



# Whole School English Plan



## **Introduction**

This revised plan was prepared by the staff of Scoil San Eoin, Redcross in March 2019, reviewed in 2023. This policy is intended to guide teachers in their individual planning for English and to ensure a consistent approach in the teaching of the English curriculum. We are aware of the introduction of the new Primary Language Curriculum and this plan has been adjusted as required to facilitate its delivery.

## **Rationale**

In Scoil San Eoin we are committed to the holistic development of all pupils. We see the development of their fluency in the English language as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word. In our school, therefore, we attach a high priority to giving pupils a command of English. In developing this whole school plan for English we hope:

- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.
- To review the existing plan for English in the light of changed emphasis and new methodologies outlined in the Primary School Curriculum
- To ensure consistency, development and continuity in our approach to the teaching of all aspects of English

## **Vision**

Our vision is to equip each child with the necessary skills to develop confidence and competence in Oral Language, Reading and Writing being mindful of the individual capabilities of each child.

## **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.

## **Aims of the English plan**

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
- 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.
- 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
- 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

We also aim to:

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

## **Broad Objectives, Content and Methodologies**

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy.

### **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 theme 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.

**Appendix 1: 5 Components of Oral Language**

**Appendix 6: Oral Language Curriculum Based on the New Curriculum**

#### **ORGANISATIONAL SETTING**

Teachers use a range of organisational settings for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work. **Teachers also use IT in the teaching of Oral Language with regard to Videos and Sample Clips of other pupils engaging in a particular genre of OL.**

#### **PRESENTATION**

Children are encouraged to present their work to a range of audiences such as classmates, other teachers, and school visitors. The Christmas Concert, and other performances also give the children opportunities to present their work to a range of audiences. Other examples of times when pupils are given opportunities to present or engage in oral language are:

- ❖ ANNUAL SCHOOL OPEN DAY
- ❖ JUNIOR ENTREPRENEUR

- ❖ GREEN SCHOOL/BLUE STAR/ACTIVE FLAG COMMITTEES
- ❖ PRESENTING COMPLETED PROJECTS TO THE CLASS
- ❖ COLLECTING DATA FOR MATHS WORK ON GRAPHS
- ❖ GROUP WORK PRESENTATIONS
- ❖ PREPARATION FOR SACRAMENTS
- ❖ ARKLOW MUSIC FESTIVAL – POETRY
- ❖ GRANDPARENTS DAY
- ❖ AISTEAR

## Reading

### Broad Objectives

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

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

### Phonics

- The Jolly Phonics and Just Phonics Programme are in use in the school
- A systematic phonic programme with daily instruction is in place. It is desirable that the phonic programme should be integrated with the spelling and reading programme, in the form of spellings and dictation.

## GLOSSARY OF TERMS

### Phonic method

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

### Analysis

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

### Blending

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

### Digraph

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

### Diphthong

- ❖ Two vowels blending to make one sound: oi

### ASSESSMENT

- ❖ Assessment in phonics will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:
- ❖ **Junior Infants** – Formal assessment. Check if each child knows letter sounds on his/her own.
- ❖ **Senior Infants** – as above and standardised test (M.I.S. T.) is administered to all children in Senior Infants and Rang 1.
- ❖ **Rang 2 –:** Teacher monitors individual children through the daily reading and phonics writing activities.
- ❖ **Rang 3 - Rang 6:** Teacher monitors individual children through the daily reading and phonics writing activities. More formal assessment is part of the termly English assessments.

## HOMEWORK

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

## COMMUNICATION WITH PARENTS

Particular problems will be documented on Aladdin informally and parents will be notified through email **and a meeting with the class teacher may be arranged**. They will be encouraged to help the child, and will be shown how to support their child's learning in this area, e.g. through work lists, word games, strategies etc. **The Infant parents receive support via handouts with tips in assisting their child; to learn how to read, spell etc. First and Second-class parents receive spelling tips, word attack and comprehension strategies to assist with their child's learning at home.** Notes should be made in the child's file of any such consultations with parents **and consultation with the SEN teacher will occur**.

