

## **English Plan**

### **Introductory Statement**

This plan was formulated by consulting with all class teachers and with special education teachers. The curriculum documents were the main resources used.

### **Rationale**

As English is one of the core subjects it is important to outline our approach to teaching English thoroughly. We strive to conform to the principles of teaching English that are encouraged in the curriculum documents. We hope that this plan will assist teaching and learning within our school.

### **Vision and Aims**

#### **(a) Vision**

In preparing our children to play their part in their communities, we intend to provide them with the communication tools to participate in society to their full potential. We encourage children to communicate confidently and coherently both verbally and through the written word. We intend for all children to be able to read fluently and to comprehend what they have read.

#### **(b) Aims**

We endorse the aims of the Primary School Curriculum for English

- To provide teachers with a clear outline of the approach to teaching English within the school
- To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written
- To create, foster and maintain the child's interest in expression and

communication

- To develop the child's ability to engage appropriately in listener-speaker relationships
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- To enable the child to read and write independently
- To promote clear legible handwriting
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences
- Foster a love of reading (textual and pictorial)
- Encourage to write as a form of enjoyment as well as a form of communication
- To provide support for children where English is not their first language

This English plan will be addressed under the following headings

### **Curriculum planning**

1. Strands and strand units
2. Language programme
3. Assessment and record keeping
4. Children with different needs
5. Equality of participation and access

### **Organisational planning**

6. Timetable
7. Homework
8. Library
9. Resources and ICT
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links
14. Review

## 1. Strand and Strand Units

### Oral language: Content for Junior and Senior Infants

Developing receptiveness to Oral language	Developing Competence and confidence in using oral language	Developing cognitive abilities through oral language	Developing emotional and imaginative life through oral language
<ul style="list-style-type: none"> <li>• Listen to a story or description and respond to it</li> <li>• Experience, recognise and observe simple commands</li> <li>• Use and interpret tone of voice in expressing varying emotions</li> <li>• Learn to adapt verbal and non verbal behaviour to secure and maintain the attention of a partner</li> <li>• Mime and interpret gesture, movement and attitude conveying various emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present experiences and plan, predict and speculate about future events both real and imaginary</li> <li>• Choose appropriate words to name and describe things and events</li> <li>• Experiment with descriptive words to add elaborative details</li> <li>• Combine simple sentences through the use of connecting words</li> <li>• Use language to perform common social functions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide further information in response to the teacher's prompting</li> <li>• Listen to a story and ask questions about</li> <li>• Focus on descriptive detail and begin to be explicit in relation to people, places, times, process, events, colours</li> <li>• Discuss different possible solutions to simple problems</li> <li>• Ask questions to satisfy curiosity about the world</li> <li>• Show understanding of text</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on and talk about a wide range of everyday experiences and feelings</li> <li>• Create and tell stories</li> <li>• Listen to, learn and retell a rich variety of stories, rhymes and songs</li> <li>• Respond through discussion, rhyme and role-playing to stories, rhymes and songs</li> <li>• Use language to create and sustain imaginary situations in play</li> <li>• Listen to, learn and recite rhymes including nonsense rhymes</li> <li>• Create real and imaginary sound worlds</li> <li>• Recognise and re-create sounds in the environment</li> </ul>

**Oral language: Methodologies for Junior and Senior Infants**

**Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content previously mentioned**

- Giving instructions to class and wider school context e.g. PE, playground
- Instruction games e.g. O'Grady Says, Follow the leader, drawing and pupils give instructions to each other in pairs, groups
- Elaboration of pupils own news by teacher
- Practice of social greetings e.g. introduce self and others, greet and say goodbye
- Read to children daily emphasising tone of voice, facial expression in reading story occasionally inviting outside storyteller/ older pupil
- Re-read the same story occasionally, children choose the story to be read, read stories on particular topics e.g. animals/pets
- Pupils continue/finish story e.g. what do you think happened next?
- Teacher/pupils ask questions based on the story read, pupils are invited to tell the story in their words
- Chinese whispers
- Drama – role play and miming based on stories, poems, rhymes, movies, home situations, shopping etc.
- Use of puppets/dress up box
- Name objects in the classroom, school bag, home etc.

- Expand vocabulary through the addition of descriptive words e.g. big/small, heavy/light (Maths programme) warm/cold (environmental programme)
- Listen to music and ask how does it make you feel
- show and tell, encouraging the pupil to use sentences
- Describe a friend
- Starters e.g. "I like..." "After school.."
- Send a pupil on a message e.g. I'd like 20 copies please
- Emphasise appropriate vocabulary and sentence structure when requesting or relating
- Provide vocabulary required when describing people, places etc.
- Exploring situations e.g. what would you do if you were lost
- Encourage questions about the world around us
- Use big books as a springboard for discussion
- Circle time, Stay Safe, Alive-O
- Listening to rhymes, tapes etc. alerting the pupils in advance to listen for specific sounds
- Listen to and learn poems, nursery rhymes, nonsense rhymes, jingles and riddles
- Listen to, focus on and re-create sounds e.g. animal, imaginary and add sounds to a story

### Oral Language: Content for 1<sup>st</sup> and 2<sup>nd</sup> Class

Developing receptiveness to oral language	Developing competence and confidence in using oral language	Developing cognitive abilities through language	Emotional and imaginative development through language
<ul style="list-style-type: none"> <li>• Experience challenging vocabulary and sentence structure from the teacher</li> <li>• Listen to stories, descriptions, instructions and directions and respond to them</li> <li>• Listen to sounds and respond to them</li> <li>• Become more adept in using appropriate verbal/non-verbal behaviour in order to secure the attention of the listener</li> <li>• Use gesture/movement to extend the meaning of what he/she is saying</li> <li>• Express in mime various emotions and reactions and interpret the emotions and reactions of others               <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk about and reflect on past and present experiences and plan, predict, anticipate and speculate about future and imaginary experiences</li> <li>• Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning</li> <li>• Experiment with word order and examine its implications for meaning and clarity</li> <li>• Focus on a subject for discussion and sustain a conversation on it</li> <li>• Initiate discussions, respond to the initiatives of others and practice taking turns</li> <li>• Engage in real and imaginary situations to perform different social functions</li> </ul>	<ul style="list-style-type: none"> <li>• Give a description, recount a narrative or describe a process and answer questions about it</li> <li>• Listen to others describe experiences and ask questions about their reactions to them</li> <li>• Become increasingly explicit in relation to people, places, times, processes and events by adding elaborate detail to what he/she describes and narrates</li> <li>• Listen to a story or narrative and ask questions about it</li> <li>• Engage in real and imaginary situations involving language use</li> <li>• Ask questions that will satisfy his/her curiosity and wonder,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe everyday experiences and events</li> <li>• Express feelings in order to clarify themselves</li> <li>• Tell stories in his/her own words and answer questions about them</li> <li>• Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems</li> <li>• Re-create stories and poems in improvisational drama</li> <li>• Listen to and say nonsense words and unusual words</li> <li>• Clap the rhythm of poems and rhymes</li> <li>• Listen to, learn and tell riddles and jokes</li> <li>• Listen to, read learn and recite more sophisticated nonsense verse and rhymes</li> <li>• Recognise and re-create sounds from the environment</li> <li>• Use imaginative play to create humorous characters and situations</li> </ul>

