**Grace Park Educate Together National School**

**Whole School Plan: English**

**2017**

**Introductory Statement**

This whole school plan for English was formulated in consultation with teaching staff in Grace Park Educate Together N.S. in term 1 of the 2016/2017 school year. This plan follows the template as set out by PDST/PPDS.

As a developing school that opened with 1 Junior Infant class in the 2016/2017 school year, this whole-school English plan will be developed for Junior Infants - Second Class and will be reviewed in 2018. This will also be an opportunity to reflect on the National Literacy and Numeracy Strategy 2011-2020, as well as possible next phases of such. **Rationale**

We prioritised this area of the curriculum because of the increasing importance placed on literacy because of the National Literacy and Numeracy Strategy 2011-2020. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016. In May 2016 2 staff members attended PDST training on the new Primary Language Curriculum and this training was then brought back to the whole staff on June 3rd 2016 as an in-service day.

In Grace Park ETNS we have a proportion of pupils for whom English is an additional language and they were receiving support from our E.A.L teacher (2017-2020) however this post was lost.

We believe that a consistent, structured and intensive oral language and phonics programme will improve learning and teaching in all areas of the curriculum. Therefore, we are using the **Jolly Phonics** programme to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the **Starlight** oral language programme to enhance competence and confidence in speaking and listening. To further develop English comprehension we are using the **Building Bridges of Understanding** programme and to develop written English we use **Starlight.**

**Vision**

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect.

**Aims**

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers’ long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

1. *Children and their Lives*

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

1. *Children’s communications and connections with others*

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

1. *Children’s language learning and development*

* promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
* broaden children’s understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
* encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
* support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
* nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

**Curriculum Planning**

**Strands and Elements**

The following table sets out the Strands and Elements of the Primary Language Curriculum:

**Element 1: Communicating**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral Language | Engagement, listening and attention (intentionality, verbal memory)  Social conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills) |
| Reading | Engagement (intentionality)  Motivation and choice (relevance) |
| Writing | Engagement (intentionality)  Motivation and choice (relevance, purpose, audience) |

**Element 2: Understanding**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral Language | Sentence structure and grammar (syntax, morphology)  Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills)  Demonstration of understanding (semantics) |
| Reading | Conventions of print (meaning and understanding of text/illustration)  Phonological and phonemic awareness  Phonics and word recognition (alphabetic principle, word identification strategies)  Reading vocabulary (semantics) |
| Writing | Conventions of print and sentence structure (syntax)  Spelling  Vocabulary (semantics) |

**Element 3: Exploring and using**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| Oral 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 |
| Reading | 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) |
| Writing | 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) |

**Approaches in our School**

* + - 1. **Oral Language**

**Learning Outcomes for Oral Language**

* See Table 8, p. 51 of the Primary Language Curriculum

##### Whole School Strategies for Oral Language

* Assemblies:

Whole school weekly assembly

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught

Positive non-verbal behaviour is encouraged

* Yard:

Using words to communicate and solve problems

Self-Maintaining Language

Model positive and respectful language

* School Related Functions:

Greetings in different languages during European Languages Week

Etiquette for children visiting classes

* Aistear:

Aistear activities daily (45mins) in Junior and Senior Infants classes. Aistear activities in 1st Class at the discretion at the class teacher. We use a thematic approach for approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

* Starlight:

Starlight oral language programme taught in infant classes

##### Timetable for Oral Language

* Aistear: 45 minutes every day
* Oral language lessons daily: discreet lessons/formal lessons/informal language use

##### Some Activities/Methodologies currently used for Oral Language

The following skills will be modelled and taught in our school at all class levels:

* Using words for common social functions in a polite and respectful manner (on-going, daily)
* Communicating to meet personal needs (on-going, daily)
* Listening (rhymes, jingles, riddles, listening activities, bingo, news)
* Recalling (re-telling stories, class trips/visits, news)
* Naming (name, address, days, months, seasons, family members, things you need for/find in)
* Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
* Describing (colour, shape, feelings, characters)
* Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
* Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
* Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
* Giving instructions and directions (how do we make a cup of tea/go to the shop?)
* Reporting (reporting back from a group activity or project)
* Speaking out clearly (on going, daily)
* Predicting (hear part of a story, what do you think will happen next?, picture sequences)
* Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
* Imagining (a new planet, a newly discovered species of animal)
* Questioning (20 questions, the Yes/No game show)
* Interpreting and using appropriate non-verbal language
* Taking turns in speaking and listening (circle-time, news time)
* Showing tolerance for views of others (circle-time, debating)
* Think Talk Thursday (thinking and talking about questions of a philosophical nature)

##### Resources/Methodologies for Oral Language

* See each class level

##### Teacher’s planning for Oral Language

* Teachers plan half-termly for milestones and progression continua, in accordance with the new Primary Language Curriculum.
* Teacher’s reflect half-termly on the progression of the pupils in their class through the progression continua and milestones
* English oral language and Gaeilge ó bhéal are integrated thematically through Aistear and through teaching topics at the same time and discussing language
* New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) and WOW words are displayed from 1st class upwards.
* Key vocabulary for pupils is identified for all subject areas and listed in teachers’ short-term planning.
  + - 1. **Reading**

**Learning Outcomes for Reading**

* See Table 9, p. 52 of the Primary Language Curriculum

##### Aims for Reading

In the area of reading development we aim to:

* promote positive attitudes and develop the appreciation of reading
* develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
* develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
* develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
* develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasingly complexity
* engage in and enjoy sustained silent reading
* enhance emotional and imaginative development through reading
* develop cognitive ability and the capacity to clarify thinking through reading
* Use the school library to increase fluency and interest in books.
* Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

# Methodologies for Reading

* See each class level

**Whole School Initiatives for Reading**

* Grace Park ETNS Book Week (Book Fair in Term 1)
* World Book Week
* D.E.A.R. time
* Guided Reading
* Study of Authors and Visiting Authors
* Visits from and to Childvision library
* Reading Recitals at assemblies and school concerts
* Team Teaching focus on Reading Skills

**Rhymes**

See Nursery Rhyme Scheme (Infant level)

**Poetry**

Children will learn one poem per month in all classes

Guidelines and ideas for poetry are given at each class level

**Story**

The children will explore the following types of story between Infants and Second class.

(See the Story Scheme at each class level)

* Fairytales
* Fables
* Myths
* Legends
* Folk Tales

**Phonological Awareness (Pre-Reading Skills)**

**(Phonemic Awareness, Syllabic Awareness, Rhyme/Onset and Rime)**

* Phonological awareness skills **should precede formal introduction of Jolly Phonics Program.**
* **Emphasis on Phonological Awareness at Junior Infant, Senior Infant, 1st and 2nd Class levels.**
* Phonological Awareness skills are **predictive of child’s ability to read words later on.**
* No programme, no worksheet approach.
* Emphasis Auditory/Listening tasks.