## Independent Reading Time

Children are given **ample** opportunities to select reading material and read for pleasure. This **may happen** after the mobile library visits the school in the morning, **before/after lunch**, and all pupils in the senior room have a library book from the class library in their baskets, which they are encouraged to read **when/if they have completed assigned work in a particular subject**. **The Junior Room pupils have "Library Time" and they are encouraged to read a book from the school library.**

## Shared Reading/ Buddy Reading

- ❖ Shared Reading with other classes is co-ordinated by the staff.
- ❖ **Buddy Reading between the junior and senior class is timetabled for once a month.**

## Reading Stations

Reading stations are co-ordinated by the staff to be part of station teaching. **We endeavour to undertake a block of station teaching in Literacy each year, but this is all dependent on staffing, timetables and also the needs of the**

pupils in the classes. The focus will vary depending on class needs e.g. reading attainment, letter recognition, rhyming, and comprehension strategies

### **Supplementary readers (Oxford Reading Tree and Big Cat Readers)**

These are used to give children the opportunity to read at their level. It is very important that children with difficulties in reading are affirmed, encouraged and supported in taking the next step.

- ❖ Pupils are assessed at the beginning of the year using Big Cat Reading Assessment, which gives an indication of what level to begin the pupils on. Teachers observation also has an input in this.
- ❖ Parents have a very important role in encouraging their children to read. Time the children spend reading together with parents should be a pleasurable experience. Parents are given advice at parent/teacher meetings as to how they can best support their children with reading and how they can reinforce what is done in the classroom.
- ❖ The SEN teacher is timetabled to listen and assigning this reading for all pupils each week. The pupils come to her on a one to one basis to read and get their assigned reading for the week ahead. Junior Infants commence after Christmas and start with the Biff, Chip & Kipper Phonic books and progress onto First Stories in the Oxford Reading Tree scheme.
- ❖ This reading is noted in the Reading Record and parents must sign when completed. There is also space for parents/SEN teacher to communicate regarding how the reading is progressing. The Junior Room Reading Record cover has listed sample comments to assist/guide the parents in writing/responding to their child's daily ORT reading.

### **ORGANISATION OF READING IN THE CLASSROOM**

Teachers use a variety of organisational settings when teaching reading including whole class reading, peer tutoring, group reading, independent reading, individualized reading, teacher reading aloud, silent reading etc.

### **PRINT RICH ENVIRONMENT**

In our classrooms and school, children are surrounded by print. Everything in the classroom is labelled at a level appropriate to the age of the children in the class. Teachers use posters, charts, dictionaries, newspapers etc. to provide an



appropriate print rich environment for the children. From Infants, children are able to use the labels and posters in their classrooms as cues for writing.

### **JUNIOR INFANT READING**

The emphasis in Junior Infant classes is on pre-reading skills. Big Books, Picture Books etc. are used so that children are given many opportunities to hear reading, talk about reading, appreciate the usefulness and pleasures of reading, to help them understand the conventions of text and the terminology of books (letter, word, sentence, page number, reading from left to right) etc..

Basic sight vocabulary will be taught in Junior Infants including the vocabulary used in the Reading scheme in preparation for the time when the children will be introduced to the reading scheme. However, if children are able to read when coming to school they will be encouraged to continue reading at their level and suitable reading material will be available for them in their classrooms. Appropriate library/ancillary books are read in school and at home depending on the child's ability as follows:

- Picture books – no script
- Books with one or two words
- Books with one sentence
- Alphabet books e.g. everything in book beginning with c

The Junior Infant teacher models fluent oral reading regularly while also bringing the pupils attention to important aspects, for example phrasing; punctuation etc. Repeated reading, Echo reading and Shadow reading is a very useful method of improving reading fluency used in the Junior room.

### **PARENTAL INVOLVEMENT**

Teachers recognise that the parent's support is crucial, and parents support teachers primarily by showing an interest in their child's learning: listening/talking with their children, talking about pictures in books, listening to their children reading, asking them questions on what they have read, checking spellings, encouraging them to become members of the local library etc.

### **PARENTAL INVOLVEMENT**

Parents are asked to sign their children's homework diaries/homework pack. All parents are asked to sign Reading Records when their child has ORT/**Big Cat**

homework. If parents are concerned about their child's progress they should discuss this with the class teacher at the earliest opportunity.