**Oral language: Methodologies for First and Second class**

**Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content previously mentioned**

- Talk and discussion
- Circle time
- Consider advertisements, posters, themes of interest
- Role play
- Hotseating – One pupil takes on the role of a story/poem character and the other pupils ask questions of him/her
- Brainstorming
- Word webs
- Listening games e.g. Chinese whispers, auditory tapes/CD's, Simon Says, Clapping games
- Story telling – rich and varied selection of texts
- Visitors to school and classroom e.g. garda, priest, storyteller,/poet, touring theatre
- Reciting poems and rhymes
- Identifying word families, rhyming words, onsets and rimes
- Teacher taps a rhythm, pupil repeats
- Twenty questions
- Pupils listen for the silly sentence and the word that should not be there
- Listen to sounds inside and outside the classroom
- Introduce new words, night words, magical words, scary words
- Kim's game – identify the missing object
- Finish the story



**Oral Language: Content for 3<sup>rd</sup>/4<sup>th</sup> Class**

<b>Developing receptiveness to oral language</b>	<b>Developing competence and confidence in using oral language</b>	<b>Developing cognitive abilities through language</b>	<b>Emotional and imaginative development through language</b>
<ul style="list-style-type: none"> <li>• Listen to, re-tell or tape a narrative or description.</li> <li>• Give and follow instructions on how to perform a task</li> <li>• Become aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communication.</li> <li>• Discuss the use and effect of music sound effects and non-verbal clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Give and take turns in speaking and experience a tolerant classroom environment</li> <li>• Initiate conversations and respond to initiatives of others in talking about experiences and activities</li> <li>• Summarise and prioritise ideas</li> <li>• Practice the common social functions in the everyday context of class and through improvisational drama</li> <li>• Hear discuss and react to local storytellers</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss possible solutions to problems</li> <li>• Discuss issues that directly affect his/her life</li> <li>• Discuss cause and effect and predict possible outcomes</li> <li>• Learn how to use the basic key questions (why, how where, when, what and what if)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss reactions to poems</li> <li>• Dramatise stories</li> <li>• Discuss favourite moments, important events and exciting characters in a story play or poem</li> <li>• Express feelings and attitudes through improvisational drama</li> </ul>

**Oral language: Methodologies for 3<sup>rd</sup> and 4<sup>th</sup> classes****Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content previously mentioned**

- General classroom conversation in all subject areas
- Informal story telling, life experiences, news, current affairs
- Listen to commercial recordings/own recordings of stories and accounts
- Chinese whispers
- Pass on a storyteller – each child adds on
- Listening to and identifying sounds recorded on a tape
- Describing a process e.g. how to make a cup of tea
- Listening to and completing tasks e.g. in PE lessons
- Mime – charades
- Display anger, sadness, joy
- Role play arguments as to why/why not e.g. mobile phone
- Listen to a piece of music, select words to describe it, make up a story behind it
- Hotseating
- Word webs
- Act out sections of a class novel
- Make list of questions – correct use of why, what, where, why, when as a reaction to a passage
- Social interactions – greeting/introducing a visitor, answering the phone

### Oral language: Content for 5<sup>th</sup> and 6<sup>th</sup> Class

<b>Developing receptiveness to oral language</b>	<b>Developing competence and confidence in using oral language</b>	<b>Developing cognitive abilities through language</b>	<b>Emotional and imaginative development through language</b>
<ul style="list-style-type: none"> <li>• Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure.</li> <li>• Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs.</li> <li>• Listen to, re-tell, and tape a narrative or description.</li> <li>• Give and follow instructions on how to perform a task</li> <li>• Become aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communication.</li> <li>• Discuss the use and effect of music sound effects and non-verbal clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Converse freely and confidently on a range of topics</li> <li>• Give and take turns in speaking and experience a tolerant classroom environment</li> <li>• Initiate conversations and respond to initiatives of others in talking about experiences and activities</li> <li>• Summarise and prioritise ideas</li> <li>• Practice the common social functions in the everyday context of class and through improvisational drama</li> <li>• Understand the functions and know the names of the parts of speech.</li> <li>• Learn about and name the basic properties of nouns and verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss issues of major concern</li> <li>• Discuss possible solutions to problems</li> <li>• Discuss ideas and concepts encountered in other areas of the curriculum.</li> <li>• Argue points of view from the perspective of agreement and disagreement.</li> <li>• Discuss the value, truth or relevance of popular ideas, causes and proverbs.</li> <li>• Discuss issues that directly affect his/her life.</li> <li>• Discuss cause and effect and predict possible outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss reactions to poems, everyday experiences, local, national and world events.</li> <li>• Dramatise and discuss favourite moments, important events and exciting characters in a story play or poem</li> <li>• Express feelings and attitudes through improvisational drama and experience and enjoy playful aspects of language.</li> <li>• Discuss plays, films and television programmes.</li> <li>• Discuss personal reading and writing</li> </ul>

