar, spelling, vocabulary
- Spelling for Me in senior classes
- Use of pobble365 <https://pobble.com/>

Continuing Professional Development:

All staff attend courses regularly & Sustained Support for PLC is ongoing during school years 2021/2022 and 2022/23 from Lisa Geoghegan of PDST.

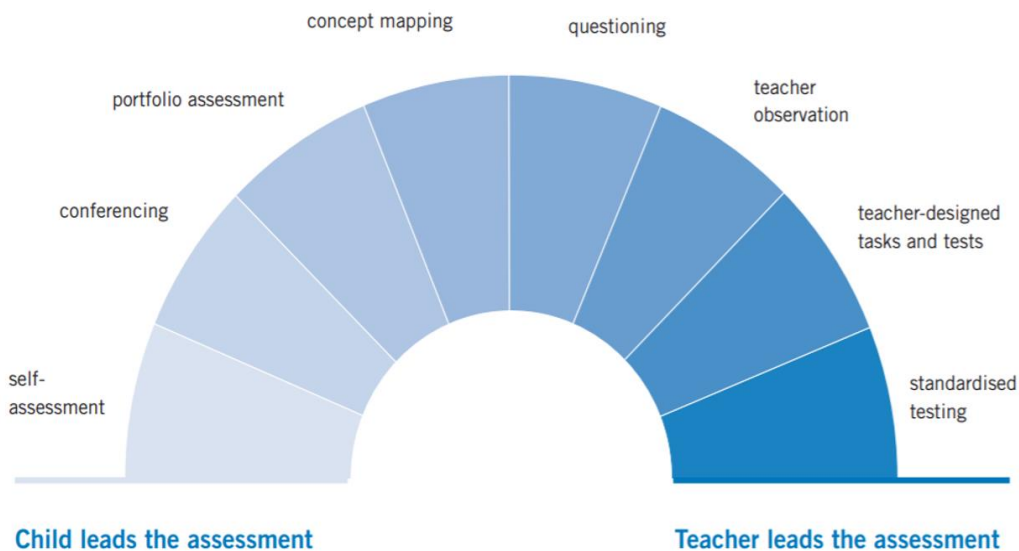
Assessment:

Staff of St. Fergus’ National School engaged with the 3rd webinar on the Primary Language Curriculum and Assessment.

Children’s language progression is assessed through independently produced language as well as teacher led assessments. (pg 35 PLC)

The Progression Continua provides practical support to teachers in building rich pictures of children’s language learning and in using these pictures to support children’s progression towards the Learning Outcomes in English. It is not expected that class teachers would assess the progress of individual children using progression milestones. Rather they provide information to support planning as well as holistic assessment of children’s learning. In this way, they are a practical resource for differentiation as teachers work with children of a wide range of abilities. (pg 52 PLC)

Teachers are familiar with the NCCA Assessment Guidelines and use the Continuum of Assessment (below) to choose from a range of recommended assessment methods. Details and examples of these methods are provided in Section 2 of the Guidelines pages 12-60.



Individual Teacher Planning and Preparation:

Preparation for teaching and learning involves invisible, visible and recorded preparation which can take place at the same time as well as before, during and after teaching and learning (Figure1). All three are complementary and necessary to support the provision of appropriate learning experiences for all children. While invisible and visible preparation may not be recorded, it is important to acknowledge that all three components are equally valued. (Preparation for Teaching & Learning, Guidance for All Primary and Special Schools, 2021, pg 4)

St. Fergus' National School respects the professionalism of its teachers to write the required long term and short term plans in a format that meets their planning requirements. We are conscious that "the process of planning varies from teacher to teacher and that teachers should use a planning template or rubric that best suits their needs". (Circular 45/2019) Insisting that all teachers in a school use only one template for all their respective planning regardless of their experience, expertise or training indicate a lack of confidence in all teachers' professional judgements and over-simplifies the many instructional decisions an effective teacher makes throughout every lesson. "Recorded preparation **is first and foremost for the teacher**, and therefore should be **useful, purposeful and practical**. While naturally displaying similarities with the work of colleagues, a teacher's recorded preparation is **personal and bespoke**... Recorded preparation and reflection is a work in progress which is practical and purposeful evolving as learning progresses" (Preparation for Teaching & Learning, Guidance for All Primary and Special Schools, 2021, pg 11-12)

- Long Term Yearly Schemes
- Fortnightly schemes
- Cúntas Míósúil

- Collaborative Planning between class teacher and SET e.g. School Support and School Support Plus plans
- Whole School Collaborative Planning

Parental Involvement:

Parental involvement is facilitated through SeeSaw, email, phone, report cards and Parent Teacher meetings. Parents are encouraged to be involved in the learning experiences of their children.

Community Links:

Visiting teachers with special interests, sporting organisations, yoga, gardening, anti bullying workshops etc, artist in residence schemes occur as appropriate throughout the year.

Signed: _____

Date: _____

Whole School Literacy Overview:
This is a working document.

Oral Language

FIVE COMPONENTS OF EFFECTIVE ORAL LANGUAGE INSTRUCTION

Gradual Release of Responsibility

<p><u>Modelling</u></p> <p>The teacher demonstrates the processes/ behaviours/text type while thinking aloud.</p>	<p>Sharing</p> <p>The teacher provides the direction and invites students to contribute.</p>	<p>Guiding</p> <p>The teacher provides scaffolds help and provides feedback.</p>	<p>Applying</p> <p>The teacher offers support and encouragement as necessary.</p>
<p>The students participate by actively attending to the demonstrations..</p>	<p>Students contribute ideas and information. Decision making is negotiated between the teacher and student.</p>	<p>Students engage in the speaking and listening with help from the teacher or other sources at pre-determined points.</p>	<p>Students interact independently. They are in control of the conventions and the context.</p>

** PDST Oral Language Handbook

Schemes/resources/materials in use:			
Websites/links for Oral Language Development (can be used at every class level):	eBulletin - Motivation eBulletin- Choice Oral Language Lesson (Support Material) Support Material- Talk Time Description eBulletin SESS functional language resource www.pobble365.com www.studyladder.com www.piclits.com	eBulletin - Critical Literacy Support Material- Critical Thinking & Book Talk Picturebook Recommendations Wordless Picturebooks: Support Material Supporting Culturally and Linguistically diverse learners	Support Material- Poetry Support Material- Story eBulletin- Questioning eBulletin- Playful & creative use of language Phonological Awareness Package (Developmental Order)
ASD Class & Junior Infants- 2nd Class		3rd- 6th Class	
Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Phonological Awareness Pack Engage, Sails, PM Readers Class Libraries Pobble365.com Pre-verbal skills (PECS) Braille		Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Engage and Big Cat Reader Scheme Class Libraries pobble365.com	
Approaches used:			
Communicating: 1. Engagement, Listening & Attention 2. Motivation & Choice 3. Social Conventions & Awareness of Others			
Junior Infants-2nd Class 1. Engagement, Listening & Attention Teacher modelling		3rd-6th Class 1. Engagement, Listening and Attention	

Teacher uses voice control to express emotions during storytelling, poetry, drama, Big Books etc.

Sustain particular topics through circle time, news time. Use cross curricular subjects for language development – Grow in Love, SPHE, SESE

In oral language activities and other curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use

Oral responses to story. Questions and answers. Use of story CDs, online

Hear, repeat and elaborate words, phrases and sentences modelled by the teacher

Oral discussion during English language activities, as well as other curricular areas

Recognise and recreate sounds in the environment.

Use of the auditory discrimination websites/resource

Linked with Music

Listen to, learn and tell riddles and jokes.

Experience and explore riddles and jokes

Teacher provides a comfortable environment and positive prompting. Give the child time/space to respond. Give further encouragement and praise following response as a result of prompt. Use of Circle/Mat Time for a Positive Environment.

Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. (Down by the Bay Raffi) See Phonological Awareness Pack

Describe and answer questions on everyday experiences and events.

Developing and expanding on Junior Infants-2nd approaches

Follow detailed instructions or directions from others in order to test their accuracy.

Explorations, instructions/directions

Listen to authors reading and discussing their own work.

Interviews, character interviews and questioning

Listen to expressions, reactions, opinions and interpretations and retell or summarise them.

Listen to radio/t.v./web/ broadcasts/ Podcast/webinars and discuss what has been learned.