### **BOOK RELATED EVENTS (BI-ANNUALLY)**

- Book Week: World Book Day Tokens are distributed during this week and pupils are asked to dress up as their favourite character from a book.
- The children visit the local library to hear books read by visiting Authors/ Authors visit the school for a workshop
- Write A Book Project- Every Child Has A Story
- Scholastic Book Fair – Pupils are given opportunities to buy new books and these points then contribute to new books for the class libraries.

### **CLASS NOVELS**

A Class novel is used from second class up to give children the experience of using real books. Novels can be read independently or used in a group or class setting. They may also be used as a station during station teaching. Carefully selected class novels help to encourage children to read and draw the child's attention to descriptive text, development of characters, plot etc. Big books are used in the early years. (See Class Novel List in Resources)

### **Library**

The local mobile library visits the school every second Friday. This gives the pupils access to a wide variety of books on a regular basis. If given notice, they will supply books to help with research for projects etc. Each classroom has a fully stocked library, which is monitored and restocked or updated if necessary. In older classes children read popular authors and swap books. All pupils are encouraged to visit the library in Wicklow or Arklow in their own time. **Where possible, trips the Arklow library will be organised to get a tour or view exhibitions.**

## COMPREHENSION

Comprehension skills are developed through a combination of reading the text, reflecting on the text, discussing it, and writing about it. In the early years children are encouraged to use picture cues when answering questions.

Children are encouraged to approach comprehension tasks in three phrases

- ❖ Prior knowledge before reading text
- ❖ Reflecting while reading
- ❖ Responding after reading

For developing comprehension skills teachers use a variety of methodologies such as the following:

- ❖ Talk and discussion is used as a basic strategy in developing comprehension skills
- ❖ KWL
- ❖ Predicting:
- ❖ Visualising:
- ❖ Making Connections:
- ❖ Questioning:
- ❖ Declunking:
- ❖ Seeking Clarification
- ❖ Determining Importance:
- ❖ Inferring:
- ❖ Synthesising:

Other reading skills and aspects of reading that are taught in the senior class are:

- ❖ Authors Intent
- ❖ Conventions of Print
- ❖ Transfer of Skills

## Writing

### Broad Objectives

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

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.

3. Use grammar and punctuation appropriately – [Appendix 3](#)
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality. [Appendix 5: First Steps Writing](#)
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences. [Appendix 4: The Writing Process](#)
7. Develop a high standard of penmanship. Children will be taught joined writing from third class.

### **Free Writing**

Children from Junior Infants onwards will write independently on a weekly basis. This will provide a record of progression throughout the school year. Free Writing Copies will be used at the discretion of the teacher. [Pupils in the Senior class get opportunities for Free Writing through their Literacy Portfolio and the Spellings for Me programme.](#) Free Writing may also be used in Station Teaching.

### **Poetry**

Pupils from first class upwards will be taught one poem per month. It is usually chosen in a thematic sense and will have cross-curricular links. Pupils will learn to recite the poem by heart but will also explore the poem through a range of activities focussing on language, structure, background and meaning, poetic licence and the life of the poet.

Older classes will also get to write a genre of poem each year. When teaching a genre, teachers understand that:

- It is important that children have the opportunity to hear, read, write and enjoy poetry on a regular basis.
- When writing poetry they must allow the children to work as a whole class, in groups and pairs as well as individually.
- They must model writing the different types of poems.

- They must give children plenty of opportunity to see and discuss the style of poem you have selected before writing it themselves. Photocopy and laminate poems and have them in your room.
- They must give children the opportunity to present and display their work.
- Pupils will record themselves reciting their poem and post it on our Learning Hub See Saw
- Pupils in the senior room will compile all their learning through the use of the OTM My Poetry Folder, which includes activities based on all of the above.

## SPELLINGS

### GUIDELINES FOR TEACHING AND LEARNING SPELLINGS:

1. Guiding the child in developing their phonological and phonemic awareness in order that they can readily identify sound and letter patterns within words.
2. As spelling is visual, learning to spell cannot follow a completely phonics-based programme. The pattern in words must be visual so that words that look alike are grouped together although they may not sound alike. e.g. caught, daughter, taught
3. Our focus is on letter patterns instead of just learning mat/hat, but/cut, we focus on 'at' patterns (letter strings), and therefore include ate, what, etc. It is important that we teach words which look the same irrespective of their sound, e.g. come, some, women...
4. Children are taught to look at words, see words within words and compare letter strings regardless of sound
5. Spelling is taught with emphasis on the type of spelling errors rather than the number of errors
6. The use of mnemonics and other strategies are encouraged to help children who struggle with spelling
7. Using Sound Letter Relationships
8. Using Pattern
9. Continuation from class to class
10. Using onset and rime strategies to inculcate an awareness of spelling patterns. this is achieved by introducing word families that share the same 'rime', e.g. the family of 'evy' words.