**Oral language: Methodologies for 5<sup>th</sup> and 6<sup>th</sup> classes**

**Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content previously mentioned**

- Discussion – local, national and global issues, sport, pupil's concerns and social issues
- Debate topical issues e.g. homework
- Instructions – giving, receiving and interpreting
- Non-verbal communication
- Character interviews
- News telling
- Explanations
- Story reconstruction – using sets of picture sequences, groups of pupils put the pictures into a logical sequence and practice retelling the story around the circle
- Defending viewpoints
- Questioning and logic
- Creative inquiry – What if?
- Brainstorming and building knowledge
- Description activities
- Circle time
- Respectful communication
- Etiquette and social convention

**Reading: Content for Junior and Senior Infants**

<b>Developing concepts of language and print</b>	<b>Developing reading skills and strategies</b>	<b>Developing interests, attitudes and the ability to think</b>	<b>Responding to text</b>
<ul style="list-style-type: none"> <li>• Listen to and respond to nursery rhymes, poems and songs</li> <li>• Play with language to develop a range of sounds</li> <li>• Develop a sense of rhythm and rhyme</li> <li>• Become familiar with a wide range of environmental print, starting with the print in the classroom</li> <li>• Learn about the basic conventions and terminologies of books</li> <li>• Learn to recognise and name the letters of the alphabet</li> <li>• Develop an awareness of letter-sound relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Experience the reading process being modelled</li> <li>• Handle books and browse through them</li> <li>• Encounter early reading through collaborative reading of large format books</li> <li>• Build up a sight vocabulary of common words</li> <li>• Learn to isolate the beginning sound of a word or syllable</li> <li>• Learn to isolate the beginning and final sounds in written words</li> <li>• Learn to identify the part of a syllable or a word that allows it to rhyme with another syllable or word</li> <li>• Engage in shared reading activities</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read, retell and act out familiar stories and poems</li> <li>• Recall and discuss significant events or details in stories</li> <li>• Analyse and interpret characters, events, situations and sequences</li> <li>• Predict future incidents and outcomes in stories</li> <li>• Differentiate between text and pictures</li> <li>• Understand the function of text</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to characters, situations and story details and relate them to personal experienced</li> <li>• Perceive reading as a shared, enjoyable experienced</li> <li>• Pursue and develop individual interests through engagement with books</li> <li>• Associate print with enjoyment through listening to stories and poems read aloud</li> </ul>

**Reading methodologies for Junior and Senior Infants**

**Note: Many teaching methodologies appropriate to the development of reading are inherent in the content previously mentioned**

- Listen to and respond to teachers/taped stories and rhyme
- Simple re-telling of stories focussing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases
- Listen to and repeat in proper sequence, alerting children in advance re what to listen for
- Marching and clapping games, teacher claps and children copy
- Making of simple percussion instruments
- Clap syllables e.g. a cat is \_\_\_(fat)
- Finish line of poem/rhyme
- b/a/t = bat
- Onset and rime e.g. d – og
- Clap for each syllable e.g. John 1 clap, Mary 2 claps
- Follow structured phonics programme i.e. Jolly Phonics
- Labels in the classroom, alphabet frieze, labelling charts using flashcards
- Allow opportunities to handle a variety of books and draw attention to the cover, author, illustrations, left to right, page turning
- Shared reading e.g. big books, our news, language experience charts
- Shared reading with parents, older pupils
- Letter/sound relationships using appropriate resources i.e. Jolly Phonics
- Teacher modelling reading process

- Isolate beginning sound e.g. onset and rime, word families, adding on rhymes e.g. food beginning with b
- Rhyming part of a word using simple poems e.g. There was a man called Pat, he had a pet \_\_\_\_\_
- Bingo, word matching
- Pre-reading activities, reading scheme, library reading
- Re-read, re-tell and act out e.g. drama, Alive O, previous stories
- Respond to characters/relate to events e.g. did that ever happen to you?
- Respond to text through pictures, bubble conversations, captions
- Books about favourite things
- Pupils invited to bring in and discuss their favourite books from home

**Reading: Content for 1<sup>st</sup>/2<sup>nd</sup> Class**

<b>Developing strategies</b>	<b>Reading for pleasure and information</b>	<b>Developing interests, attitudes and the ability to think</b>	<b>Responding to text</b>
<ul style="list-style-type: none"> <li>• Continue to experience the reading process being modelled</li> <li>• Engage in shared reading activities</li> <li>• Visit the school library and travelling library</li> <li>• Continue to build a sight vocabulary of common words</li> <li>• Learn about sounds associated with the beginning of a word or syllable</li> <li>• Learn about the sounds associated with the part of a word that allows it to rhyme with other words</li> <li>• Learn to connect the beginnings of words or syllables with their rhyming parts as a visual and auditory exercise</li> <li>• Learn about common word endings, word families and roots of words</li> <li>• Use knowledge of letter sounds, grammar, syntax and surrounding text when identifying an unfamiliar word</li> <li>• Self correct reading errors when what he/she reads does not make sense</li> <li>• Adapt his/her reading style for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Read from a variety of children's literature, choosing material to read during silent reading times</li> <li>• Learn to find books in the classroom or library</li> <li>• Read aloud to share a text with the audience\</li> <li>• Find information and share it with others</li> <li>• Participate in personal reading</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue individual interests through independent reading of fiction or non-fiction</li> <li>• Recommend reading material to others and accept others recommendations</li> <li>• Discuss cause and effect and predict possible outcomes</li> <li>• Express a formal response to text by providing a considered personal opinion of a book in oral or written form</li> <li>• Learn how to use the basic key questions (why, how where, when, what and what if) to engage in the material actively</li> <li>• Develop comprehension strategies</li> <li>• Complete alphabetical order tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to listen to and enjoy stories and poems being read aloud</li> <li>• Participate in spare moment reading and browsing by having ready access to material</li> <li>• Engage in a wide variety of material</li> <li>• Experience improved self esteem through success in reading</li> <li>• Listen to entire stories read aloud in instalments</li> <li>• Respond to characters and events in stories</li> </ul> <p>Investigate different attitudes and feelings by imagining what it would be like to be certain characters</p> <p>Engage in informal discussion of books with teachers and other students</p>



**Reading methodologies for 1<sup>st</sup> and 2<sup>nd</sup> class**

**Note: Many teaching methodologies appropriate to the development of reading are inherent in the content previously mentioned**