**Infant Classes Suggested Timeframe:**

|  |  |  |
| --- | --- | --- |
| **September** |  |  |
| **Task** | **Skill** | **Method** |
| **Sentence Segmentation** | Identifying the **number of words in a sentence** | Clap/march to the words  (“I like apples” x three or claps/ three cubes placed on Elkonin Box |
| **Rhyme (incorporated with onset and rime later on)** | **Rhyme Judgement/Rhyme Matching:**  Identify rhyming words in various nursery rhymes  **Alliteration:**  Identify rhyming emphasis on beginning sound  **Odd One Out:**  Identify/discriminate words that do not rhyme | **Rhyming Wall or Rhyming Table** visible in classroom  **Create silly sentences**  Larry’s leopard love licking lollipops |
| **October** |  |  |
| **Syllabic Awareness** | **Syllable Touch or Clap Counting:**  Identifying and counting syllables in a given word and words can be broken into parts  **Syllable Blending:** give two/three parts of a word and pull together (com -pu-ter). Identify the word.  **Syllable Deletion:**  Identify words with omitted weak syllable “pineapple without pine’  Sunshine without shine | **Chin Bump** (tap chin for each syllable e.g. 2 x times for window) |
| **Onset & Rime/Word Families** | **Identify initial sound (consonant) and rime after**  **e.g., cat**  **/c/ in cat**  **rime is /at/** | **Rhyming Wall or**  **Rhyming Table**  **Rhyme Completion Tasks:**  “I have a shoe, its colour is …” |
| **Above should continue during Junior Infants, Senior Infants, 1st and 2nd class.** | | |

**1st class to 3rd class**

* Sound
* Sound in context
* Sound as spelling/dictation
* Sound as comprehension

**Timetable for Phonological Awareness**

|  |  |
| --- | --- |
| Junior Infants: | 15 minutes per day |
| Senior Infants: | 3 x 20 minutes per week |
| First – Third Class: | 1 x 30 minutes per week |

# Reading Comprehension

**Comprehension: Starlight Reading Programme**

Starlight reading Programme - Comprehension Strategies *(with links to Building Bridges)*

|  |  |  |
| --- | --- | --- |
| **Class Level:** | **Building Bridges Comprehension:** | **Starlight Writing:** |
| **Junior Infants** | Predicting | Recount |
|  | Narrative |
|  |  |
| **Senior Infants** | Visualizing | Procedure |
|  | Recount (Revise) |
| Predicting | Narrative (Revise) |
|  |  |
| **First Class** | Making Connections | Report |
| Questioning | Narrative (Revise) |
|  | Recount & Procedure(Revise)  Poetry |
| **Second Class** | De-clunking | Report |
|  | Procedure (Revise) |
| Clarifying | Recount & Narrative (Revise)  Poetry |
|  |  |
| **Third Class** | Inferring and Determining Importance | Recount, Report, Procedure, Narrative, Explanations |

# Resources for Reading

# See each class level

# Supplementary Resources for Reading

* Big Books
* Childvision Library
* Poetry Books
* Rhyme Books
* Story Books
* Fairytales
* Books of Myths and Legends
* Scrapbooks
* Posters
* CDs/Interactive whiteboard resources
* Nursery Rhyme Scheme for Infant Classes
* Phonics Scheme for Infant Classes
* Games
* Activities
  + - 1. **Writing**

**Learning Outcomes for Writing**

* See Table 10, p. 53 of the Primary Language Curriculum

###### Aims for Writing

In the area of writing development, we aim to:

* develop competent and confident writers in all Starlight writing genres
* develop print awareness and an understanding of the purpose and conventions of print
* promote a growing sight vocabulary
* utilise the various comprehension strategies
* write for different purposes and different audiences
* learn to edit and refine writing and develop a sense of appropriate presentation
* develop a personal style of writing and learn to distinguish and use appropriate levels of formality
* share writing experiences with others
* use computer technology in learning to write

**Resources for Writing**

See class level

**Writing Skills: Starlight Writing**

|  |  |  |
| --- | --- | --- |
| **Class Level:** | **New Genre:** | **Consolidation of Genre::** |
| **Junior Infants** | * Recount * Narrative | N/A |
| **Senior Infants** | * Procedure | * Recount * Narrative |
| **First Class** | * Report * Poetry | * Recount * Narrative * Procedure |
| **Second Class** | * Report * Poetry | * Recount * Narrative * Procedure * Report |
| **Third Class** | * Exposition | * Recount * Narrative * Procedure * Report * Poetry |

**Spelling**

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitionary stage of spelling. Teacher designed spelling lists will be employed as pupils begin to learn spellings formally, from 1st class.