11. Building up a store of High Frequency Words.
12. Highlighting Commonly Misspelled Words and Homophones.
13. Advocating the use of strategies such as Say and Cover and Write and Check (SACAWAC).
14. Enabling the children to become familiar with common spelling rules, e.g. the fact that the plural of most words is formed by adding 's'.
15. Have a rich experience of environmental print
16. Enable pupils to use dictionaries and thesauruses
17. Accept approximate spelling in Free Writing.

Teachers are aware of current thinking and research regarding the teaching and learning of spellings. The school's structured phonics programme will help children learn spelling. However, teachers are aware that phonics alone cannot be used to teach spelling and a consistent multi-dimensional approach is used in order to ensure that children do not become over reliant on phonics when spelling.

In 2020, following on from our School Self Evaluation in Literacy, the school adopted the Spellings for Me Programme, and this is still in use in the senior room. This programme is an online, individual spelling programme in which each child gets a differentiated spelling list based on their spelling needs and not age/class level. From this, pupils do various book based and online activities using explicitly taught learning strategies. They also complete dictation and online Learning Words tests on a regular basis.

### **Assessment of Spelling**

- Regular testing will take place – Friday (Junior Room and Monthly LW Test in Senior Room)
- All children will be given the opportunity to experience success, and will learn spellings at own ability level – Differentiation
- Dictation sentences will be used as a supplementary means of testing from 1<sup>st</sup> to 6<sup>th</sup> (3<sup>rd</sup> – 6<sup>th</sup> online)
- Children's progress and all spelling tests will be recorded in an assessment booklet (Senior Infants, 1<sup>st</sup> and 2<sup>nd</sup>)

## Correcting/communicating Spelling/dictation results in Junior Room

- Teacher will correct the spelling/dictation tests and return them to the children.
- Teachers are encouraged to avoid marking every spelling wrong, instead to underline the part of the word that is incorrect.
- We do not make public any child's results
- Teachers are encouraged to avoid asking children to write out corrections several times
- The teacher records the weekly spellings and dictation in the Termly Assessment booklet
- The pupils must have their test/assessment booklet signed periodically by parents/carers

## Use of Dictionaries

Dictionaries will be used from first/second class at the teacher's discretion. Formal time will be devoted to teaching the children how to use a dictionary correctly. For this purpose, a child friendly dictionary will be selected and a class set available in the school. Rang 5 and Rang 6 will also have some class copies of a more sophisticated dictionary and an appropriate thesaurus, and pupils will be encouraged to use these.

## Handwriting

A whole school approach to handwriting has been adopted in Scoil San Eoin and a handwriting scheme will be agreed on for the pupils from 1<sup>st</sup> – 6<sup>th</sup>.

- ❖ In Infants, we will focus on pre-writing skills and lower-case letter formation.

### **Approach used to introduce letters**

1. Just Handwriting Workbook
2. Air pencil
3. Tracing: on table, on each other's backs
4. Márla
5. Magnetic letters

6. Large Letter in Crayon
7. In Sand
8. Whiteboard & Marker

### **Pencil Grip & Position of body**

- ❖ Tripod Grip with 'frog legs'
  - ❖ Helper hand to hold page in place
  - ❖ Chair in, feet down, back straight and don't frown
- ❖ In First Class and Second Class they will focus on upper- and lower-case letter formation. Cursive writing will be introduced at Third Class.