- Read to the children a rich variety of stories, facts and poetry
- Develop sound awareness through focussing on sounds associated with letters and letter clusters and patterns of sounds in words
- Rhyming words, onsets and rimes, different onsets, different rimes
- Shared reading – parents/older siblings/older pupils
- Individual/independent reading
- Silent reading/personal reading
- Reading for different purposes e.g. browsing, simple scanning
- Encourage use of class library
- Use of tapes, storybooks and tapes and CD ROMs
- Simple information retrieval e.g. table of contents, simple index
- Book reviews
- Write a story project
- Alphabetical order exercises
- Discuss books, authors, plot with other pupils, teacher, parents
- Recall and discuss significant events in stories
- Analyse and interpret characters and situations

**Reading: Content for 3<sup>rd</sup>/4<sup>th</sup> Class**

<b>Developing strategies</b>	<b>Reading for pleasure and information</b>	<b>Developing interests, attitudes, information retrieval skills and the ability to think</b>	<b>Responding to text</b>
<ul style="list-style-type: none"> <li>• Use variety of strategies when reading text</li> <li>• Identify unfamiliar words with reference to word parts, prefixes and suffixes</li> <li>• Self-correct errors when reading</li> <li>• Listen to the teacher reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce children to a wide variety of books</li> <li>• Experience different types of text</li> <li>• Engage in a wide variety of poetry and verse</li> <li>• Develop information and retrieval skills</li> <li>• Use a simple dictionary to discover meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>• Know the structure and terminology of books</li> <li>• Develop a range of comprehension strategies to deal with narrative, expository and representational materials</li> <li>• Keep a record of his/her reading</li> <li>• Read books independently, experience silent reading and success in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about choice of books and reason for choices, engage in talk about books</li> <li>• Share responses with other children</li> <li>• Experience shared response to fiction through the use of class novel</li> <li>• Read aloud with expression</li> </ul>

## **Reading Methodologies for 3<sup>rd</sup> and 4<sup>th</sup> class**

**Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.**

### **Instructional Reading**

- To motivate children to learn to read by providing interesting and challenging stories based on fact and fiction
- To enable children to use a range of strategies when reading text e.g. grapho/phonic, syntactic and contextual clues
- Identify unfamiliar words within context by using simple English Dictionary
- Read aloud with expression and self-correct errors/read silently answering comprehension questions based on what has been read

### **Recreational Reading**

- To promote enjoyment and pleasure through listening to stories well read
- To improve listening skills and develop imagination
- To encourage the use of books by arousing an interest in independent reading

### **Comprehension**

To develop a range of comprehension strategies to deal with various forms of text:

- To recall specific information

- To determine the sequence of events and main ideas
- To identify relationships- Cause-effect, time, place, comparing
- To understand figurative speech
- To draw inference from the title and pictures
- To predict outcomes
- To understand characterisation

### **Library- Dart time**

- The children will have access to a plentiful supply of books in the classroom and in the school library.
- They are encouraged to keep a record of his/hers reading in various forms
- Develop basic information retrieval skills.

### **Parallel Readers**

Children can be given readers to read each week independently at home

### **Reading for Meaning**

Through the presentation of reading materials in the form of posters, application forms, notes from school, invitations, lists, newspapers, brochure, advertisement, menu, etc, the children will be able to explore a variety of texts eliciting meaning.

## **Sustained Silent Reading**

Children will read a novel of their choice silently with the teacher modelling the reading process as well. Ideally this should take place at least twice a week for 20 minutes.

**Reading: Content for 5<sup>th</sup> and 6<sup>th</sup> Class**

<b>Developing strategies</b>	<b>Reading for pleasure and information</b>	<b>Developing interests, attitudes, information retrieval skills and the ability to think</b>	<b>Responding to text</b>
<ul style="list-style-type: none"> <li>• Engage with an increasing range of text</li> <li>• Become self-reliant, confident, and independent reader with time in class for sustained silent reading</li> <li>• Achieve proficiency in word identification by refining different word identification skills</li> <li>• Identify unfamiliar words with reference to word parts</li> <li>• Self-correct errors when reading</li> <li>• Listen to the teacher reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Read widely as an independent reader from a more challenging range of reading material including: stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability</li> <li>• Develop information and retrieval skills</li> <li>• Use a simple dictionary to discover meanings of words</li> <li>• Read to satisfy personal interests</li> </ul>	<ul style="list-style-type: none"> <li>• Know the structure and terminology of books</li> <li>• Develop a range of comprehension strategies to deal with narrative, expository and representational materials</li> <li>• Keep a record of his/her reading</li> <li>• Read books independently, experience silent reading and success in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about choice of books and reason for choices, engage in talk about books</li> <li>• Share responses with other children</li> <li>• Experience shared response to fiction through the use of class novel</li> <li>• Read aloud with expression</li> </ul>

## Reading methodologies for 5<sup>th</sup> and 6<sup>th</sup> classes

### Instructional Reading

- To motivate children to learn to read by providing interesting and challenging stories based on fact and fiction
- To enable children to use a range of strategies when reading text e.g. grapho/phonetic, syntactic and contextual clues
- Identify unfamiliar words within context by using simple English Dictionary
- Read aloud with expression and self-correct errors/read silently answering comprehension questions based on what has been read

### Recreational Reading

- To promote enjoyment and pleasure through listening to stories well read
- To improve listening skills and develop imagination
- To encourage the use of books by arousing an interest in independent reading

**Comprehension:** To develop a range of comprehension strategies to deal with various forms of text:

To recall specific information

To determine the sequence of events and main ideas

To identify relationships- Cause-effect, time, place, comparing

To understand figurative speech

To draw inference from the title and pictures

To predict outcomes

To understand characterisation

**At least one class novel will be covered. Teacher will read the text aloud in instalments from a single copy. The class will respond to the novel; in a variety of ways which include:**

- Build a profile of the main characters
- Write a summary of an extract
- Predict future events
- Represent sequencing pictorially
- Write a list of questions to ask the author
- Dramatise a scene from the novel
- Choose music to suit the scene
- Paint a scene from the story
- TV review
- Make a story board
- Write a newspaper article or review on the story
- Word banks based on words encountered in the novel can be created.
- Additional comprehension worksheets, poems, songs based on the theme of the novel can be completed.



**Library- Dart time**

- To have access to a plentiful supply of books in the classroom and in the school library.
- To keep a record of his/hers reading in various forms
- Develop basic information retrieval skills.