See Appendix A-List of Poetry for St. Fergus National School

News time, Religion, SPHE

Listen to, learn and recite rhymes, including nonsense rhymes.

2. Motivation & Choice

The children will frequently have the opportunity to address the teacher and class, when sharing news, telling stories, news item etc

Talk about experiences during news time, birthdays, and maths time.

3. Social Conventions & Awareness of Others

Provide opportunities through drama, AISTEAR, History to use, discuss and interpret tone of voice expressing varying emotions

Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner.

Understanding and development of use of eye contact and body language

Initiate discussions, respond to the initiatives of others, and have practice in taking turns.

Mime and interpret gesture, movement and attitude conveying various emotions.

Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener.

Use gesture and movement to extend the meaning of what he/she is saying.

0. Motivation and Choice

Developing and expanding on Junior Infants-2nd approaches

Discussion, news telling, reporting

Discuss what he/she knows of a particular topic or process as a basis for encountering new problems.

Topics encountered in Stay Safe and Walk Tall

Discuss with others his/her reactions to everyday experiences and to local, national and world events.

News telling and discussion.

Discuss books etc in class

0. Social Conventions & Awareness of Others

Developing and expanding on Junior Infants-2nd approaches

Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others.

Use mime to convey ideas, reactions, emotions, desires and attitudes.

Character role play and non-verbal communication

-Interpret mood, attitude, emotion and atmosphere in video extracts, webinars, podcasts, stories, dramas, advertisements, paintings and photographs.

<p>Daily classroom interaction - Use language for manners, formalities, orders, follow rules</p> <p>Initiate and sustain a conversation on a particular topic.</p> <p>Use language to perform common social functions</p> <p>Based on other curricular areas as well as English/Irish</p> <p>Children will be encouraged to listen attentively to other children, and to question them meaningfully, whether working at English/Irish activities or other curricular areas</p> <p>Reflect on and talk about a wide range of everyday experience and feelings.</p> <p>Everyday experiences expressed through News, SPHE, Walk Tall</p> <p>Express feelings in order to clarify them and explain them to others. Circle Time and SPHE/Friends for Life</p>	<p>Converse freely and confidently on a range of topics.</p> <p>Discuss the concerns of other children.</p> <p>Everyday experiences as well as issues of local, national and international concern</p>
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Understanding: Sentence structure and grammar, Vocabulary, Demonstration of Understanding

JI- 2nd Class	3rd-6th Class
<p>Demonstration of Understanding</p> <p>Listen to stories, descriptions, instructions and directions and respond to them.</p> <p>In English and Irish and other curricular areas, the children will have the opportunity to listen to stories and direction, and to respond to them. Use of story CDs/online stories.</p> <p>Listen to sounds and respond to them.</p> <p>Children will be encouraged to listen carefully to sounds, and to respond accurately to them</p>	<p>Demonstrating of Understanding</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Follow detailed instructions or directions from others in order to test their accuracy. Explorations, instructions/directions</p>

<p>Discuss different possible solutions to simple problems.</p> <p>Provide further information in response to the teacher's prompting.</p> <p>Use of Stay Safe/ Walk Tall programmes for further development of cognitive ability</p> <p>Discuss issues that directly affect his/her life.</p> <p>Observe commands and classroom instructions.</p> <p>Vocabulary</p> <p>Choose appropriate words to name and describe things and events.</p> <p>Vocabulary development and language enrichment</p> <p>Experiment with descriptive words to add elaborative detail.</p> <p>Vocabulary development and language enrichment</p> <p>Language activities based on use of conjunctions 'and' 'because' 'then'</p> <p>In English and other curricular areas, the children will be encouraged to use increasingly more elaborate vocabulary and sentence construction</p> <p>Experiment with word order and examine its implications for meaning and clarity.</p> <p>Children will be encouraged to experiment and become aware of word order, especially in relation to past, present and future tense or other languages, e.g. Gaeilge.</p> <p>Use of a wide variety of poetry. Children will also be encouraged to bring in and recite their own poetry for the class</p> <p>Link with Maths for colour, shape, size. Everyday movements around classroom for</p>	<p>Vocabulary</p> <p>Experience the teacher's use of challenging vocabulary and sentence structure.</p> <p>Questions and instructions. Draw attention to new vocabulary</p> <p>Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure.</p> <p>Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure.</p>
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order, e.g. Time, Circle Time, Action movement

Use of Nursery Rhymes, riddles, for Junior and Senior Infant Classes. Develop nonsense rhymes, change original rhymes

Listen to, learn and ask riddles.

Experience and enjoy riddles

Create real and imaginary sound worlds.

Describe and answer questions on everyday experiences and events.

News time, Religion, SPHE

Use of language posters and brainstorming to initiate and sustain discussion

Experience, recognise and observe simple commands.

In oral language activities and other curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use

Sentence Structure & Grammar

Teacher models correct speech structure.

Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning.

Experience challenging vocabulary and sentence structure from the teacher.

Combine simple sentences through the use of connecting words.

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Physically make sentences using whiteboards (Human sentence chain)

Use description bubble to develop sentences

Sentence Structure and Grammar

Developing and expanding on Junior Infants-2nd approaches

Understand the functions and know the names of the parts of speech.

Noun, verb, adjective, adverb, conjunction, articles

Learn about and name the basic properties of nouns and verbs.

Different types of nouns. Functions of verbs. Tenses of verbs-past, present, future, past participle, conditional

Become familiar with compound and complex sentences and know and understand the term 'phrase'

Teacher directed lessons, and contextual usage

<p>Use 'sick sentences' from Pobble365 to develop sentences</p>	<p>Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts.</p> <p>Narratives, reporting, description activities</p>
<p>Exploring and Using</p>	
<p style="text-align: center;">JI- 2nd Class</p> <p>Requests, questions, interactions:</p> <p>Children facilitated to ask questions in English/Irish as well as in other curricular areas</p> <p>Ask questions that will satisfy his/her curiosity and wonder.</p> <p>Listen to other children describe experiences and ask questions about their reactions to them.</p> <p>Narratives and accounts in English Language activities, as well as other curricular areas</p> <p>Listen to a story, poem or a narrative and ask questions about it.</p> <p>Children will listen to stories and accounts given by the teacher, and will be encouraged to ask meaningful questions about what is heard.</p> <p>Listen to other children describe experiences and ask questions about their reactions to them.</p> <p>Children will be encouraged to listen attentively to other children, and to question them meaningfully, whether working at English/Irish activities or other curricular areas</p> <p>Provide a wide range and level of questioning</p> <p>Ask questions in order to satisfy curiosity about the world.</p> <p>Ask questions relating to child's own environment, experiences, family, news, SESE</p> <p>Show understanding of text.</p>	<p style="text-align: center;">3rd-6th Class</p> <p>Requests, questions, interactions:</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Listen to a presentation and discuss and decide the most important questions to ask</p> <p>Questions, e.g. what top five questions would you ask a famous person?</p> <p>Learn and use the basic key questions.</p> <p>Use of – who, what, when, where, why etc? Essays and critiques and project work</p> <p>Listen to a presentation and discuss and decide the most important questions to ask.</p> <p>Questions, e.g. what top five questions would you ask a famous person?</p> <p>Learn and use the basic key questions.</p> <p>Use of – who, what, when, where, why etc? Essays and critiques and project work</p> <p>Essays and critiques and project work</p>

Questioning re text to develop appreciation and understanding

Give a description, recount a narrative or describe a process, and answer questions about it.

The child will frequently have the opportunity to address the teacher and class in a meaningful manner.

Use Description bubble to develop questions

Categorisation:

Name, describe and categorise people, objects and experiences showing increasing depth of knowledge and improved understanding.

Teachers will use opportunities across the curriculum to find language to categorise

Genres : Narrative, report, recount etc

Vocabulary : Awareness of cross curricular language e.g. Shape/colour in mathematics, living/non living things in science.

Retelling & elaborating:

Give a description, recount a narrative or describe a process, and answer questions about it.

Use of a variety of stories and rhymes. Retell stories that children enjoyed in the past, children's choice of stories.

Retell narratives and accounts in English Language activities, as well as other curricular areas e.g. History

Children will listen to stories and accounts given by the teacher, and will be encouraged to retell and elaborate on stories heard

Create and tell stories.