### **Pencil Grip & Position of body**

- ❖ Tripod Grip with 'frog legs'
  - ❖ Helper hand to hold page in place
  - ❖ Chair in, feet down, back straight and don't frown
- ❖ In Third Class children will continue to refine their skills in cursive writing.
- ❖ By Fourth Class, children will be expected to write in legible joined script and
- ❖ In Fifth Class and Sixth Class, children will be expected to develop a legible, fluent personal style of writing.
- ❖

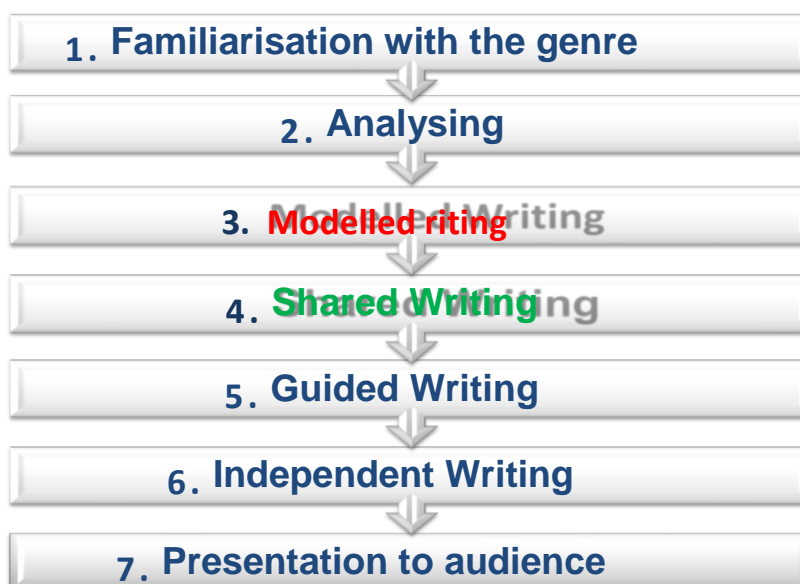
Pupils in 3<sup>rd</sup> class will be given a handwriting assessment at intervals and a 'Pen License' will be awarded if the teacher feels they are competent and confident enough to move from using pencil for writing.



## WRITING PLAN (APPENDIX 2)

<b>Year 1:</b>	<b>Revise</b>	<b>Year 2</b>	<b>Revise</b>
<b>Formal</b>		<b>Formal</b>	
<ul style="list-style-type: none"><li>• Recount</li><li>• Explanatio n</li><li>• Report</li><li>• Writing to Socialise</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Persuasive</li><li>• Procedural</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Persuasive</li><li>• Procedural</li></ul>	<ul style="list-style-type: none"><li>• Recount</li><li>• Explanati on</li><li>• Report</li><li>• Writing to Socialise</li></ul>

### The 7 Steps to Teaching a Genre.



### INTRODUCTION OF A NEW GENRE

The formal teaching of one individual genre will take place over 6-8 weeks during each term, while the genres taught in the previous year will be recapped on and revised.

The suggested structure for teaching a new genre is:

### **Week 1**

- Familiarisation – showing the children lots of examples of this genre
- Discovery (direct model): – engaging in focussed talk and discussion, questioning, etc.
- Teacher models: Teacher writes his/her own sample of that genre using their own ideas, not the children's.

### **Week 2**

- Familiarisation
- Discovery (analysing text) – breaking down the text into its various subheadings, etc.
- Teacher models – highlighting the structure, the language features, grammar and so on.

### **Week 3**

- Modelled writing
- Shared writing – teacher writes the children's ideas

### **Week 4**

- Modelled writing
- Guided writing – using frameworks devised by teacher or the resource book.

### **Week 5**

- Modelled writing
- Independent construction

### **Week 6**

- Modelled writing
- Independent construction
- Presentation to audience (reading it for different classes, hall display, school website, class book, competition entry, bringing it home, etc).

## Week 7

- Independent construction
- Presentation to audience

## FUNCTIONAL WRITING

### Rang 1

- **Sentence Construction**
- Use of capital letters at beginning of sentences and full stops at the end of sentences
  
- **Parts of Speech**
- The children will be introduced to the concept of proper nouns and common nouns, without use of formal terminology

### Rang 2

- **Sentence Construction**
- Use of capital letters at beginning of sentences and full stops at the end of sentences
- Use of the question mark
- Awareness of inverted commas for direct speech
  
- **Parts of Speech**
- Revision and extension of the concept of proper nouns and common nouns, without use of formal terminology
- 'Special' names such as John, Mary, Rex and Mallow get capital letters, while 'ordinary' words such as boy, girl, dog and town get lower case letters. Masculine and feminine nouns e.g. bus/cow; king/queen; prince/princess.