**Parallel Readers:** Children can be given readers to read each week independently at home

**Reading for Meaning:** Through the presentation of reading materials in the form of posters, application forms, notes from school, invitations, lists, newspapers, brochure, advertisement, menu, etc, the children will be able to explore a variety of texts eliciting meaning. **Sustained Silent Reading:** Children will read a novel of their choice silently with the teacher modelling the reading process as well. This shall take place at least twice a week for 20 minutes.

**Writing: Content for Junior and Senior Infants**

<b>Creating and fostering the impulse to write</b>	<b>Developing competence and confidence and the ability to write independently</b>	<b>Clarify thought through writing</b>	<b>Developing emotional and imaginative life through writing</b>
<ul style="list-style-type: none"> <li>• Experience and enjoy a print rich environment</li> <li>• Receive help from teacher who will sometimes act as scribe to assist with accuracy and presentation</li> <li>• Write and draw frequently</li> <li>• Write for different audiences</li> <li>• See personal writing displayed</li> <li>• Read personal writing aloud and hear it read</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to form and name individual letters using various materials</li> <li>• Understand the left-right, top-bottom orientation of writing</li> <li>• Develop satisfactory grip of writing implements</li> <li>• Copy words from signs in the environment</li> <li>• Copy letters and words informally as part of class activities</li> <li>• Write his/her own name</li> <li>• Use labels to name familiar people or things</li> <li>• Write letters and words from memory</li> <li>• Become aware of lower case letters and full stops</li> <li>• Develop the confidence to use approximate spellings</li> <li>• Start to develop conventional spelling of simple words</li> <li>• See teacher model writing as an enjoyable experience</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture and write about it</li> <li>• Draw and write about everyday experience or about something just learned</li> <li>• Write naming words and add descriptive words</li> <li>• Rewrite sentences to make the message clear               <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw and write about feelings</li> <li>• Draw and write about things he/she likes and dislikes</li> <li>• Draw and write about sensory experiences</li> <li>• Draw and write stories</li> <li>• Use mime and role play to create imaginary situations and then draw and write about them</li> </ul>

## Writing methodologies for Junior and Senior Infants

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed previously**

- Provision of a print rich environment e.g. labels, flashcards, posters
- Teacher as scribe – pupils tell the story and teacher writes and pupils may copy
- Scribbling, writing patterns using different media e.g. chalk, crayon and paint
- Tracing of basic letters on sandpaper and sand, making letters with marla, use of magnetic letters
- Letter formation including lower case, upper case, capital letters and full stops
- Making cards and writing simple messages
- Copying/writing own name, environmental labels, words and simple sentences
- Writing for different people and purposes e.g. cards, name on art work
- Display personal writing and read pupil's writing aloud
- Making of little books e.g. My book about ...Autumn
- Teacher models letter formation on the blackboard/in the air and pupils imitate
- Start with dot – left/right, top/bottom, front/back
- Teach writing grip progressing from chubby crayons to chublets, to chubby pencils to standard pencils
- Allow children to spell own words – approximate spelling

- Draw a picture and write about it e.g. name, caption, sentence
- Add descriptive words to naming words
- Dominoes – match the start of the sentence with an ending and write
- Draw and write about feelings e.g. happy face and write the word “happy”. I feel sad/happy when ....

### Writing: Content for 1<sup>st</sup> and 2<sup>nd</sup> Class

<b>Creating and fostering the impulse to write</b>	<b>Developing competence and confidence and the ability to write independently</b>	<b>Clarify thought through writing</b>	<b>Developing emotional and imaginative life through writing</b>
<ul style="list-style-type: none"> <li>• Experience a classroom environment that encourages writing</li> <li>• Observe the teacher as he/she models writing stories/news/poetry</li> <li>• Seek help from the teacher in order to achieve accuracy and an appropriate standard of presentation</li> <li>• Experience how a story is structured by reading and listening to fiction</li> <li>• Write regularly for different audiences</li> <li>• Choose topics to write about</li> <li>• Explore different genres</li> <li>• Have writing valued</li> <li>• Work with other children when writing</li> </ul>	<ul style="list-style-type: none"> <li>• Children should experience an abundance of oral language activity when preparing a writing task.</li> <li>• Recognise that first attempts at writing do not need to be perfect and examine the notion of the second draft.</li> <li>• Explore the role of punctuation in making meaning clear in writing</li> <li>• Spell words in a recognisable way based on an awareness of common spelling strings and patterns</li> <li>• Use approximate spelling as an interim measure in mastering the conventions of spelling</li> <li>• Spell correctly a range of familiar, important and regularly used words and use a variety of sources as aids to spelling</li> <li>• Choose topics for writing after conferring with the teacher</li> <li>• Have regular opportunities to write for themselves and others</li> <li>• Decide whether the piece of writing needs re-drafting</li> <li>• Confer with the teacher and others on the quality of presentation</li> <li>• Write notes and messages to different audiences: friends, parents, teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Write in a variety of genres</li> <li>• Write a version of a story told by teacher</li> <li>• Write about something that has been learned</li> <li>• Write an explanation of something</li> <li>• Re-read work, confer with the teacher or others about it and then rewrite it</li> <li>• Write a simple sentence and add words to extend its meaning</li> <li>• Listen to a story and write down questions to ask about it</li> <li>• Write answers to questions asked by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings in writing</li> <li>• Write about experiences</li> <li>• Listen to the experiences of others and express feelings about them through writing</li> <li>• Write about feelings experienced in a drama activity</li> </ul>

## Writing methodologies for 1<sup>st</sup> and 2<sup>nd</sup> Class

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed previously**

- Teacher as scribe modelling story structured
- Print rich environment e.g. labels, captions, displays of simple sentences
- Oral preparation for all written work
- Express feelings in print, write about experiences, write about senses
- Spelling in accordance with the school policy
- Choose writing topics through brainstorming, mind-mapping, drawing up lists of favourite topics
- Pupils select own topic to write about
- Free writing in a personal journal
- Lists, messages, reminders, letters, invitations, poetry
- Write for self, other pupils, teachers and parents
- Write the important details of an event e.g. school, local event
- Writing pairs/groups for editing/re-drafting
- Displays of writing in the corridor