Categorisation:

Developing and expanding on Junior Infants-2nd approaches

Teachers will use opportunities across the curriculum to find language to categorise

Genres : Narrative, report, recount etc

Vocabulary : Awareness of cross curricular language e.g. by Era in History, by type of reading material e.g. Fables, Facts,

Science-floating and sinking, living and non-living, conductors and insulators

Retelling & elaborating:

Developing and expanding on Junior Infants-2nd approaches

Use of expression in reading, narrative etc

Re-telling news. Discussion

Discussion, questioning, reasoning. Listening to and extracting key ideas, synopsis.

Discuss plays, films and television programmes.

Discussion, story re-construction

Finishing, sequencing, changing ending or beginning of stories. Use of objects to create a story, puppets

Listen to, learn and retell a rich variety of stories, rhymes and songs.

Children will be encouraged to express opinions, and tell stories, recount news events etc and will be encouraged to take turns and to listen to the expressions of others

Listen to a story or description and respond to it.

Tell stories in his/her own words and answer questions about them.

Playful & Creative use of language:

Engage in real and imaginary situations involving language use.

This objective will be met through English/Irish activities, as well as through Drama, Poetry, SPHE, and other curricular areas

Exploration of imaginary situations and characters, use of drama.

Imaginary experiences – storytelling, drama, song

Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt.

Discuss poems/rhymes. Enjoyment of drama, oral language lessons. Discussion. Provide props for drama

Use language to create and sustain imaginary situations in play.

Development through drama, mime, role-play

Use of Auditory discrimination CDs and online

Playful & Creative use of language:

Developing and expanding on Junior Infants-2nd approaches

Discussion, assigning conversation to pictures

Use mime to convey ideas, reactions, emotions, desires and attitudes.

Character role play and non-verbal communication

Discussion, assigning conversation to pictures

Discuss the positive and negative effects of jargon, slang, colloquialisms and cliché, and express examples of them in his/her own language.

Discussion of jargon, slang, different usage etc

Recognise and re-create sounds in the immediate environment.

Use of auditory discrimination websites/resources. Creating sounds relating to pictures, animals, instruments, oral language posters. Discussion follows.

Experiment with different voices in role-playing, puppets.

Use imaginative play to create humorous characters and situations.

Use play and improvisational drama to sustain imaginary situations.

Information giving & explanation:

Our News/Class Story

Following simple instructions during AISTEAR

Link with procedural writing

Justification:

Discuss the meaning, effect and diversity of local words and expressions.

Exploration and discussion of local words, phrases, syntax usage

Hear accents and dialects other than his/her own on digital, on video and in person and discuss them.

Awareness of and Respect for accents and dialects other than their own

Use drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations.

Story re-construction

Explore reactions to ideas through drama. Character roles – happy/sad etc

Experience and enjoy playful aspects of language.

Nonsense poetry, riddles, rhymes, limericks, tongue twisters, mnemonic, palindromes, Synonyms, antonyms, compound words and nonsense verse

Information giving & explanation:

Developing and expanding on Junior Infants-2nd approaches

Give and follow instructions on how to perform a particular task or process.

Teacher instruction in conjunction with class discussion,etc

Acquire the ability to give detailed instructions and directions.

Instructions and explorations

Acquire the ability to give detailed instructions and directions.

Instructions and explorations

Study of reasons in Nursery Rhymes/Fairy Stories

Link with categorisation in Maths/science/Geography (sets/odd one out etc)

Description:

Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates.

Children are encouraged to become increasingly explicit in their accounts.

Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position.

Focus on the subject under discussion and sustain a conversation on it.

Description Bubble

Prediction & Reflection:

Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences.

Make presentations to the class about his/her own particular interests.

Informally in class as well as formally project work

Justification:

Developing and expanding on Junior Infants-2nd approaches

Discussion, questioning, reasoning. Listening to and extracting key ideas, synopsis. Listen to expressions, reactions, opinions and interpretations and retell or summarise them.

Discussion, news telling, reporting. Listen to radio/t.v./web/broadcasts/podcast/webinars and discuss what has been learned.

Justify personal likes and dislikes.

Reasoning a point, Defending

<https://www.roomrecess.com/mobile/AuthorsPurpose/play.html> (Justify reasons for choosing text type)

Description:

Developing and expanding on Junior Infants-2nd approaches

Discuss ideas, concepts and images encountered in literature.

Discussion, Art-Film, Book, Picture,

Discuss causes and effects in relation to processes and events and predict possible outcomes.

As well as English work, SPHE work – consequences of choices made

<p>Discuss the child's future plans, holidays, after school activities.</p>	<p>Prediction & Reflection: Developing and expanding on Junior Infants-2nd approaches</p> <p>Discuss personal reading and writing.</p> <p>Reading aloud children's compositions. Discussion on these</p> <p>Express individual responses to poems and literature and discuss different interpretation</p>
<p>Oral Language Text Types</p>	
<p style="text-align: center;">Jl- 2nd Class</p> <ul style="list-style-type: none"> -Conversations -Storytelling and Anecdotes -Questioning and Interviews -Giving Instructions/Procedures 	<p style="text-align: center;">3rd-6th Class</p> <ul style="list-style-type: none"> -Conversations -Storytelling and Anecdotes -Questioning and Interviews -Giving Instructions/Procedures -Oral Reports -Partner and Small Group Work -Arguments and Formal/Informal Debates

<p>Whole School Overview: Reading</p>		
<p>Schemes in use/Reading Material/Resources</p>		
<p>Websites/links for Reading Development (can be used at every class level): Note: These are PDST, NCCA & NCSE resources.</p>	<p>NCSE Conventions-of-print-and-sentence-structure Vocabulary Part 1 PDST Vocabulary Part 2 PDST</p>	<p>Author's Purpose Game eBulletin- Fluency eBulletin - Motivation eBulletin- Choice Phonological Awareness Package (Developmental Order) PDST Reading Manual eBulletin- Response & Author's Intent</p>

<p>Please add the websites you regularly use as a staff to support Reading development. Feel free to move the links in this section to the relevant Learning Outcome</p>	<p>Description eBulletin eBulletin - Critical Literacy Support Material-Comprehension</p>	
<p>ASD Class & Junior Infants-2nd Class</p>	<p>3rd- 6th Class</p>	
<p>Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Engage, Sails, PM Readers Class Libraries Pre-verbal skills (PECS) Braille</p>	<p>Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Engage and Big Cat Reader Scheme Class Libraries</p>	
<p>Approaches used:</p>		
	<p>JI-SI Class</p>	<p>1st-6th Class</p>
<p>Engagement , Motivation & Choice:</p>	<p>Experience the reading process being modelled. Teacher reads books and big books aloud to children</p> <p>Handle books and browse through them. Shared reading programme and Library Corner, and CAPER. Shared Reading will be implemented for January in Junior Infants,</p>	<p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Read from a range of children’s literature, choosing material for reading during silent reading periods</p> <p>Children choose from plentiful supply of reading material from the library and from the shared reading sets</p> <p>Engage in personal reading</p> <p>Children will be encouraged to read when they are finished</p> <p>assignments, written work etc. Classes will also engage in C.A.P.E.R. and Book Fair</p> <p>Learn to find books in a classroom library.</p>

