

# Knockminna N.S. - Whole School plan

## **Introduction**

This plan was prepared by the staff of Knockminna N.S. in October 2021. It incorporated elements of our original plan but it also takes into account the revised Primary Language Curriculum. This policy is intended to guide teachers in their individual planning for Literacy and to ensure a consistent approach in the teaching of the English curriculum.

## **Rationale**

In Knockminna N.S., we are committed to the holistic development of all pupils and language is key to the development of the child as a person. In developing this whole school plan for English we hope

- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the Primary Language Curriculum
- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

## **Aims of the English plan**

We aim through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language learning. This plan will form the basis for teachers' long and short-term planning.

The Primary Language Curriculum aims to support teachers to

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

- 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
- 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 and acquire a basic understanding of the history of languages and other cultures.

The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.

### **Strands, Strand Units, Learner Outcomes and Learning Experiences**

The Strands (Oral Language, Reading & Writing) and Strand Units (Communicating, Understanding, Exploring and Using) for the teaching and learning of Literacy are detailed in this document. Strands and Strand Units are broken down into expected Learner Outcomes for each class level and some possible Learning Experiences are presented under the three strand units.

## **Oral language**

### **Broad Objectives**

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

1. Gain pleasure and fulfilment from language activity e.g. Aistear themed language
2. Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
3. Develop fluency, explicitness and confidence in communication.

4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.  
See Appendix 1: 5 Components of Oral Language

Our plan for oral language comprises of three sections, given the importance of the role of oral language, both for its own sake and as a crucial, integrating factor in the Literacy programme.

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

- ***Discrete oral language lessons*** which emphasise language learning  
e.g. introducing oneself and others; greeting others and saying good-bye; giving and receiving messages; using the telephone; making requests for information; giving directions; expressing appreciation; welcoming visitors; making a complaint; expressing sympathy, learning topic specific vocabulary etc.
- ***Integrating Oral language through the Reading and Writing process***  
e.g. novel, poetry, writing process, comprehension strategies, brainstorming, language experience approach
- ***Integrating Oral language across the curriculum***  
e.g. SPHE, Science, History, Geography, Drama, Music, PE etc

### **In planning for oral language, the following contexts are utilised:**

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

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression.

## Oral Language Planning

	Learning Outcomes	Jun & Sen Infants	1st & 2 <sup>nd</sup> Class	3rd & 4 <sup>th</sup> Class	5 <sup>th</sup> & 6 <sup>th</sup> Class	Learning Experiences
C O M M U N I C A T I N G	Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.		<p>Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.</p> <p>Express their individuality through their knowledge and use of various languages.</p> <p>Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p>	<p>Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p>Evaluate how the purpose, situation and audience / listener influence the speaker's register, dialect and accent.</p>	<ul style="list-style-type: none"> <li>-I Spy with my little Eye</li> <li>-What's the time Mr Wolf?</li> <li>-O'Grady says...</li> <li>-Action songs</li> <li>-Yoga/Zumba</li> <li>-Listen &amp; draw/colour</li> <li>-Walk like....</li> <li>-Take a step...if you have...</li> <li>-Fruit bowl</li> <li>-Musical statues</li> <li>-Ready, steady, cook</li> <li>-Show &amp; Tell</li> <li>-Circle Time</li> <li>-News</li> <li>-Critical Thinking &amp; Book Talk</li> </ul>
	Motivation and choice	Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.		Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.		<ul style="list-style-type: none"> <li>-Circle Time</li> <li>-Compose songs/poems</li> <li>-Short films/cartoons</li> <li>-Show &amp; Tell</li> <li>-News</li> <li>-Sock Puppets(App)</li> <li>-Oral Book Report</li> <li>-Projects &amp; Presentations</li> </ul>
	Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences.	Use language appropriately in order to initiate, sustain and engage in conversations on	Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.	Explore how culture and identity can influence how people communicate with others, verbally and non-	<ul style="list-style-type: none"> <li>-Café Conversations (Topics on the Menu)</li> <li>-Snakes and Ladders Conversation Game</li> <li>-Telephone</li> </ul>

		Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and nonverbally.	personal and curriculum-based topics and use a language style and tone suited to the audience .	Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres.	verbally.  Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.	Conversations -Report to class on project work -Aistear -Drama/Mime -Peer groups -Talent show -Concerts -Quiz -People in Other Countries (SESE)
		Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences.				
U N D E R S T A N D I N G	Sentence structure and grammar	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.		Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.  Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.		-Rainbow Oral Language Programme -I Went to the Shop and I bought... -Grammar Guru /Spelling Bee
	Vocabulary	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.  Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language.		Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.	-Rainbow Oral Language Programme -Spot the Difference -Barrier Games -Word of the Week -Topic of the Month
	Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.		Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where	-Barrier Games -Game playing -Quiz, quiz, swap -Debating

			languages where appropriate.	appropriate.	
			Respond creatively and critically to what they have heard and experienced.		
E X P L O R I N G & U S I N G	Requests, questions & interactions	Express personal needs, opinions and preferences, and make requests with confidence.  Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.	Express personal needs, opinions and preferences, explaining and justifying their perspective.		-Twenty Questions -Guess Who? -Hedbandz -Hot or Cold? -Sending a Message -Debating
			Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.	Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.	
	Categorisation	Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.	Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary.		-Word Tennis -School Surveys -First Letter Game -Articulate Board Game -5 Second Rule Game -Liar, Liar (Name items within 30 seconds)
	Retelling and elaboration	Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.	Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.		-Drama -Puppet Shows -Telephone Conversations -Story Swap -Assemblies -Role Play -Hot Seating -Improvisation based on one word/sentence
	Playful and creative use of	Listen and respond to the aesthetic and creative aspects of language and use language playfully and	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word,		-Chinese Whispers -Charades

language	creatively, and across other languages as appropriate.	sentence and text level.  Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.	-Song/Poem Composition -Karaoke -Drama/Sketches -Short films/Radio Programme production -Angry/Sad voice game
Information giving, explanation & justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.	Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.	-Debate -Speak for 1 min on a Topic
Description, prediction & reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.	Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.	-Lucky Dip... describe -Debate

## Reading

The ability to read effectively is an essential requirement if the child is to benefit fully from the educational process, to develop his/her potential and to participate appropriately as a citizen in society. It is a crucial element in the child's language learning. We aim to ensure that each child is given the opportunity to develop his/her literacy skills, thereby becoming an effective reader.

Planning for reading across the four strands units ensures that all areas of content are adequately addressed. We base our class plans for reading on these strand units.

Emphasis is placed on the following areas **a) – o)**:

### **a) The approach to reading**

In our approach to reading, we consider the following:

- the children's general language development

- the central role of phonological and phonetic awareness
- the planning of book related events such as book fairs and book weeks
- the involvement of parents in children's reading
- paired reading with senior buddy

## **b) Providing a print-rich-environment**

- big books in a range of genres
- picture books
- independent reading books
- charts of poems, songs and rhymes
- labels and directions
- name charts
- written materials produced by the children
- jobs chart
- timetables
- word charts
- magnetic surfaces and magnetic letters
- notice board (messages for children to read)
- charts of days, months, seasons and festivals
- calendars
- theme charts
- environmental print in the neighbourhood

## **c) Development of Basic Sight Vocabulary**

Sight vocabulary will be developed through selecting common words, core words, words from the reader, high interest words, dolch lists, Fry Word Lists

## **d) Development of Phonological Awareness**

Phonological awareness will be developed through:

- Syllabic awareness – syllabic blending, syllable segmentation, syllable counting, syllable isolation.



- Onset and rime – nursery rhymes and rhyming poems, detecting rhymes in stories, rhyme judgement, rhyme generation.
- Phonemic awareness – identify initial sound – final sound - medial sound;
  - Phoneme blending
  - Phoneme deletion
  - Phoneme isolation
  - Phoneme substitution
  - Phoneme transpositio

### **e) Acquisition of word identification strategies**

Sight words  
Phonological awareness  
Context clues  
Picture clues  
Syntax

### **f) Use of Reading Schemes**

Rainbow English Programme for Primary Schools (Fallons) – school wide  
PM+ readers for shared reading  
Oxford Reading Tree - particularly in SEN

### **g) Poetry**

Enjoyment is the key word in our poetry lessons.  
Children will hear and read a variety of poetry.  
We hope to foster an appreciation and enjoyment of poetry in the children at all class levels.

### **h) Provision of a variety of reading material**

Oxford Reading Tree  
Storyworld  
Ginn 360

Wolf Hill

Wide selection of class library books eg: O'Brien series etc.