**Writing: Content for 3<sup>rd</sup>/4<sup>th</sup> Class**

<b>Creating and fostering the impulse to write</b>	<b>Developing Competence, Confidence and the Ability to write independently</b>	<b>Clarifying thought through writing</b>	<b>Developing Emotional and Imaginative life through writing</b>
<ul style="list-style-type: none"> <li>• Experience a classroom environment that encourages writing</li> <li>• Writing corner or display in classroom for children’s writing</li> <li>• Posters</li> <li>• Class library</li> <li>• Observe teacher modelling different writing genres</li> <li>• Use personal reading as a stimulus to writing</li> </ul>	<ul style="list-style-type: none"> <li>• Experience varied and consistent oral language activity as a preparation for writing</li> <li>• Engage in the writing process</li> <li>• Learn to use questions as a mechanism for expanding and developing as story</li> <li>• Learn to write with increasing grammatical accuracy through the process of revision and editing</li> <li>• Use a range of aids and strategies for spellings</li> <li>• Decide the quality of presentation in relation to the purpose and audience of a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Read a narrative or expository piece and summarise it</li> <li>• Write an idea to explain to someone else</li> <li>• Write about ideas encountered in other areas of the curriculum</li> <li>• Write down direction and elaborate on it by adding one or more ideas to it</li> <li>• Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Write about favourite moments, characters and events in stories</li> <li>• Use artwork as a stimulus to writing</li> <li>• Create stories, poems or short drama</li> </ul>

**Spelling**

Suggested spelling strategies include:

“Look-Say-Cover-Write-Check” Process see Spelling Workbook.

Brendan Culligan’s core list of spelling words and spelling strategy may be adapted in the class.

**Handwriting**

The children will be encouraged to develop a legible, cursive script. They will be enabled to understand the conventions of writing such as punctuation, grammar and spelling.

**Writing methodologies for 3<sup>rd</sup> and 4<sup>th</sup> class**

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed previously**

- Poetry writing
- Party invitations
- Write a set of directions
- Use of the writing process
- Letters of thanks, invitation, complaint
- Display pupils written work – writing corner, corridor display
- Write a story
- Brainstorm for story writing and use questions to expand. Sequence events. Discuss different beginnings and endings
- E-mail pen pal, friend, other school
- Use rough work drafts before presenting the final copy after discussion with teacher
- Earmark weeks for poetry, letters etc.
- Select a famous person you would like to interview and select the questions you would ask



**Writing: Content for 5<sup>th</sup> and 6<sup>th</sup> Class**

<b>Creating and fostering the impulse to write</b>	<b>Developing Competence, Confidence and the Ability to write independently</b>	<b>Clarifying thought through writing</b>	<b>Developing Emotional and Imaginative life through writing</b>
<ul style="list-style-type: none"> <li>• Experience a classroom environment that encourages writing</li> <li>• Observe the teacher modelling different writing genres</li> <li>• Use personal reading as a stimulus to writing</li> <li>• Write for an increasingly varied audience</li> <li>• Experience interesting and relevant writing challenges</li> <li>• See his/her writing valued</li> <li>• Experience a level of success in writing that will be an encouragement to continue writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write regularly on chosen topics</li> <li>• Write for a sustained period of time</li> <li>• Engage in the writing of one piece over a length of time</li> <li>• Experience varied and consistent oral language activity as a preparation for writing</li> <li>• Engage in the writing process</li> <li>• Learn to use questions as a mechanism for expanding and developing as story</li> <li>• Learn to write with increasing grammatical accuracy through the process of revision and editing</li> <li>• Use dictionaries and thesauruses to extend and develop vocabulary and spelling</li> <li>• Decide the quality of presentation in relation to the purpose and audience of a piece of writing</li> <li>• Write fluently and relevantly in other areas of the curriculum</li> <li>• Develop skills in the use of information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Write in a variety of genres with greater sophistication</li> <li>• Write for a particular purpose with a particular audience in mind</li> <li>• Read a narrative or expository piece and summarise it</li> <li>• Write an idea to explain to someone else</li> <li>• Write about ideas encountered in other areas of the curriculum</li> <li>• Write down direction and elaborate on it by adding one or more ideas to it</li> <li>• Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting</li> <li>• Argue the case in writing for a particular point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse in writing his/her reactions to personal experiences</li> <li>• Write about favourite moments, characters and events in stories</li> <li>• Use artwork as a stimulus to writing</li> <li>• Create stories, poems or short drama</li> </ul>

**Writing methodologies for 5<sup>th</sup> and 6<sup>th</sup> class**

**Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed previously**

- Supply print rich environment
- Provision of relevant topics
- Brainstorming, webbing, research
- Note taking
- Instructions
- Persuasive text
- Explanations
- Formal/informal letters
- Editing, drafting, publishing i.e. The writing process
- Correction, self correction, use of dictionary, thesaurus
- E-mail
- Poetry

## **Handwriting**

### **Pre Writing**

The children will start to write using patterns in Junior Infants. They will learn how to hold their crayon using the 'Froggy Fingers' grip and learn left to right orientation.

The children will be encourage to remember the 'Three P's';

- correct posture,
- correct pencil hold,
- correct page position.

### **Formal Writing**

The main emphasis during the teaching of writing to infant classes lies with left to right orientation, starting from the top, left-hand side of the page, punctuation marks, and spaces between words, correct formation of both capitals and lower case letters. From the start of 2<sup>nd</sup> class the children will be encouraged develop a legible, cursive script. They will be enabled to understand the conventions of writing such as punctuation, grammar and spelling.

### **The writing process**

The writing process is used in the school to enable children to understand that writing is an on going activity and that the first draft does not need to be perfect.

The range of topics children write about should be broad and the children should have some degree of autonomy in choosing them.

Sources of topics for children's writing might include: personal concerns, everyday experiences, life at home/in school, stories, personal reading, topics from other areas of the curriculum, poetry or drama.

Children should be involved in experiencing class brainstorming session on topics, webbing ideas on a topic chart or researching their topic for writing.

A significant amount of time should be given for oral work, allowing the children to explore their choice of topic or identifying the most suitable writing genre.