	<p>and from September in Senior infants</p> <p>Encounter early reading through collaborative reading of large-format books and language-experience material. Big books, Pre-reading big books and other picture books</p> <p>Associate print with enjoyment through listening to stories and poems read aloud.</p> <p>Creation of a 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</p> <p>Perceive reading as a shared, enjoyable experience.</p> <p>Promoting Shared Reading at</p>	<p>Read aloud to share a text with an audience</p> <p>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</p> <p>Experience different types of text. Factual books, poetry, newspapers, dictionaries, Research books, newspapers, Internet, Kindles, etc</p> <p>Seek recommendations for books to read and recommend books to others.</p> <p>Encourage children to orally recommend books to others</p> <p>Find information and share it with others</p> <p>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 including guest speakers</p> <p>Continue to use information technology to increase motivation to read and to enhance reading development, at home and at school</p> <p>Engage in shared reading activities.</p> <p>All classes will have 4-6 week blocks of shared reading time each year</p>
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	<p>home and in school.</p> <p>Record response to text through pictures and captions.</p> <p>Creation of drawings relating to events in story or poem. Pictures of characters. Design new book cover, illustrations etc</p> <p>Pursue and develop individual interests through engagement with books.</p> <p>Questioning and follow up discussion on shared reading. Allow pupils choose books for Shared Reading, C.A.P.E.R. time</p> <p>Re-read, retell and act out familiar stories, poems or parts of stories.</p> <p>Incorporate drama with story time and poetry. Movement with</p>	
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	<p>stories and rhymes</p> <p>Respond to characters, situations and story details, relating them to personal experience.</p> <p>Questioning and discussion. Relating to the child's own situation. Developing empathy</p>	
<p>Conventions of Print, Sentence Structure & Grammar</p>	<p>See OL section for sentence structure & grammar</p> <p>Become familiar with a wide range of environmental print, beginning with print in the classroom.</p> <p>Flashcards in room. Labelling items. Signs around school. Link with SPHE – road signs etc</p> <p>Learn about the basic terminology and conventions of books-spine, author etc.</p>	<p>See OL section for sentence structure & grammar</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Know the structure and terminology of books.</p> <p>Discussion and questioning on author, titles, illustrators, chapters, table of contents etc</p> <p>Use a knowledge of printing conventions as an aid to expression and comprehension.</p> <p>Knowledge of capital letters, spelling, paragraphs, punctuation</p>

	<p>Front cover/ back/ end pages</p> <p>Left- right</p> <p>Top- bottom</p> <p>Use of big book. Terminology of books discussed at storytelling time. Focus on author, text, cover, illustrations</p> <p>Learn to recognise and name the letters of the alphabet.</p> <p>Linked with phonics and handwriting</p> <p>Develop an awareness of some letter- sound relationships</p> <p>Linked with Jolly Phonics programme</p> <p>Differentiate between text and pictures.</p> <p>Structure of book</p> <p>Understand the function of text.</p> <p>Text portrays words and story</p>	
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<p>Phonological Awareness & Phonics:</p>	<p>See OL section on playful & creative use of language</p> <p>Play with language to develop an awareness of sounds. Wrong words at the end of a rhyme – pupils spot and correct. Nonsense verse</p> <p>Develop a sense of rhythm and rhyme. Through nursery rhymes and poetry</p> <p>Listen to, enjoy and respond to stories, nursery rhymes, poems and songs.</p> <p>Children become familiar with a range of stories, nursery rhymes and poems. Core list of nursery rhymes</p> <p><u>Glossary of terms used within our school</u></p> <p>Phonic method An approach to reading instruction</p>	<p>See OL section on playful & creative use of language</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>See whole school plan for phonics in Appendix B</p>
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	<p>where the emphasis is placed upon the sound value of letters as a means of word recognition</p> <p>Analysis Breaking down a word into its individual letter sounds, e.g. ship = sh+i+p</p> <p>Blending Linking together the individual sounds to form the whole word, sh+ee+p</p> <p>Digraph Two letters, vowel or consonant, which combine to make one sound: ch in meat</p> <p>Diphthong Two vowels blending to make one sound: oi</p>	
<p>Vocabulary Development:</p>	<p>See OL section on Vocabulary</p> <p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read.</p> <p>Sight vocab will mainly be</p>	<p>See OL section on Vocabulary</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Perform simple information retrieval tasks</p> <p>Use of age appropriate books, IT, dictionaries and the web to find information relating to topics in English as well as other curricular areas.</p> <p>Introduction to Dictionary Work.</p> <p>Develop basic information retrieval skills.</p>

	<p>based on the Reading programme flashcards and Dolch lists</p> <p>Learn to isolate the beginning sound of a word or syllable. in accordance with Phonics programme</p> <p>Learn to isolate beginning and final sounds in written words.</p> <p>Onset and rime. Mainly oral work at Junior infant level</p> <p>Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable.</p> <p>Onset and rime</p> <p>Use knowledge of word order, illustration, context and initial letters to identify unknown words</p> <p>Encouraging use of contextual clues to decode print</p>	<p>Dictionary, ICT, web, magazines, project work</p> <p>Use simple dictionaries and thesaurus effectively. Use of dictionary/thesaurus from 2nd Class upwards. Working in pairs, set questions on words looked up. Put words in sentences etc</p>
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	<p>Engage in shared reading activities.</p> <p>Junior infants will engage in Shared Reading from January, and Senior infants from September</p>	
<p>Comprehension</p>	<p>Recall and talk about significant events and details in stories.</p> <p>Questioning and discussion of stories, rhymes, poems, picture books, images, videos, reading eggs, podcasts etc</p> <p>Respond to characters and events in a story</p> <p>Through discussion and drama, the children will explore and relate to characters and events in stories</p> <p>Explore different attitudes and feelings by imagining what</p>	<p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction.</p> <p>Summarising, writing alternative endings, re-telling, CLOZE, comprehension/literacy boxes.</p> <p>Develop study skills such as skimming, scanning, note-taking, mind-maps, KWL Charts, grids and summarising.</p> <p>Project research using ICT. Editing information, making presentations. Retrieve and interpret information in a variety of ways.</p> <p>Internet research, editing, making presentations</p>

	<p>it would be like to be certain characters</p> <p>Through discussion and drama, the children will explore different attitudes and feelings expressed by characters</p> <p>Engage frequently in informal discussion of books with teachers and others</p> <p>Record response to text through pictures and captions.</p> <p>Creation of drawings relating to events in story or poem. Pictures of characters. Design new book cover, illustrations etc</p> <p>Pursue and develop individual interests through engagement with books.</p> <p>Questioning and follow up discussion on shared reading.</p>	
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	Allow pupils choose books for Shared Reading,C.A.P. E.R. time	
Response to Text & Author's Intent	<p>Respond to characters and events in a story</p> <p>Through discussion and drama, the children will explore and relate to characters and events in stories</p> <p>Explore different attitudes and feelings by imagining what it would be like to be certain characters</p> <p>Through discussion and drama, the children will explore different attitudes and feelings expressed by characters</p> <p>Engage frequently in informal discussion of books with teachers and others</p>	<p>https://www.roomrecess.com/mobile/AuthorsPurpose/play.html</p> <p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Express a more formal response by giving a considered personal opinion of a book in oral or in written form</p> <p>Pupils will frequently be afforded the opportunity to review their shared reading and/or personal reading books for their classmates. Pupils will also complete simple written book review forms.</p> <p>Support arguments and opinions with evidence from the text.</p> <p>Scanning, summarising, debate, discussion</p> <p>Read and interpret different kinds of functional text.</p> <p>Interpreting directions, adverts, instructions, recipes, timetables</p> <p>Distinguish between fact and opinion, and bias and objectivity, in text and in the media- link with SESE & SPHE</p> <p>Pupils will explore the difference between fact and opinion, and will be taught to look out for bias etc</p> <p>Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology.</p> <p>Use of internet, podcasts, project and research work</p>

	<p>Teachers and shared reading partners will engage frequently in informal discussion of the material read</p> <p>Questioning and discussion. Relating to the child's own situation. Developing empathy</p> <p>Hear the teacher model a response to poems, fiction, plays and parts of plays.</p> <p>Respond to poetry and fiction through discussion, drama, the visual arts and dance.</p> <p>Relate personal experience to the ideas and emotions conveyed in the text.</p> <p>Examine similarities and differences in various types of stories.</p> <p>Modelled reading, reading to pupils, teacher</p>	<p>Hear the teacher model a response to poems, fiction, plays and parts of plays.</p> <p>Modelled reading, reading to pupils, teacher and pupil analysis</p> <p>Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance.</p> <p>Recalling, retelling, evaluation, presentation</p> <p>Relate personal experience to the ideas and emotions conveyed in the text.</p> <p>Discussion of texts read in class, written accounts</p> <p>Appreciate issues in fiction/non-fiction.</p> <p>Discussion and debate of relevant issues, personalised written accounts</p> <p>Examine similarities and differences in various types of text.</p> <p>Comparison through discussion, of class novel and texts read in class</p> <p>Continue to share response to an ever-increasing variety of texts with the wider community of readers.</p> <p>Book and newspaper reviews, introducing the short story</p>
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	<p>and pupil analysis</p> <p>Use of internet, CD roms and multimedia</p> <p>Invite children to come up with alternative endings to texts</p> <p>Explore the traits of characters through role-play in Aistear</p>	
<p>Fluency:</p>	<p>In conjunction with Aistear analyse and interpret characters, situations, events and sequences presented pictorially</p> <p>Focus on illustrations while discussing characters. Characters in role/drama. Sequencing stories. Integrated with SESE also</p>	<p>Developing and expanding on Junior Infants-2nd approaches</p> <p>Use more than one strategy when reading unfamiliar text.</p> <p>Pictures, discussion, new word, word building, story as context builder, read summary</p> <p>Identify unfamiliar words by reference to word parts, prefixes and suffixes.</p> <p>Break words into parts. Use of sounds, phonics, phonemics</p> <p>Continue to self-correct and peer correct reading errors.</p> <p>Reading aloud, comprehension questions, Cloze procedures</p> <p>Become an increasingly independent reader in a variety of media e.g. online, hard-copies</p> <p>DEAR time, print rich environment, library, research projects</p>