Big Books

Newspapers

Brochures

Magazines/comics

Dictionaries/Thesauruses

Atlases

Encyclopaedias & other reference books

Posters

### **i) Comprehension Strategies**

Because children read for different purposes, we teach the use of a number of different comprehension strategies.

Scanning

Skimming

Search reading

Reflective reading

Brainstorming and categorising

Sequencing

Predicting

Visualising

### **j) School and Class Libraries**

Each classroom has a comprehensive range of books in a dedicated library area. This is added to and changed regularly. The County Sligo Library visit occasionally and the children are involved in choosing books for their library. All genres of reading are included in our libraries. Books created by the children are also included in the library area.

### **k) Book Related Events**

- We propose to visit our local libraries on a more regular basis.
- A book fair takes place in the school every year.

- Author visits are encouraged wherever possible eg: Gerry Boland has been a regular visitor to our school over the years.
- Two successful book clubs have been run in the school at various times – Puffin & Setanta book clubs. Most parents/guardians availed of these opportunities to purchase books for their children.

## **D) ICT**

We have a range of software to encourage children to read from a non-book source.  
We use the internet to research topics and the children enjoy reading from the computer source.

All of the above approaches are built upon as the child progresses through the school.

## **m) Shared reading/Reading Buddies**

Shared Reading with parents/other classes is co-ordinated by the staff. Junior Infants commence Shared Reading with parents in the second term. A letter is sent home to parents, and the school hosts a meeting with parents on Shared Reading.

## **n) D.E.A.R. Time**

Children are given opportunities to select reading material and read for pleasure for a sustained period during the day.

## **o) Reading Stations**

Reading stations are co-ordinated by the staff. They are generally organized in 6-week blocks a number of times throughout the year. The focus varies depending on class needs e.g. reading attainment, letter recognition, rhyming, comprehension strategies etc.

## Reading Planning

	Learning Outcomes	Jun & Sen Infants	1st & 2 <sup>nd</sup> Class	3rd & 4 <sup>th</sup> Class	5 <sup>th</sup> & 6 <sup>th</sup> Class	Learning Experiences
C O M M U N I C A T I N G	Engagement	Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.  Discover and explore texts in various languages.		Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.  Engage with texts of increasing complexity and discover and explore texts in various languages.		-Teacher reading -Audio books -D.E.A.R. Time -Reader's theatre -Reading buddies -Paired reading -Shared reading -Library books
	Motivation and choice	Choose, read and communicate about text in a range of genres and languages for pleasure and interest.	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.	Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes.		-Shared Reading -Library -D.E.A.R. Time -Research
U N D E R S T A N D I N G	Conventions of print and sentence structure	Identify and use basic conventions of print in text.	Use conventions of print and sentence structure to help understand text.	Analyse and compare conventions of print in texts of increasing complexity.  Analyse sentence structures, including simple, compound and complex sentences in texts.  Compare sentence structures and texts in various languages.		-Print carries a message -Left to right and top to bottom orientation -Return sweep -Spacing -Capitalisation, -Grammar -Punctuation
	Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.		Compare sounds and patterns in words found in texts in various genres across the curriculum.  Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.		-Sound Linkage -Word Families -Clap/tap syllables -Swap sounds in words (onset and rime game) -Snap (Rhyming words) -Spoonerisms

	Phonics, word recognition and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading instructional and independent-level texts	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.  Use existing language skills and knowledge to decipher text in other languages.	-Sound Linkage -Jolly Phonics
	Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.  Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning.	Acquire appropriate vocabulary to support the independent comprehension of text.  Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words.	Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.  Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.  Use appropriate reference materials to independently uncover the meaning of unknown words.	-Synonyms -Antonyms -Homonyms -Prefixes -Suffixes -Use of dictionary -Thesaurus

E X P L O R I N G & U S I N G	Purpose, genre and voice	Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions.	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions.	Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.  Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions.	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.  Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.	
	Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent.		Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.		
	Comprehension	Recall, discuss and sequence significant details and identify key points of information in text.		Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.  Compare and synthesise information, thoughts, and ideas from a variety of text sources.	<ul style="list-style-type: none"> <li>-Activating &amp; using prior knowledge</li> <li>-Predicting</li> <li>-Visualising</li> <li>-Making connections</li> <li>-Questioning</li> <li>-Clarifying</li> <li>-Determining importance</li> <li>-Inferring</li> <li>-Synthesising</li> </ul>
		Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively.			
Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.		Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	-Reader's theatre		

# Writing

The child's writing experience at school can contribute to his/her cognitive, emotional and imaginative development. Our aim would be that each child would be provided with the opportunity to develop skills that would enable him/her to write clearly, clarify concepts and express emotions through the writing process.