**Writing genres may consist of any of the following with the children identifying their audience and purpose:**

Stories	descriptions	explanations	argument	letters
Recipes	records of learning	notes	diaries	memos
Reactions to reading	other areas of the curriculum			

**Drafting, editing and re-drafting is at the heart of the writing process. Self-correction should be encouraged.**

**Careful consideration needs to be given to grammar, punctuation and spelling.**

### **Spelling**

In the infant classes and 1<sup>st</sup> and 2<sup>nd</sup> the children are encouraged to use approximate spelling and become more aware of the conventional spellings of words.

In the senior classes suggested spelling strategies include

“Look-Say-Cover-Write-Check” Process see Spelling Workbook.

Brendan Culligan's core list of spelling words and spelling strategy may be adapted in the class.

**Class Novel: At least one class novel will be covered in the middle and senior classes. Teacher will read the text aloud in instalments from a single copy. The class will respond to the novel in a variety of ways which includes:**

- Build a profile of the main characters
- Write a list of questions to ask the author
- Paint a scene from the story
- Predict future events
- TV review
- Write a summary of an extract
- Dramatise a scene from the novel
- Represent sequencing pictorially
- Choose music to suit the scene
- Make a story board
- Write a newspaper article or review on the story
- Word banks based on words encountered in the novel can be created.
- Additional comprehension worksheets, poems, songs based on the theme of the novel can be completed.

## 2. Language Programme

Oral language, reading and writing are not discrete language activities in the language learning process. In our school we take account of this in principle and in practise. We acknowledge that the four strands: 'Receptiveness to language', 'Competence and Confidence in using language', 'Cognitive development through language' and 'Emotional and Imaginative development through language' are the principal divisions in the English curriculum. However, in writing the content for this subject in the Plean Scoile we have decided to use the three strands of Oral Language, Reading and Writing as headings. Although we treat these as separate areas for planning we recognise that there is constant integration between the three areas.

## 3. Assessment and Record keeping

Assessment of a child's language is both formal and informal and is happening continuously in the classroom. The purpose is to facilitate short and long term planning. Teacher observation is at the heart of informal assessment and is an integral part of our teaching process. Each teacher may design his/her own tests and there is normally a weekly spelling test in each class from First class upwards.

### Junior/Senior Infants

Teacher observation

Teacher designed tests and tasks

- (a) Draw a man – Aston Index
- (b) The M.I.S.T Middle Infant Standardised Test (completed in the Spring term of Senior Infants)

### **First/ Second Classes**

Teacher observation

Teacher designed tests and tasks

Micra T Level 1

NRIT (First Class)

Micra T Level 2

### **Third/Fourth Class**

Teacher observation

Teacher designed tests and tasks

Micra T Level 2

Micra T Level 3

### **Fifth/Sixth**

Teacher observation

Teacher designed tests and tasks

Micra T Level 4

Classes from first to sixth complete a page of free writing at the end of every school year which is kept on file.

All results from formal testing are recorded and kept in each pupils file.

#### 4. **Children with different needs**

### **Special Education Needs**

#### **Learning support**

##### **Junior Infant/Senior Infants**

The staged approach to intervention is school policy. If difficulties continue the child will attend the Learning Support with permission from their parents. Having attended learning support and difficulties continue to be a concern, in consultation with the parents, class teacher and principal a psychological assessment may be requested from our NEPS psychologist.

##### **First/Second class**

Having identified children with learning difficulties through teacher observation and/or the results of Micra-T, learning support will be offered in consultation with parents.

##### **Senior Classes**

Learning support is offered to children in all of the senior classes where necessary.

#### **Low Incidence Special Education Needs**

The children who are entitled to low incidence hours receive assistance from the LS/RT. This may be in class or withdrawal.



## **Planning for SEN**

IEP/IPLP's are drawn up in consultation with parents, class teacher, SNA, resource teacher, principal and outside agencies (e.g. speech and language therapists, psychologists).

## **Language Support**

A language support teacher is available on a part time basis to provide assistance to children where English is their second language.

## **Resources and ICT**

### **ICT**

Tizzy's toybox

Clicker

Wordshark

Quizpa

Type to learn

### **Reading schemes**

Fuzzbuzz

Storyworlds

Ginn 360

Oxford reading tree

Skyways

## **5. Equality of participation and access**

Everyone is valued equally at Holy Family NS. We ensure that all pupils have equal opportunity to achieve their full potential in reading, writing, speaking and listening regardless of gender, race, religion, cultural background, ability or any physical or sensory disability.

## **6. Timetable**

English is timetabled for four hours per week from First to Sixth class and for three hours per week in the infant classes. Language learning is an integral part of each subject therefore it is being explored incidentally in a cross-curricular approach.

## **7. Homework**

All children will receive homework in English each night from Monday to Thursday. Children in junior classes may be given reading and writing activities and the parents are advised by the class teacher how best to support these.

Children in first class and second have reading and spellings for homework, and may have to complete a written assignment.

Children in the senior classes have reading and spellings for homework and may have to complete a written assignment also.

## **8. Library**

Each class has a small library with a wide selection of reading material suitable to their class level. The mobile library visits the school approximately three times a year. Each class has an opportunity to select a variety of books for their classroom.

**9. Resources and ICT**

There is a vast array of English resources for each class level. ICT resources are mentioned previously in the section on Special Education Needs.

**10. Individual Teachers' planning and reporting**

Teachers should base their yearly and short term plans on the approaches set out in this whole school plan for maths. Work covered will be outlined in the Cuntas Miosuil which will be submitted to the principal.

**11. Staff Development**

An atmosphere of open communication exists between all the staff members and ideas and expertise is shared. Discussion and planning in class groupings is encouraged.

Teachers are informed of English courses and encouraged to attend. Information acquired on these courses is made available to other staff members.

Time is allocated at staff meetings for the discussion of English business when necessary.

**12. Parental Involvement**

Each teacher involves parents in so far as is possible in supporting their children's language development. This ranges from making them aware of assigned homework to keeping them updated on their child's progress. For parents of children receiving learning support, teachers offer suggestions and techniques on how best to support their child at home.

### **13. Community Links**

We have the Scholastic book fair annually in our school to coincide with International book week. The county mobile library calls three times a year. Classes visit The Museum of Country life in Castlebar. We invite speakers to the school to explore many different topics e.g. storytelling during Heritage week. West Midlands Theatre Company performs annually in the school. Classes visit the Linenhall Arts Centre in Castlebar to participate in workshops. The school participates in the MS Readathon annually. Every second year we have a write a story competition within the school.