**Objectives for Spelling**

* Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
* Spelling must be taught
* Spelling must be fun
* Realisation that not all spelling is phonetically based
* Spelling activities should be written
* Spelling lessons should be daily; short and snappy
* Spelling strategies are taught to all children especially those who experience difficulty
* Self-checking is continuously encouraged to foster a more independent approach
* Spelling must never be a barrier to children’s writing as it is vital not to dampen a child’s enthusiasm to write by always insisting on accurate spelling
* Children are encouraged to take risks and attempt unknown words
* Provide opportunities for children to ‘problem-solve’ the rules themselves
* Children begin spelling informally in Senior Infants through exposure to phonics. Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils’ years in the school.

###### Source of Spellings

* Dolch list
* Brendan Culligan’s Corewords 1 & 2
* Phonics Scheme
* Children’s Writing Needs
* Extension Work: Themed Spelling
* Dictionary Folder
* Fallon’s Spelling Book (5 words per night) (First and Second Class)
* Jolly Grammar

###### Our Approach to the Teaching and Learning of Spelling

* 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
* 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…
* Children are taught to look at words, see words within words and compare letter strings regardless of sound
* Spelling is taught with emphasis on the type of spelling errors rather than the number of errors
* The use of mnemonics and other strategies are encouraged to help children who struggle with spelling
* Look, Say, Cover, Write, Check Methodology (Look, Write & Check are all visual which emphasises the importance to spelling being a visual endeavour)
* Using Sound Letter Relationships
* Using Pattern
* Continuation from class to class
* Linking with onset and rime
* Rich Environmental Print
* Class Based Incentives
* Spelling Box
* Dictionary Book/Folder (1st to 3rd class)
* Spelling Bingo for weekly assessments of spellings

#### Assessing Spelling

The children are encouraged to improve their spelling in writing rather than an over emphasis on ‘the Friday spelling test’. Children may perform well in their spellings tests but unless there is an improvement in the child’s writing, it is pointless. Children are assessed by way of a spelling/dictation test every day/Friday/Monday. This will consist of a selection of words from their spelling list of that week and/or sentence dictation. This will take place in the form of a spelling bingo game. This is combined with regular assessment of the child’s independent writing.

###### Correcting Spelling

* Teachers 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 children must have their test signed by parents/carers

###### Spelling and the SET Teacher

Arrangements may be made under the direction of the class teacher.

###### Timetable and Spelling

* Monday-Thursday: 10 minutes per day introducing and teaching new words, with the assistance of spelling strategies, when necessary, for spelling homework that night
* Friday: 20 minutes for Spelling/Dictation check or daily check for 5 minutes

###### Parental Involvement and Spelling

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework. This can be done by using the Look, Say, Cover, Write, Check Method and by practising sentence dictation.

**Grammar & Punctuation**

Grammar and punctuation are introduced formally in first and second class through the Jolly Phonics Grammar Programme.

See each class level for resources

# Handwriting/Penmanship

Throughout the school there is an emphasis on penmanship. Each week, during assembly, children are rewarded for consistent or extra effort in handwriting. The pupils begin pre-cursive script from Junior Infants and progress to the cursive style of writing through all classes. Pupils with additional needs may follow “Handwriting without tears” until they progress to pre-cursive. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils begin by learning two letters per week. As their fine-motor skills develop, the pupils continue learning 2 letters per week until the formation of all letters is taught.

Pupils in Junior Infants learn how to form lower case letters only. In Senior Infants they learn how to form uppercase letters.