In our approach to writing, emphasis is placed on the following areas:

## **a) The Process of Writing**

- Brainstorming
- Ordering
- Drafting
- Editing
- Publishing

## **b) Writing for Different Audiences**

- Reading aloud to a class or group
- Reading to another class
- Printing a class magazine
- Writing stories for younger children
- Tape-recording stories and poems
- Presenting a Powerpoint presentation
- Taking part in local writing competitions
- Displaying work in school or on school website
- Filming of an event and writing a follow up report

## **c) Writing in different genres**

- Recount – eg :school trip etc.
- Report writing – factual – eg: life history of the butterfly, book review etc.
- Explanatory writing – eg: how a volcano is formed
- Procedural writing – eg: rules, directions, method
- Persuasive writing – eg: a debate
- Narrative – story eg: If I won the Lotto

## **d) Poetry**

Children will be given the opportunity to work as a whole class, in groups and pairs as well as individually when writing poetry.

The writing of different types of poems will be modelled eg. Limericks, acrostics, Cinquain, riddle poems, rhyming poems, pyramid poems and haiku

At Knockminna N.S., we have been fortunate enough to have benefited from the skills and talent of Gerry Boland, children’s poet and author for a six week term in the past two years.

## **e) Handwriting** (see Penmanship Action Plan appended)

Good habits in handwriting are developed at an early stage eg:+ posture, paper position, pencil grip.

### **Pens and pencils**

Junior Infants & senior infants use thick pencils and thick crayons

First class to fourth class use standard pencils

Fifth & sixth class use pencil and various types of pen

### **Possible framework**

Junior Infants learn pre-writing skills and lower case letter formation

Senior Infants – upper case letter formation

First class - print

Second – sixth class –joined script, aiming at the development of a legible, fluent, personal style of writing by the time the child reaches sixth class.



## f) Spelling

Regular class time will be timetabled for the teaching of spelling strategies. We use 'Spellings For Me' mainly for the teaching of spelling strategies. We have peer testing as opposed to Friday spelling tests but we also use dictation and inform future teaching from childrens' free writing.

The convention of spelling will be achieved progressively through a multi- dimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness (see page 58 Teacher Guidelines)
- Linking it with onset and rime, see page 58
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling word walls and personal word banks, e.g. personal names, local place names, seasonal words
- Using dictionaries and thesauruses to extend and develop vocabulary and spelling.
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing particularly during the draft writing stage.

Spelling *strategies* are taught and re-inforced at each class level starting in Senior Infants using strategies such as:

- ✓ Predict, look, say, cover, write, check
- ✓ Music
- ✓ ICT
- ✓ Mnemonics
- ✓ Rhythm and rhyme
- ✓ Creation of word searches
- ✓ Aide memoires
- ✓ Spelling buddies
- ✓ Breaking words into syllables
- ✓ Exaggeration of the word
- ✓ Word games
- ✓ Chunking
- ✓ Words within words
- ✓ Dictation Practice

**Resources** used include:

Spelling workbooks (Senior Infants & First Class)

Spellings For Me Scheme (Second – Sixth Class)

Personal word book

Words from children's own writing

Topical words

## **g) Punctuation and Grammar**

Punctuation and grammar will be taught in the context of writing. The ability to use the parts of speech accurately and observe the conventions of grammar can be addressed in a particular way through the writing process. As pupils edit and re-draft their written activities, the teacher will have opportunities to guide them towards correct usage of the conventions of grammar and punctuation. Specific mini-lessons can be taught to address particular areas of difficulty identified in the children's writing eg: the use of their/there/they're etc.

## **h) ICT**

Children are encouraged to publish their writing through applications such as

Word

Publisher

Book Creator

Power Point

The above approaches are built upon as the child progresses through the school.