		<p>Understand the relationship between text and illustration.</p> <p>Discussion of pictures before reading, identify characters from reading text. Relate what incident from text is illustrated</p> <p>Refine his/her listening skills through hearing the teacher read aloud. Teacher reads stories, poems, plays. Question children afterwards.</p> <p>Read short books in one sitting to experience success in reading. Shared reading books, Comics, Reading Zone Pack.</p>
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Whole School Overview: Writing:		
ASD Class & Junior Infants- 2nd Class		3rd-6th Class
<p>Websites/links for Writing Development (can be used at every class level):</p> <p>Note: These are PDST, NCCA & NCSE resources. Please add the websites you regularly use as a staff to support Writing development. Feel free to move the links in this section to the relevant Learning Outcome</p>	<p>Fostering a culture of Writing in the Classroom- PDST Manual</p> <p>eBulletin - Motivation</p> <p>eBulletin- Choice</p> <p>eBulletin - Spelling & word study</p> <p>eBulletin- Writing to socialise</p> <p>Support Material- Writing Genres</p>	<p>Early Handwriting: Support Material</p> <p>Cursive Handwriting: Support Material</p> <p>Language for Teaching Handwriting: Support Material</p> <p>eBulletin- Response & author's intent</p> <p>eBulletin - Critical Literacy</p> <p>The Writing Workshop- Support Material</p>
Schemes/resources/materials in use:		
<p>Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Cursive Writing Scheme</p>	<p>Primary Language Curriculum Whole School Plan Starlight Programme-Oral Language, Reading and Writing Cursive Writing Scheme</p>	

Pre-verbal skills (PECS) Braille		
Approaches used:		
Class	JI-2nd	3rd-6th Class
Engagement, Motivation & Choice:	<p>Mark making</p> <p>Free writing</p> <p>Print rich environment</p> <p>Writer of the week</p> <p>Aistear- note writing, lists, recording phone conversations, menus, appointments, etc.</p> <p>Writing for purpose Choice e Bulletin</p> <p>eBulletin- Writing to socialise</p> <p>Motivation eBulletin</p> <p>Playful and creative use of language</p> <p>Simile song</p>	<p>Development of approaches from JI to 2nd class</p> <p>Pair/group work</p> <p>Projects work</p> <p>Cross curricular</p> <p>Choice e Bulletin</p> <p>Novel work- essay style questions Free writing</p> <p>eBulletin- Writing to socialise- Letter/email writing Note taking Journaling / Blogging</p> <p>Motivation eBulletin</p> <p>Playful and creative use of language Use of idioms, metaphors</p> <p>Simile song</p>
Conventions of Print, Sentence Structure & Grammar	<p>See appendices</p> <p>See OL section on sentence structure</p> <p>See Reading section on convention of print, sentence structure and grammar</p>	<p>Developing and expanding on Junior Infants-2nd approaches</p> <p>See Appendix C-Whole School Approach to Grammar and Punctuation</p> <p>See OL section on sentence structure</p>

		See Reading section on convention of print, sentence structure and grammar
Spelling & Word Study:	See Reading section above See Phonics appendix eBulletin Spelling	Developing and expanding on Junior Infants-2nd approaches eBulletin Spelling - PDST Word walls Spellings for me Specific spelling rules- homophones/ homonyms etc Use of thesaurus Etymology Cognates Morphology
Vocabulary Development:	Word Hippo Wordle	Developing and expanding on Junior Infants-2nd approaches Vocabulary eBulletin 1 Vocabulary eBulletin 2 Nursery rhymes- development of language
Response & Author's Intent	See Reading section above Opportunities to celebrate, read and discuss their individual and peers' work	See Reading section above Development of approaches from JI to 2nd class Critical Literacy Considering perspective Hinky pinks
Writing Genres:	Expose children to the structure and language features of Report, Procedure and Recount	Development of approaches from JI to 2nd class Follow 2 year genre plan Year 1: Report, Procedural and Recount

	<p>Familiarity with genre-reading material, real life experiences</p> <p>Teacher modelling</p> <p>Opportunities for retelling genres orally</p> <p>Opportunities for shared writing</p> <p>Use Toman na hOrdóige picture for retelling</p>	<p>Year 2: Narrative, Persuasive, Explanation</p> <p>PDST Writing Genres</p>
<p>Writing Process:</p>	<p>Teacher Modelling writing</p> <p>Teacher as scribe</p> <p>Collaborative writing</p> <p>Editing & self correcting</p> <p>Opportunity to share written texts</p>	<p>Development of approaches from J1 to 2nd class</p> <p>Editing & self correcting</p> <p>Sentence investigators</p> <p>Opportunity to share written texts</p> <p>Writing Support Materials</p> <p>Rewriting poems/fairy tales</p> <p>Changing</p> <p>Fixed Fairy Tales</p> <p>https://www.youtube.com/watch?v=zpnq5HI8uwQ</p>
<p>Handwriting & Presentation:</p>	<p>Pre-writing skills:</p> <ul style="list-style-type: none"> • Development of fine motor control • Reinforcing left-to-right movements necessary for good handwriting • Providing the child with varied and essential practice using patterns and basic shapes <p>Letter Formation:</p> <ul style="list-style-type: none"> • Tracing over the letters with the forefinger, saying the movements involved in forming the letter • Letter written in the air 	<p>Developing and expanding on Junior Infants-2nd approaches</p> <p>See Appendix D - Whole School Approach to Handwriting</p> <p><u>The importance of consistency throughout the school in the approach to cursive writing instruction cannot be overemphasised.</u></p>

	<ul style="list-style-type: none"> • Letter written on paper, reciting the movements involved. • Introduction to writing lowercase and uppercase letters • Attention is paid to the process ie. letters written without lifting the pen etc. 	
Whole School Initiatives:	School regularly participates in initiatives and competitions during the school year e.g. Write a Book, Easons Spelling Bee, INTO Handwriting Competition, Essay Competition for Listowel Writers' Week	
Assessment:	<p>Methods and examples of Assessment can be found by following this link and going to pages 45 - 49 http://pdst.ie/sites/default/files/14.%20Five%20Components%20of%20Oral%20Language_0.pdf</p> <p>Yearly administration of Drumcondra Reading Test is conducted in May each year from 1st - 6th Classes.</p> <p>Administration of SWST will be conducted from pupils age 6 in November each year.</p> <p>Infant Pupils will be tested using the Jolly Phonics Assessments 1 & 2 and BIAP (for Junior Infants) each year</p>	
Differentiation:	<p>Differentiation will happen at individual, group, class and SET levels and will be based upon the Continuum of Support. It will be based on support for all, some and few as per the guidelines below. https://www.sess.ie/sites/default/files/inline-files/neps_special_needs_resource_pack.pdf</p> <p>Class/School Support Plan/Plan Plus for the school will be drawn up in conjunction with parents, pupils, SETs, Principal and external agencies when indicated.</p>	
Team Teaching Station Teaching	<p>Occasionally Team Teaching will happen in some/all classes based on suitability and/or need. SETs, SNAs and Class Teachers will be used to facilitate these classes. They may take the form of Station Teaching.</p> <p>SETs may at times work with smaller groups within a class setting, whole Class Teacher teaches the bigger group, or vice versa.</p> <p>Planning for these classes will be conducted by Class Teachers in consultation with the SETs.</p>	