### Rang 3

- **Sentence Construction**
- Use of capital letters at beginning of sentences and full stops at the end of sentences
- Use of the question mark
- Use of commas in lists
- Use of inverted commas for direct speech
- Use of apostrophe
  
-

- **Parts of Speech**

- Revision and extension of the concept of proper nouns and common nouns plus the introduction of the terminology. (Proper nouns such as John, Mary, Rex and Mallow get capital letters, while common nouns such as boy, girl, dog and town get lower case letters.)
- Use of collective nouns, e.g. herd of cattle, school of dolphins etc
- Masculine and feminine nouns, e.g. Bull/cow; king/queen; prince/princess
- Plural of nouns

#### **Rang 4**

- **Sentence Construction**

- Use of capital letters at beginning of sentences and full stops at the end of sentences
- Use of the question mark.
- Use of exclamation mark
- Use of commas in lists
- Use of inverted commas for direct speech
- Use of direct speech and indirect speech
- Use of apostrophe

- **Parts of Speech**

- Revision and extension of the concept of proper nouns and common nouns.
- Use of collective nouns: e.g. herd of cattle, school of dolphins etc.
- Masculine and feminine nouns
- Plural of nouns
- Verbs: Verbs have tenses: past/present/future tense.

#### **Rang 5**

- **Sentence Construction**

- Use of capital letters at beginning of sentences and full stops at the end.
- Use of the question mark
- Use of exclamation mark
- Use of commas in lists

- Use of inverted commas for direct speech
- Use of direct speech and indirect speech
- Use of apostrophe
  
- ***Parts of Speech***
- Revision and extension of the concept of Proper Nouns and Common Nouns.
- Masculine and Feminine nouns.
- Collective nouns.
- Abstract Nouns.
- Plural of nouns.
- Adjectives

### **Rang 6**

- ***Sentence Construction***
- Use of capital letters at beginning of sentences and full stops at the end of sentences
- Use of the question mark
- Use of exclamation mark
- Use of commas in lists
- Use of inverted commas for direct speech
- Use of apostrophe
- ***Parts of Speech***
- Revision and extension of the concept of Proper Nouns and Common Nouns
- Masculine and Feminine nouns
- Collective nouns
- Abstract nouns
- Plural of nouns
- Adjectives
- Verbs – Past, Present and Future Tense Verbs
- Conjunctions
- Adverbs
- Prepositions
- Definite and Indefinite Article

## Curricular Planning

### Language:

The two fundamental principles of the English language curriculum are

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

The three strands of Oral language, Reading and Writing, as outlined in English: Additional Support Material (2005), remain unchanged as do all of the content objectives. The content objectives for each strand are re-presented under two categories: development and skills.

### Strands and elements

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

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

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

### Strands

Elements	Oral Language	Reading	Writing
Communicating	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness	Engagement (intentionality) Motivation and choice (relevance)	Engagement (intentionality) Motivation and

	of others (relevance, turn-taking, extra and para-linguistic skills)		choice (relevance, purpose, audience)
Understanding	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)	Conventions of print (meaning and interpretation of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)
Exploring and Using Language	Requests and questions Categorisation Retelling and elaborating (narrative text and response) Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies Fluency and self-correction (accuracy, fluency and meaning)	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent author's purpose and responding) Handwriting (legibility)

## 1. Planning, teaching and assessing for learning

The Primary Language Curriculum helps teachers to support children's language learning and development through the process of planning, teaching and assessing for learning in English. Four parts (components) of the Primary Language Curriculum work together to support teachers' planning, teaching and assessment for language learning:

- ❖ Learning Outcomes
- ❖ Progression Continua (Appendix)
- ❖ Examples of children's learning and development
- ❖ Support Material for teachers.

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgements about, children's language learning. The Learning Outcomes and Progression Continua support teachers when reporting the child's learning progress to colleagues, parents and others during the year, and to other teachers as part of the transfer process within or across primary schools.