### **14. Review**

This document, completed in January 2009, was the result of a review of our original policy document which was first created in 2006 and now supersedes it. It will be reviewed again in 2010.

## Appendix 1: Resources for the teaching of English

### Resources :Junior and Senior Infants

#### Formal Reading Scheme:Sunny Street

Sunny Street pack contains games, bingo cards, posters, chatterbox, big books, alphabet freeze and story book packs which can be used to enhance the work.

#### Junior Infants:

Readers: *Happy Birthday Molly!*

*Yummy!*

*Say Cheese*

It is school policy that the sight vocabulary for all of these words will be taught in Junior Infants, but only the first two books will be given to the children to bring home after the Easter break. *Say Cheese* will be given to the children in September of Senior Infants.

#### Workbooks:

- *Welcome to Sunny Street*
- *The Party*

#### Senior Infants: Readers:

*Please and Thank You Stories*

*Tooth and Twinkle Stories*

*Ready, Steady, Go!*

Workbooks:

*Please and Thank You*

*Tooth and Twinkle*

*Ready, Steady, Go!*

## **Development of Sight Vocabulary**

The development of sight vocabulary is an important element in the emergent reading phase and we believe is critical for the later development of meaning, independent, reading skills. We will use the Jolly Phonic Tricky words and the first 100 Dolch words to achieve this. It is our aim that most children would know these words.

## **Shared Reading**

### **1. Picture books**

During the first term of Junior Infants picture books without any words will be given to the children to bring home. Parents will be encouraged to talk to the children about the pictures to develop language skills and familiarity with books.

### **2. Sound Books**

Next the children will bring home the Oxford Reading Tree Sound Books. Each book concentrates on a particular sound which gives the children an opportunity to consolidate their learning of letter sounds.

3. **Jolly Phonic – First words:** Jolly Phonics Lift the Flap books which focus on CVC words will follow. This is the first step in independent reading.

4. **Shared Reading** For the rest of Junior Infants children will be given a wide range of books to bring home such as Sails from Heinemann and the extension readers from the Sunny Street series. A letter will go home with the

books explaining the purpose and method of using these books. This activity will continue right through Senior Infants, but now the child will be encouraged to take a more active role in the reading.

**Resources for First Class will include:**

- 3 readers in First Class: Sunny Street Friends, Books, Books, Books and Never Bored with books
- Expert at English A
- Jolly Phonics Grammar Handbook 1 and The Jolly Grammar Big Book 1
- Poetry Anthologies
- Flashcards
- Bingo Games
- Just Write 1

Other resources include:

- Workbooks related to the above readers
- Flying Boot Programme Stages 5, 6
- Sunshine Spirals
- Magic Emerald
- Big cat (Orange, Turquoise, Purple) Bands 6,7,8
- Oxford literacy Web, Stages 6 and 7
- News copies and writing copies
- Chatterbox: Oral Language Development
- English curriculum

Class Library: a variety of books are read to the children every day, these include, Big Books, Fairy Tales, Irish folk tales, novels

### **Resources for Second Class will include**

- 3 readers in Second Class: Fiction Favourites, More Fiction Favourites, Sam in Sticky Situations
- Expert at English B
- Jolly Phonics Grammar Handbook 2 and The Jolly Grammar Big Book 2
- Poetry Anthologies
- Flashcards
- Bingo Games
- Just Write 3a

Other resources include:

- Workbooks related to these readers contain a range of supplementary activities.
- Flying Boot Programme Stages 7, 8
- News copies and writing copies
- Oxford Literacy Web, Stages 8 and 9
- Treetops Stage 10
- Big Cat (White, Copper, 9, 10 and 11)
- First Young Puffin Series
- Chatterbox: Oral Language Development
- Magic Emerald



- English curriculum
- Class library: a variety of books are read to the children every day, these include, Big Books, Fairy Tales, Irish folk tales, novels

### **Suggested Resources/Texts**

#### **Third Class**

Reading and Poetry:	Carroll and Heinemann Trolls, Squirrels and Dragons
Non-Fiction Anthologies:	Crack the Code
Comprehension:	Skills book accompanying class readers
Spelling	My Spelling Workbook D/Culligan's
Parallel Readers:	Oxford Reading Tree Longman Fiction and Non Fiction

## Fourth Class

Reading and Poetry

Giants, Fishbones and Chocolate

Non Fiction Anthologies:

The A-Z of Finding Out or Tyrannosaurus  
Sue

Comprehension:

Skills book accompanying class readers

Spellings

My Spelling Workbook E/ Culligan's

Parallel Readers:

Oxford Reading Tree

Longman Fiction and Non Fiction

Suggested:

The Hundred Mile an Hour Dog

Charlie Hart and the Two-Wheeled Tiger

The Yuckee Prince

The Iron Giant

Flat Stanley

Charlotte's Web

**CLASS NOVEL**

During the 5<sup>th</sup> and 6<sup>th</sup> class year the teacher may wish to choose a novel from the suggested selection.

‘The Silver Sword’ by Ian Serrailler

‘The Guns of Easter’ by Gerard Whelan

‘A Winter of Spies’ by Gerard Whelan

‘Holes’ by Louis Sachar

‘The Lion, The Witch and The Wardrobe’ by C.S. Lewis

‘The Sheep Pig’ by Dick King-Smith

‘The Wreck of the Zanzibar’ by Michael Morpugo

‘Goodnight Mr. Tom’ by Michelle Margorian.

These novels can be read to the class at regular intervals and reinforced with various activities to help the class critique, interpret and appreciate the novel.

**6<sup>th</sup>**

*Accessing Information* (factual)

*Lights, Camera, Action* (factual)

*White Fire* (fiction)

*Drumming of Hoover* (fiction)

*Magic Emerald Activity Book D*

*Fallon’s spelling scheme*

*Spelling Workbook F, G*

**5<sup>th</sup>**

*Sourcing Information* (factual)

*Cover to Cover* (factual)

*Edge of the Wild* (fiction)

*The Jazzman* (fiction)

*Magic Emerald Activity Book C*