	Continual overview and review of these lesson will be conducted with pre and post testing conduction on pupils (possibly a sample of students)
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Whole School Literacy Genre Plan

Term/year beginning	Writing Genre	Speaking and Listening	Grammar/ punctuation	Comprehension Strategies
Odd Year -Term 1 ..'23...'25...'27...'29...'31	Procedure & Narrative	Oral Instructions	Sequencing Words Bossy Verbs and Adverbs Timeless Present Tense	Skimming and Scanning Re-Reading
Odd Year -Term 2 ..'23...'25...'27...'29...'31	Explanation	Conversations/Extended Conversations/Questioning	Comparatives Cause and Effect Linking Words Passive Tense	Inferring Synthesising Re-Reading
Odd Year - Term 3 ..'23...'25...'27...'29...'31	Persuasive	Arguments and Debates	Fact and Opinion Sentence Stems Passive Tense	Self-Questioning Determining Importance Comparing
Even Year - Term 1 ..'22...'24...'26...'28...'30	Report	Oral Reports/Interest Talks	Amazing Adjectives Vivid Verbs Descriptive Language	Skimming and Scanning Determining Importance

Even Year -Term 2 ..'22...'24...'26...'28...'30	Narrative	Storytelling and Anecdotes	Descriptive Language Speech Marks Contractions	Predicting Making Connections Creating Images
Even Year - Term 3 ..'22...'24...'26...'28...'30	Recount	Oral Reports/ Extended Conversations	Past Tense Action Verbs Linking Words	Recalling Summarising and Paraphrasing

*Associated Learner Outcomes from the PLC

Literacy Learning Outcomes 2023/24

September			October			November			December			January		
Oral Language	C U	1 4	Oral Language	U	5	Oral Language	EU	12	Oral Language	C U	3 6	Oral Language	C C	1 2
Reading	U	4	Reading	EU	7	Reading	EU	9	Reading	EU	10	Reading	C C	1 2
Writing	U EU	3 9	Writing	U	6	Writing	C U	1 6	Writing	EU	8	Writing	EU EU	7 9
February			March			April			May			June		
Oral Language	EU	7	Oral Language	EU	8	Oral Language	C EU	3 9	Oral Language	EU	11	Oral Language	C EU	3 10
Reading	U EU	3 9	Reading	U	5	Reading	EU	8	Reading	EU	9	Reading	EU	8
Writing	C	2	Writing	U	4	Writing	EU	8	Writing	C EU	1 7	Writing	EU	9

Grammar/Punctuation Topics for each Class

Junior Infants

- Referring to the punctuation and grammar of text incidentally (e.g. in Big Books, Book Talk, in the reading scheme)
- Copy lowercase letters
- Write correct lower-case letters independently
- Write their first name independently
- Copy simple sentences e.g. I see the cat
- Introduced to the first three genres of writing-Narrative, Recount and Procedure

Senior Infants

- 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
- Formal teaching of capital letters, full stops, sentences
- Write correct lower-case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identify correct sentences
- Study of the first three genres of writing-Narrative, Recount and Procedure

Rang 1

- Revision and extension of capital letters, full stops, sentences
- Introduction of exclamation marks and questions marks
- a/an
- Plurals – add s
- Singular Pronouns
- Verbs – past, present and future tenses
- Adjectives
- Compound Words
- Adverbs
- Study of the first three genres of writing-Narrative, Recount and Procedure. Formal writing of the genres will begin in Second Class.
- Nouns (Proper & Common)
- Ordering the days/months-capital letters
- Alphabetical Order.

Rang 2:

- Revision of previous work.
- Rewriting sentences correctly-capital letters, full stops, commas (lists only)and questions/exclamation marks

- Speech marks will be introduced informally
- Plurals "es"
- Rewriting sentences/short passages using correct punctuation
- Composing short stories from pictorial clues, paying attention to correct punctuation
- Study and writing of previous genres of writing. Begin writing simple pieces of writing in each genre as it is covered.

Rang 3

- Dictionary Work
- Parts of speech
- Simple Tenses – past, present, future
- Verbs – ending in -y (e.g. try, cry)
- Verb (to be)
- Syllables
- Proper Nouns
- Adjectives
- Paragraphs
- Speech Marks
- Contractions
- Comparatives and Superlatives
- Adverbs
- Irregular Plurals
- Possessive and plural pronouns
- Homophones e.g. hear/here
- Questions & Exclamations
- Prefixes and Suffixes
- Synonyms
- Compound Word

Rang 4 All of the above plus:

- Use of apostrophe
- Apostrophe for possession
- Apostrophe to shorten words
- Negatives

Rang 5

- Revision of punctuation concepts to date
- Apostrophe with plurals ending in s
- Subjects in a sentence
- Objects of a sentence
- Direct and indirect speech
- Working with - Past, Present and Future Tense Verbs
- Working with Prepositions

Rang 6

- Revision of punctuation/grammar concepts to date
- Simple sentences
- Compound and complex sentences
- Use of brackets in sentences

Whole School Approach To Handwriting

Cursive style of handwriting is used throughout the school – from Junior Infants. We use the scheme-Just Cursive. Fifth and Sixth Classes use B4 copies and not Handwriting Books.

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. As a school, we emphasise the “3 Ps of Handwriting”

- Posture
- Pencil Grip
- Page Position

Allocating time

All classes will undertake at least 3 x 15 mins of handwriting a week. This may vary from class to class and from year to year, depending on the needs of specific classes.

Left-handed Pupils

The left-handed pupil will 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 opposite is true for right handed pupils.

The method of holding the writing instrument is much the same as for the right-handed by pupils, 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-handed pupils 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 a pen is being used, the nibs should be rounded and smooth. Pupils will write in blue pen, using red for corrections, numbering/lettering and margins.

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 we will watch for 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 most common 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.

A variety of pencil and/or weighted grips are available to pupils to help in this regard.

2. Incorrect formation of letters

Incorrect letter formations will be most easily detected by watching children write, but a close study of children's finished work may reveal tell-tale 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. This logical pattern is followed in the handwriting scheme, Just Handwriting (educate.ie) throughout 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 can help to overcome this type of difficulty. The use of cursive style can be useful in helping children to overcome some of these reversal and inversion difficulties.

If difficulties in this area persist further investigation may be warranted in the form of formal assessment (C.F. Assessment Policy). Supplementary teaching and/or Occupational Therapy Assessment and/or intervention may be needed.

Assessing Handwriting

Children will 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 writer is able to recognise rises in level of achievement. Self-assessment (red circle around the poorest letter/word, green circle around the best letter/word on a page, Two Stars and a Wish) and pupil/teacher conferencing and peer assessment/conferencing is used in this regard.

Each teacher should, at least once a term, 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.

It is essential that a teacher identifies and explains the particular features that are causing the child difficulty and work through direct teaching to remedy errors early.

The following checklist will be considered:

- 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?

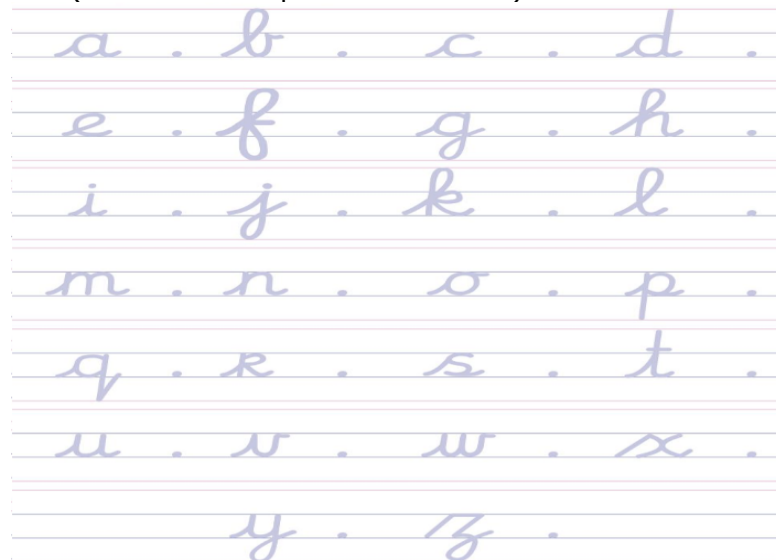
Reminding pupils of these questions pre-writing/post writing allows ownership of the writing process. Handwriting can be acknowledged through certificates at the Good News Assembly on Fridays. Writer of the Week is recognised in Fifth and Sixth Class.