## 2. Assessment and Record Keeping

Teachers are encouraged to use a wide range of assessment methodologies such as:

- Teacher observations
  - Teacher Checklists
  - Work Samples
  - Learning Logs
  - Diagnostic Tests
  - Peer Assessment
- Teacher designed tasks
- Simple projects
- Responses the child makes to question and answer situations
- Child participation
- Interaction and reaction of the child



Standardised tests are administered in May of each year. Currently we used the Drumcondra Reading Test and Drumcondra Spelling Test from 1st – 6th class. In Senior Infants we administer the MIST in term two and the Drumcondra Early Literacy Test may be administered in May. We administer the NRIT to 1<sup>st</sup> -6<sup>th</sup> class on a bi-annual basis. Children will select work to be included in their portfolio (scrapbook). Teachers will use the progression continua or the Drumcondra Profiles (3rd to 6th) to assist them in making judgements about their pupils' achievement of key curriculum outcomes in English. All tests are recorded on Aladdin.

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 and by using the information provided in them, we can build up a profile of each child as they progress through the school. An analysis of the results of the Drumcondra Reading Test is conducted each year. Results of this test are also given in the Summer reports together with the NCCA explanation leaflet. Scores are discussed and explained to parents at the formal Parent/Teacher Meetings in November.

Assessment of Learning as evidenced in test results will inform Assessment for Learning thus ensuring that areas of weakness are given priority. Results are analysed on an individual, class and whole school basis. They are also discussed at staff and BOM meetings. Results of all standardised tests are kept on file by the Principal and the Special Education Needs teacher. **These will also inform as to which pupils will be timetabled in for SEN teaching and the individual targets which are set for these pupils.**

- ❖ **Weekly spelling and dictation assessment scores are logged in the pupils termly assessment booklet. These are then stored in the teacher's assessment folder.**
- ❖ **Termly assessments are also kept in the teacher's assessment folder and scores are also uploaded onto Aladdin.**
- ❖ **Samples of pupil's work are kept in their scrapbook and they are asked to self-assess on a regular basis using either a red/orange/green sticker.**

### **3. Children with Different Needs – See SEN Policy**

It is the policy of our school that all children will participate in English lessons and activities. The English programme will be differentiated in order to meet

the needs of all the children in the class. Every attempt, with the valued assistance of additional staff (SEN Teacher) will be made to ensure that all children are accessing the English Curriculum at their own level. Differentiation will be outlined in our Cúntas Míósúil each month to enable the teachers to reflect how effectively and successfully they have differentiated for children with different needs in each subject area. We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SEN Teacher. Team teaching and station teaching blocks are arranged throughout the year (where possible)

- All mainstream teachers are aware of the need to differentiate within the class.
- Teachers work in collaboration with SEN Teacher to ensure needs of each child is met.
- For those children who have a psychological report every effort is made to ensure class and SEN teacher works to recommendations given.
- Where a child is entitled to an S.N.A. great attention is given to ensure integration into classroom /school environment both socially and academically.
- A collaborative approach is taken in drawing up of I.E.P.s (class teachers, SEN, Pupil and parents)
- EAL students are supported by the SEN teacher using visual cues and IT where appropriate

SEN pupils in the senior room complete the following Literacy programmes/interventions in line with NEPS recommendations and according to their individual needs.

- ❖ Lexia – This assist in the area of Reading, Comprehension and Grammar. It is based on an initial assessment and is a targeted, timed, differentiated programme.
- ❖ SNIP – This is a literacy programme aimed at increasing spelling and reading and uses primary high frequency words. It is a staged programme.
- ❖ TTRS – This is a touch-typing course based on a structured program of phonics

- ❖ Novel – This will be a small group where pupils will access a chosen novel and complete oral and written activities based on this novel.

## **Organisational Planning**

### **Timetable**

- Time is allocated for English as laid out in the Curriculum and as amended by the Literacy and Numeracy Strategy. Time spent on English has been increased by one hour overall per week (i.e. to 6.5 hours for infants with a shorter day, and to 8.5 hours per week for students with a full day). This is 1hr and 18 mins per day (78 mins per day) for Infants and 1 hr and 42 mins per day (102 mins per day) for all other classes. The process of language learning is naturally developed through integrated activities and through a thematic/cross curricular approach

### **Homework**

- See Homework Policy

### **Resources and ICT**

- Please see the relevant appendices for an outline of the programmes we use in our school.