**Our Approach to Handwriting:**

* The best way to ensure good handwriting is to learn it correctly from the beginning
* A good cursive style of handwriting will ultimately improve the speed and fluency of writing, which in turn will assist the child’s written expression.
* Good penmanship also improves spelling since letter strings are connected when the child is writing a word.
* Good posture, pencil-grip and how the children form their letters are explicitly taught
* Children with poor motor control or little stamina need a model that makes minimum demands on their physical abilities – when the brain has a visual image of the word then the hand takes over.
* Pre-writing patterns are taught before separate letter formations at infant level
* Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. ‘a’ – ate, at, eat, etc…
* A multi-sensory approach to handwriting is adopted in the school
* Where appropriate, all teachers will follow the same style/format of pre-cursive and cursive handwriting throughout the school.
* Where appropriate, all teachers are encouraged to use pre-cursive and cursive script on classroom displays, on the Smartboards/whiteboards and when correcting the children’s work, etc.
* Pre-cursive and cursive script is encouraged for all written activity and not just English alone.
* Excellent handwriting or significant improvements in handwriting is awarded at class level with a ‘Handwriting Hero’ certificate.

**Approach Used to Introduce Letters**

* Jolly Phonics Programme
* Jolly Phonics Sound Book/Bag
* Air pencil
* Tracing: on table, on each other’s backs
* Márla
* Sandpaper letters
* Large Letter in Crayon
* In Sand
* In paint bags
* Ready Steady Write Programme

# Pencil Grip

* Tripod Grip

# Provisions for Left Handed Children

* Sit at the desk on the left hand side
* Letter writing worksheets designed for children who are left handed in infants when they are practising handwriting

###### Timetable for Penmanship

* Junior Infants and Senior Infants: 15 minutes/day
* First – Third class: 30 minutes/week

###### Correcting Handwriting

* If a mistake is made when writing in pencil it is erased with an eraser
* If a mistake is made when writing in ink children are instructed to put brackets around the offending word and a line through it. (---------).
* Tip-ex is not allowed in school.

**Parental Awareness of Handwriting**

* Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.
* Guidelines/instruction for parents will be provided at the teacher’s discretion

# Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children’s years in the school.

**Selecting Topics for Creative Writing**

Sources of topics for children’s writing include:

* Starlight- Narrative Genre
* Thematic Approach
* Personal Concerns
* Life at home and in school
* Stories
* Social Needs
* Personal Reading
* Poetry
* Drama
* Aistear
* Everyday Experiences: Emphasis is placed on writing from children’s own experiences and ideas

**Strategies for Planning Creative Writing**

* Starlight Writing- Narrative Genre strategies and ideas
* Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
* Brainstorming
* Webbing
* Story Board
* Story Plans
* Story Templates
* Poetry/Drama/Story as stimulus

**Whole School Approaches to Writing and Drafting**

* Planning, Drafting, Editing, Re-drafting Method through the medium of Starlight.
* Encouraging Self Correction and Self Checking
* Publishing in our School Newsletter/”Write-a-Book” competition

**Correcting Creative Writing**

For incorrect grammar, punctuation and spelling the teacher places a dot under the mistake and the children correct it. Constructive comments are used by teachers when correcting the children’s work.

**Whole School Approaches to Valuing Creative Writing**

* Displays
* Writer’s Corner
* Newsletter
* School Magazine/Newspaper to publish the pupils’ literary endeavours. To be introduced in 2020-2021 school year.
* Constructive and precise comments when possible
* Work included in anthologies
* Team Teaching with a focus on the Narrative Genre for creative writing

**Assessment and Record Keeping**

* Standardised testing: BIAP, MIST, Drumcondra Reading Test.
* Teachers will hear children reading formally at least once a week.
* Spelling tests (weekly from 1st class)
* Teacher checklists
* Teacher observation
* Teacher designed tasks
* Work samples
* Portfolios
* Projects
* Diagnostic tests

**Children with additional Needs**

Children with special educational needs will receive support from our learning support teachers. English activities will be differentiated in order to meet the needs of the children in a particular class. Teachers will encourage children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

**E.A.L. Provision**

There is a percentage of children for whom English is an Additional Language at Grace Park ETNS. Their proficiency in English is tested biannually (September and May/June) using the PSAK assessments. Sanctioning of EAL teachers is based on such and the school will seek to ensure that adequate staffing levels are in place to meet the needs of our EAL pupils. EAL teachers work in a withdrawal and in-class support capacity, dependent on the needs of individual classes.