Pupils are encouraged to self and peer assess handwriting using checklists including the points above.

Class Elements of Handwriting in St. Fergus' NS.

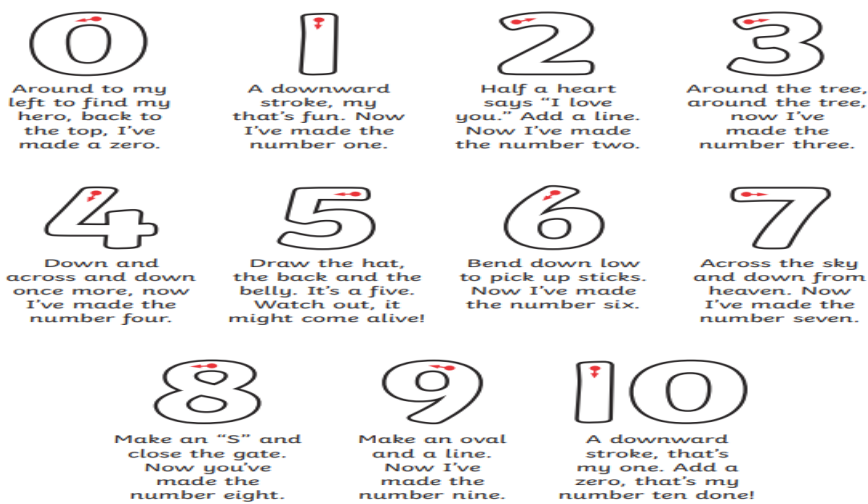
Junior Infants:

- Ensure correct pencil grip
- Poem – First Your Finger, then your thumb and give a little squeeze, slide the others underneath and writing is a breeze
- Use the pencil grasp story Peter Pilot: Peter Pilot, Polly Thumb, Max Support and the Passengers.
- 3 Ps of writing: Posture, pencil grip, page position
- Hand strengthening activities and pre-writing activities e.g. writing in sand/sand/paint bags.
- Rhythmic pattern exercises
- Following writing patterns in handwriting book and copy
- Introduction of lower-case letter formation (pre-cursive) as letter sounds are introduced in Jolly Phonics. i.e. s, a ,t ,i ,p ,n, c, k, e, h, r ,m,d, g, o, u, l, f, b, j, z, w, v, y, x, qu
- Progress to the formation of each lower-letter in cursive writing using the Just Cursive scheme (add tail to the pre-cursive letter)



- Introduction of number formation – use of rhymes to help (twinkl.com)

Number Formation 0 to 10 with Rhymes



Senior Infants:

- Review of pencil grip etc. as per Junior Infants
- Rhythmic pattern exercises
- Review of lower-case cursive letter formation
- Introduction of capital letter formation
- Dual approach with workbooks and B2 copies.

Rang I

- Rhythmic pattern exercises
- Revision of lower-case letters(cursive)
- Systematic instruction and practice in making the 26 capital letters
- Practice in using all letters in words
- Instruction in alphabetical order
- Introduction of free writing
- Emphasis on B2 copies rather than workbooks.
- Examples of continuous prose and poetry as models for sustained writing practices.

Rang II

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

Rang III

- 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 cursive writing
- Revision of capital letters
- Revision of the joined and the break letters
- Exercises in self-assessment
- Writing in red biro for titles and ruling pages

Rang IV

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

- Introduction to writing with pen (when teacher deems appropriate for each pupil)

Rang V

- Revision of posture and pen hold
- Revision of problem letters
- More self-assessment exercises
- An emphasis on careful presentation of written work.

Rang VI

- Revision of problem letters
- Introduction to writing with pen (when teacher deems appropriate for each pupil)
- Revision of posture and pen hold
- Self-assessment exercises
- Emphasis on careful presentation of written work
- Speed writing
- Individual experimentation leading to the development of a personalised writing style.

Please include 3 poems for each class grade. Remember to include the entirety of the text of the poem, to state which class the poems are for and to include the title and poet. Please note, I have laid the document out in 2 columns per page. This will ensure that each child has at least 24 poems “off by heart” when they finish Sixth Class

Junior Infants

1.I Have A Little Frog

I have a little frog

His name is Tiny Tim.

I put him in the bathtub

To see if he could swim.

He drank up all the water

He gobbled up the soap

And when he tried to talk

He had a bubble in his throat!

2.I'm A Little Leprechaun

I'm a little leprechaun
Dressed in green
The tiniest man
That you have seen
If you ever catch me, so it's told
I'll give you my big pot of gold

3.Undertable Land by Paul Rogers

Daddy's baggy trousers,
Grandma's bony knees,
Tommy's lost a slipper,
Someone's dropped some cheese.

Chair legs, their legs, table legs,
The hairs on Grandpa's hand ...
No one knows what I can see,
In Undertable Land

Up above the table top,
Chatter and clatter of tea.
Down here, invisible,
No one else but me.
Listening to what they say ...
Some I understand.
But I know all there is to know
In Undertable Land.

Senior Infants

1. Bed-Time by John Kitching

Bed-Time, Bed-Time

Hot milk, honeyed-bread time,

Favourite book to read time,

Best rhymes to be said time,

Stairs quietly tread time,

Cosy bedspread time,

Cuddle with Ted time,

Eyes heavy as lead time,

Sleepy old head time.

Bed-Time, Bed-Time.

2. Magic Shoes by Brian Moses

I've got a pair of magic shoes,

they take me to the moon.

Dad says, 'Watch out for rockets,'

and Mum says, 'Come back soon.'

I've got a pair of magic shoes,

they take me to the stars,

and sometimes if I'm early,

I'll stop and have tea on Mars.

I've got a pair of magic shoes,

I can high jump over the school,

I can walk up walls like Spiderman

and act like I'm really cool!
I've got a pair of magic shoes,
I can dance like a disco king,
they spring me up to the rooftops,
they let me do anything.
But what if I had some magic socks,
magic underwear too!
With a magic suit of clothes I'm sure
there'd be nothing I couldn't do.

3. I Wonder by Jeannie Kirby

I wonder why the grass is green,
And why the wind is never seen?
Who taught the birds to build a nest,
And told the trees to take a rest?
O, when the moon is not quite round,
Where can the missing bit be found?
Who lights the stars, when they blow out,
And makes the lightning flash about?
Who paints the rainbow in the sky,
And hangs the fluffy clouds so high?
Why is it now, do you suppose,
That Dad won't tell me, if he knows?

First Class

The Creature in the Classroom By Jack Prelutsky

It appeared inside our classroom

at a quarter after ten,

it gobbled up the whiteboard,

three erasers and a pen.

It gobbled teacher's apple

and it bopped her with the core.

'How dare you!' she responded.

'You must leave us . . . there's the door.'

The Creature didn't listen

but described an arabesque

as it gobbled all her pencils,

seven notebooks and her desk.

Teacher stated very calmly,

'Sir! You simply cannot stay,

I'll report you to the principal

unless you go away!

But the thing continued eating,

it ate paper, swallowed ink,

as it gobbled up our homework

I believe I saw it wink.

Teacher finally lost her temper.

'OUT!' she shouted at the creature.

The creature hopped beside her

and GLOPP . . . it gobbled teacher.

What's That Bobbing in the Sea? By Ann Bryant

Sitting on the sand, happy as can be,

What's that bobbing, bobbing in the sea?

It's a lobster, lobster, bobbing in the sea

Lobster, lobster, bobbing in the sea.

Lobster, lobster, bobbing in the sea,

And the waves brought the lobster bobbing up to me!

Repeat the rhyme, replacing the word 'lobster' with other sea creatures - dolphin, turtle, whale, shark, etc.

and replacing the word 'bobbing' with other words, such as - swimming, diving, darting, jumping, leaping,

gliding, surfing, floating, plunging, wriggling ...

The Meal By Karla Kuskin

Timothy Tompkins had turnips and tea.

The turnips were tiny.

He ate at least three.

And then, for dessert,

He had onions and ice.

He liked that so much

That he ordered it twice.