As well as the core materials used in all classes, the teachers also have a range of complimentary and supplementary materials in their classroom.

- We have a selection of graded ORT/**Big Cat** readers in each classroom.
- **There are a number of themed stations teaching resources in the SEN room.**
- **Sets of picture books for each class group.**
- We also have access to a wide selection of class novels. These are available from the Resource Room.
- Each classroom is equipped with class library, a white board and 2 teacher's computers.
- Laptops and iPads are also available from the SEN Room and the laptop trolley.

- The SEN room has a teacher's computer and Touch Panel.
- Teachers have an individual library card through which they can access a suite of resources (e.g. class novels) from [www.wicklowlibrary.ie](http://www.wicklowlibrary.ie)

Pupils from 1<sup>st</sup> class upwards will engage in IT Classes for a period of 6 weeks each year. This will enable them to be proficient in the use of PowerPoint and Microsoft Word from an early age.

We are aware of the value of ICT in the teaching and learning of English by contributing to the print-rich environment, in supporting the development of word identification, spelling and other reading skills through reinforcement software, the Internet and reference books available in CD-ROM. We are very aware of the value of content-free software e.g. Microsoft Word, in enhancing the process writing approach advocated in the curriculum, and children in our school are encouraged to publish their work using ICT in order to enhance the standard of presentation of their work, giving them added pride in the final product.

### **Individual Teachers' Planning and Reporting**

The whole school plan and the curriculum documents for English will seek to provide information and guidance to individual teachers for their long- and short-term planning.

Class teachers will be required to produce:

- Yearly/ Termly plans
- Fortnightly/Monthly plans

The Cuntas Míósúil will be used to measure the success of the English plan and will inform teacher's preparation for the following year.

**All teacher's plans are to be uploaded to Aladdin from September 2022.**

### **Staff Development**

Staff needs will be assessed regularly and details of courses and training days relevant to the English programme will be displayed on the staffroom notice board and staff will be encouraged to attend. There is a culture of sharing the

expertise acquired at these courses. Team teaching takes place in the school and this allows the sharing of skills.

### **Parental Involvement – Home School Links**

The school recognises parents and guardians as the primary educators of their children. They can be involved in many ways in supporting our English Plan including:

- Parents are aware of the central importance of oral language in the learning process.
- Parents are made aware of the importance of involving children in purposeful language activity. Parents could assist their child's oral language development by discussing the school day with their child, taking an interest in what they are learning and talking with their child on a nightly basis.
- Parents can support their child's reading, e.g. paired reading, shared reading, story reading, reading environmental print, ICT programmes, homework – hearing reading and talking about reading, involvement with the school library, local library, book fairs, book week.
- The school can support parents in accessing suitable reading materials by giving them information about the local library.
- Information will be shared with parents, e.g. general meetings, discussion at parent teacher meetings, the school's information booklet, newsletter, website.

### **Community Links**

- The following members of the community can become involved in supporting the school's language programme: nurse, doctor, garda, fireman, lollipop lady, school chaplain, St. Vincent de Paul, St. John's Ambulance, Jack and Jill foundation and Operation Christmas Child, CPR, Green Schools Liaison
- Write a Book Project organised by Blackrock Education Centre
- INTO handwriting competition
- Visits from story tellers

- Visits from past pupils who share their experiences (Visits leading up to Open Nights)
- Children’s work is displayed in the church for First Communion and Confirmation ceremonies.

### Success Criteria

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

- ❖ Teachers’ preparation has been based on this plan.
- ❖ Procedures in this plan have been consistently followed.
- ❖ All children should have achieved progression along the milestones during the year.

### Timeframe

The current plan will be reviewed **by the BOM on a 2-year cycle**. It will be reviewed on an informal basis at staff meetings **as part of School Self Evaluation**.

### Implementation

#### Roles and Responsibilities

This plan will be developed, implemented and supported by the Principal, all staff members, parents and pupils.

### Ratification and Communication

On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will become part of the Whole School Plan. **It will be available on our school website and in the School Self Evaluation Folder and Policy Folder in the office.**

The English plan for Scoil San Eoin was ratified by

\_\_\_\_\_

Principal

Date: \_\_\_\_\_

\_\_\_\_\_

Chairperson

Date: \_\_\_\_\_