Class plans for each level also reflect:

- ❖ The form of classroom organisation to be utilised for the various activities
- ❖ The resources to be utilised in the different areas

# Writing Planning

	Learning Outcomes	Jun & Sen Infants	1st & 2 <sup>nd</sup> Class	3rd & 4 <sup>th</sup> Class	5 <sup>th</sup> & 6 <sup>th</sup> Class	Learning Experiences
C O M M U N I C A T I N G	Engagement	Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.	Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.	Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.  Use writing as a tool to clarify and structure thought and to express individuality.		-Story Plans -Mind Maps
	Motivation and choice	Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.		Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences.		-Free Writing -Labelling pictures -Composing poems/songs/jokes/ riddles etc. -Genre writing -Word searches -Crosswords
U N D E R S T A N D I N G	Conventions of print and sentence structure	Use basic conventions of print and sentence structure.	Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.	Use increasingly nuanced print conventions in their independent writing.  Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing		-Print carries a message -Left to right and top to bottom orientation -Return sweep -Spacing -Capitalisation, -Grammar -Punctuation
	Spelling and word study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.	Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.  Spell a wide range of high frequency words accurately and	Analyse how letter- sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.  Use appropriate reference materials to independently check and correct spelling.		-Spelling tests -Word families -Word searches -Crosswords -Shape words -Dictionaries -Scrabble

		Spell high frequency and high interest words accurately.	begin to use reference materials to check and correct spelling.			
	Vocabulary	Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.	Use a more sophisticated range of vocabulary from many sources and explore the aesthetic , creative and imaginative dimensions of language in their writing.	Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.	Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.  Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.  Evaluate how vocabulary is used in various contexts in their writing.	-Personal dictionaries -Word banks -Word Walls -Adjectives -Adverbs -Conjunctions -Similies -Riddles/Jokes -Colloquialisms -Personification -Metaphor -Alliteration -Spoonerisms -Word treasure hunt -Fill the blanks (word lyrics)
E X P L O R I N G  &  U S I	Purpose, genre and voice	Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate. Explore and use the typical text structure and language features associated with a variety of genres.  Develop an individual voice to share their thoughts, knowledge and experiences.		Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.  Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.  Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.		-PDST resource on Genre writing -Practice text structure -Character analysis/building -Compose poems/songs/ jokes/riddles -Newsletter -Notice
	Writing Process and creating text	Use the writing process when creating texts collaboratively or independently.		Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.		

N G				Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences.	
	Response and author's intent	Share the meaning of their own texts and demonstrate understanding through responding to the texts of others.	Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent.	Examine and critically reflect on their own intent and influences as authors.  Discuss and evaluate others' interpretation of their texts.	-Author's chair
	Handwriting and presentation	Write upper and lower case letters as separate, flowing letters and present texts in a range of formats.	Write legibly and fluently in a chosen script and present texts in a range of formats.	Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.	Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.

### Children with differing needs:

Children will be allowed respond orally or in written format at their own level while being encouraged and challenged at all times to extend themselves. Reading material will also be used that is at an appropriate level for each child and/or extra assistance will be provided for those children who experience difficulty with core reading material. The child has more control when choosing their own reading material. Differentiated activities may be provided for the gifted child or those experiencing difficulty

## **Time**

The suggested minimum weekly timeframe for English will be adhered to. Children will receive a minimum of 3 hours in the infant years and 4 hours per week in all other classes. English is a broad subject which lends itself to linkage and integration. Time will be made up of both discrete and integrated language classes.

## **Assessment**

Assessment is an essential element of the teaching and learning process.

We value the different assessment tools that we use:

- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and reports
- Diagnostic tests
- Standardised tests

Each of these has a contribution to make in helping to monitor individual children's rates of progress and levels of attainment as they engage with the language curriculum.

Assessment records are important documents in building up a profile of each child as they progress through the school.

## **Sources & Resources**

Prim Ed Resource books  
Various reading schemes  
Poetry books  
Internet and ICT

Newspapers  
Magazines  
Comics  
Multimedia  
Oxford Reading Tree  
Class library collection  
County Library  
Local Library

## **Parents**

We value parents as partners in education, in particular in relation to paired and shared reading at home. We also appreciate that parents are the primary educator and that therefore, they play a crucial role in the language development of their child(ren).

## **Review and Evaluation of the English Plan**

This plan has been ratified by the Board of Management of Knockminna N.S., on \_\_\_\_\_. Review of this plan if required will be dealt with at the end of each school year.

## Appendix 1: 5 Components of Oral Language



*Adapted from Eisenhart C. 1990*<sup>2</sup>