He had two cups of ketchup,

A prune, and a pickle.

"Delicious," said Timothy.

"Well worth a nickel."

He folded his napkin

And hastened to add,

"It's one of the loveliest breakfasts I've had.

A Dragonfly

When the heat of the summer

Made drowsy the land

A dragonfly came

And sat on my hand.

With its blue jointed body

And wings like spun glass

It sat on my fingers

As though they were grass.

Froggies Voyage

Froggie made a little boat, he made a paddle too.

"Come on" he said to mousie "there's lots of room for you."

But the furry little mouse said "the water's much too chilly.

If we fell in, how cold we'd be, why froggie you're just silly".

"Who's going to fall in anyway?" cried froggie with a grin.

Then suddenly, while showing off he tripped and tumbled in.

One hop and he was out again, he dried in two hops more.

But mousie who's not waterproof was glad she stayed on shore.

Action rhyme: 'I'm a Little Sunflower'

Teach the class the action rhyme 'I'm a Little Sunflower', sung to the tune of 'I'm a Little Teapot'.

Children start standing upright (body is the stem, head is flower) with their arms outstretched (arms are the

leaves).

I'm a little sunflower

Look and see!

Here is my stem (move the body)

And here are my leaves (raise arms up and down)

When the sun comes up I turn my head (turn head)

When the sun goes down I go to bed! (bow head)

2nd Class Poems

Sleeping Santa — Kenn Nesbitt

I woke this Christmas morning
and, much to my surprise,
a sleeping, snoring Santa Claus
was there before my eyes.

It seems he was exhausted
from staying up all night,
delivering his presents on
a long and tiring flight.

He made it to our fireplace,
before he fell asleep,
but couldn't take another step
and crumpled in a heap.

And there he slumbered soundly.
He slept the night away,
until I came upon him on
the hearth on Christmas day.

My puppy started barking.
My sister gave a yell.
But Santa didn't hear a thing
as far as I could tell.

He didn't feel me shake him.
He didn't hear the dog.
So Santa's at our house this morning,
sleeping like a log.

With A Friend By Vivian Gouled

I can talk with a friend
and walk with a friend
and share my umbrella in the rain .
I can play with a friend
and stay with a friend
and learn with a friend and explain.
I can eat with a friend
and compete with a friend
and even sometimes disagree .
I can ride with a friend
and take pride with a friend
A friend can mean so much to me!

The Sloth by Theodore Roethke

In moving-slow he has no Peer.
You ask him something in his Ear,
He thinks about it for a Year;

And, then, before he says a Word
There, upside down (unlike a Bird),
He will assume that you have Heard—

A most Ex-as-per-at-ing Lug.
But should you call his manner Smug,
He'll sigh and give his Branch a Hug;

Then off again to Sleep he goes,
Still swaying gently by his Toes,
And you just know he knows he knows

Third Class Poems

The Sound Collector By Roger Mc Gough

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away.

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying-pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the window-pane
When you do the washing up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the chair

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same.

The Witch by Percy H. Ilott

I saw her plucking cowslips,
And marked her where she stood:
She never knew I watched her
While hiding in the wood.

Her skirt was brightest crimson,
And black her steeple hat,
Her broomstick lay beside her—
I'm positive of that.

Her chin was sharp and pointed,
Her eyes were—I don't know—
For, when she turned towards me—
I thought it best—to go!

Smile: Smiling is Infectious By Spike Milligan

Smiling is infectious, you catch it like the flu,
When someone smiled at me today,
I started smiling too.

I passed around the corner and someone saw my grin.
When he smiled I realized I'd passed it on
to him.

I thought about that smile, then I realized its worth.
A single smile, just like mine could travel
round the earth.

So, if you feel a smile begin, don't leave it undetected.
Let's start an epidemic quick, and get
the world infected.

4th Class Poems

1.Old Witch Young Witch By Mary O' Donnell

The witch up the road is busily cooking, stirring the cauldron when no-one is looking.

The thick broth is bubbling with frog's legs and bats and glistening, I think, with the tail-ends of rats.

Our neighbour's not ugly, with warts on her nose, her smile is so sweet, you'd never suppose
that this is a witch, the vilest one ever. The thing is, you see, she's awfully clever.

She drives to the school gates every day, with kids of her own who never would say

that their Ma is a tyrant whose tricks are so vast, (their mouths buttoned shut by some spell she has cast).

She has charmed even them (not to mention the cat), to stick by her side and not say what she's at!

She offers some kids sweets of poisonous weeds, that change in our bellies to hard little beads.
She gives jolly parties, pretends to be nice, but cross her just once and your head's full of lice.
She knows that I know what she's at in the dark, Out on a broomstick, seeking her mark,
hovering close where the bonfires light, hunting low over fields for children at night.
But now that I'm growing I've spells of my own, I know how to stop her by holding two bones
from last Sunday's beef dinner, up to the moon where I cross them and murmur the words of my rune.
This is the season young witches are growing, learning the trade without OLD witches knowing!

2. Be Glad Your Nose is on Your Face By Jack Prelutsky

Be glad your nose is on your face,
not pasted on some other place,
for if it were where it is not,
you might dislike your nose a lot.

Imagine if your precious nose
were sandwiched in between your toes,
that clearly would not be a treat,
for you'd be forced to smell your feet.

Your nose would be a source of dread
were it attached atop your head,
it soon would drive you to despair,
forever tickled by your hair.

Within your ear, your nose would be
an absolute catastrophe,
for when you were obliged to sneeze,
your brain would rattle from the breeze.
Your nose, instead, through thick and thin,
remains between your eyes and chin,
not pasted on some other place--
be glad your nose is on your face!

3. Clowns by Margaret Mahy

Zing! goes the cymbal. Bang! goes the drum
See how they tittle-topple-tumbling come,
Dazing the country, dazzling the towns,
Here's the procession of the circus clowns.

Hop on the heel and twist on the toe,
See how they wobble-wabble-waddling go.
Bim-bam-ballons in the clear blue air!
Clowns on the march to they-don't know where.

Painted-on smiles that are long and loud
Beam at the giggling-goggling crowd,
Under the paint do they grin so gay?
Nobody sees so I just can't say.

Look how the clowns all a cantering come
Riding the donkeys with a hee-haw-hum.
Where have they come from? where do they go? They kin-can't say for they din-don't know.

FIFTH CLASS POEMS

First Day At School By Roger McGough

A millionbillionwillion miles from home
Waiting for the bell to go. (To go where?)
Why are they all so big, other children?
So noisy? So much at home they
Must have been born in uniform
Lived all their lives in playgrounds
Spent the years inventing games
That don't let me in. Games
That are rough, that swallow you up.

And the railings.
All around, the railings.
Are they to keep out wolves and monsters?
Things that carry off and eat children?
Things you don't take sweets from?
Perhaps they're to stop us getting out
Running away from the lessins. Lessin.
What does a lessin look like?
Sounds small and slimy.
They keep them in the classrooms.
Whole rooms made out of glass. Imagine.

I wish I could remember my name
Mummy said it would come in useful.
Like wellies. When there's puddles.
Yellowwellies. I wish she was here.
I think my name is sewn on somewhere
Perhaps the teacher will read it for me.
Tea-cher. The one who makes the tea

2. Daffodils By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle in the milky way,
They stretched in never ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee
A poet could not but be gay,
In such jocund company:
I gazed ... and gazed ... but little thought
What wealth the show to me had brought

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my head with pleasure fills,
And dances with the daffodils.

3. The Lake Isle of Innisfree by William Butler Yeats

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made:
Nine bean-rows will I have there, a hive for the honey-bee;
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

Sixth Class Poems

1. In Flanders Fields By John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

2. I See His Blood upon the Rose By Joseph Mary Plunkett

I see his blood upon the rose
And in the stars the glory of his eyes,
His body gleams amid eternal snows,
His tears fall from the skies.

I see his face in every flower;
The thunder and the singing of the birds
Are but his voice - and carved by his power
Rocks are his written words.

All pathways by his feet are worn,
His strong heart stirs the ever-beating sea,
His crown of thorns is twined with every thorn
His cross is every tree

3. He Wishes for the Cloths of Heaven by W.B. Yeats

Had I the Heavens' embroidered cloths,
Inwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,

I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.