**Equality of Participation and Access**

As an Educate Together school, equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

**Homework**

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework should be assigned daily. From first class spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

**Organisational Planning**

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011), as follows:

|  |  |
| --- | --- |
| Class Level: | Time Allocation for Language 1 (i.e. English): |
| Junior and Senior Infants | 4 hours per week |
| First – Sixth Class | 5 hours per week |
| *Discretionary time may also be used for the teaching and learning of English* | |

The teaching of English will be organised on a both a **whole-class** and **team-teaching** level. A team teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. Such will be organised based on the needs of each class and will focus on specific areas of the curriculum.

**Resources and ICT**

As a new developing school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers’ resources for school-wide programmes will be available to all teachers, including Jolly Phonics, Starlight, Building Bridges of Understanding, Engage Literacy, Oxford Reading Tree and English as an Additional Language programmes.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, tablets, online programmes etc.

An appropriate amount of money may be requested from the Board of Management to fund our English programme. Contributions may also be requested from the Parents Teacher Association, through fundraising events and sponsorship from local businesses.

**Individual Teachers Planning and Reporting**

Class Teachers’ Planning:

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on-going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such. They must also include English in their fortnightly (or weekly) plan. Such must include objectives, learning content and key vocabulary.

The Cuntas Míosúil document must detail what has been covered in the teaching and learning of English each month.

In line with the new Primary Language Curriculum, teachers must include milestones and progression continua in their planning for oral language. It was decided by the teaching staff in the school that a half-termly planning document would be the most effective way to encapsulate such. Teachers will reflect on each half-termly planning document upon their completion to inform the next phase of learning for their class level.

Support Teachers’ Planning:

EAL teachers must complete fortnightly plans detailing the teaching of English to such pupils. Teaching of English for pupils with special educational needs will also be documented in the planning documents of S.E.T. staff.

**Staff development**

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum.

**Parental Involvement/Community Links**

Parents/carers have a crucial role to play in their children’s language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children’s language development that supports and compliments the school experience. Parents are informed of this at the beginning of the year.

**Success Criteria**

Means of assessing this plan are as follows:

* Teacher/parent/pupil/community feedback
* Children’s feedback regarding their learning
* Suggestions and reports of DES Inspectorate
* Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole-school plan.

**Implementation**

1. Roles and Responsibilities

Deputy principal is responsible for ensuring that each teacher is implementing this plan within his/her own class. The plan should be monitored by all staff and any feedback duly noted to the Principal, who has overall responsibility for leading teaching and learning in the school.

1. Timeframe

As outlined in the introductory statement, this plan will be implemented for the 2019/2020 and 2020/2021 school year.

**Review**

This policy will be reviewed in June 2021. This will also be an opportunity to reflect on the National Literacy and Numeracy Strategy 2011-2020, as well as possible next phases of such.

**Ratification and Communication**

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parent Teacher Association, when established. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management on 7th September 2016.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson, BOM)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

Date: 7th September 2016

Date of next review: June 2018

**Grace Park Educate Together National School**

**Language Programme**

**Junior and Senior Infants**

**Learning Outcomes:** See pgs. 51-53 of Primary Language Curriculum

**Aistear Themes (Oral Language)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Home * School * The doctor * The dentist * Clothes shop * A birthday party * Travel Agent/Bus stop * The hairdressers * The supermarket * The Garden Centre * The Vet * The Farm * The New Baby * The Campsite | * Home * The Construction Site * The optician * The hospital * The Toy shop * The restaurant * Outer space * The Garda Station * The Fire Station * The post office * Jungle habitat * Aquarium * The airport * The sea side |

**Nursery Rhymes (Oral Language)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Pizza on the table * Humpty Dumpty * Twinkle twinkle * Two little dickie birds * Row, row, row your boat * Incy, wincy spider * Five little ducks * I’m a little teapot * Baa baa black sheep * One, two, buckle my shoe * Mary had a little lamb * Hickory dickory dock * The queen of hearts * Miss polly * Little boy blue * Hey diddle diddle * Little bo peep * Rock a bye-baby * Mix a pancake * The man in the moon * Little miss muffet * Jack and Jill * Old King Cole * Hickety pickety * There was a crooked man * Mary, Mary quite contrary * Polly put the kettle on * Pussy cat, pussy cat * Rub a dub dub * One, two, three, four, five * Three blind mice * London bridge | * Revision of Junior Infant rhymes * Ring a ring a roses * See-saw Margery daw * Peter Peter pumpkin eater * Tom Tom the piper’s son * Ten green bottles * I love little pussy * Little jack horner * One for a tangle * Sing a song of sixpence * One litte baby * A dillar, a dollar * Girls and boys come out to play * Sally go around the sun * I had a little nut tree * Pat-a-cake, pat-a-cake * One potato * Jelly on a plate * Little Arabella miller * What do you suppose? * Diddle, diddle, dumpling * Terence Mc Diddler * The grand old Duke of York * Diddlety, diddlety, dumpty * Little tommy tucker * Frére Jacques * There was a little dog |

**Story (Oral Language and Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Starlight reading scheme * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Decodable books 1 * Engage readers   **Big Books:**   * The Kissing Hand * The Pig in the Pond * Handa’s Surprise * Peace at Last * Owl Babies * Rumble in the Jungle * The very hungry caterpillar * Rosie’s Walk * Where oh where is Rosie’s chick? * Elmer and the Rainbow   **Fairytales:**   * The 3 Little Pigs * Goldilocks and the 3 Bears | * Starlight reading scheme – words sent home in bag with homework sheet * Books sent home for homework when all words taught * Build up class word wall with new words * Supplementary reader sent home: Decodable books 2 * Additional Engage readers   **Big Books:**   * The Gruffalo * The Snail and the Whale * The Scarecrow’s wedding * Elmer’s Special Day * The Day the Crayons Quit * The Day the Crayons Came Home   **Fairytales:**   * Cinderella * Snow White and the Seven Dwarfs * Rapunzel * The Three Billy Goats Gruff * Sleeping Beauty * The Princess and the Pea |

**Phonics (Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | |
| September- October | * Pre-reading skills (see Phonological Awareness) |
| November - April | * Teach groups 1-7 (see below) * Teach 2 sounds per week:   Monday: Teach new sound 1  Tuesday: Revise new sound 1 and illustrate in copies  Wednesday: Teacher new sound 2  Thursday: Revise new sound 2 and illustrate in copies  Friday: Revise new sounds 1 and 2 from the week   * At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group  1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, OO 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar |
| May - June | * Revision and Blending of all phonics |

|  |  |
| --- | --- |
| **Senior Infants**  All phonics highlighted in yellow are new to this class level.  All other phonics have been taught in Junior Infants | |
| **September** | * s, a, t, i, p, n * ck, e, h, r, m, d * g, o, u, l, f, b * j, z, w, v, y, x, qu |
| **October** | Numbers 1-3 make the same sound **(long a).**   1. “**ai**”- rain, pain, wait, paint 2. “**ay**”- day, way, hay, clay 3. “**a\_e**”- bake, cake, game, plane   Numbers 4-6 make the same sound **(long o).**   1. “**oa**”- goat, boat, coat, toast 2. “**ow**”- bow, snow, slow, crow 3. “**o\_e”-** bone, cone, home,joke |
| **November** | Numbers 1-4 make the same sound **(long i**)   1. “**ie**”- pie, tie, die, lie 2. “**igh**”- night, high, right, 3. “**y**”- spy, python, cry, sky 4. “**i\_e**”- bike, time, smile, fire |
| **December** | Numbers 1-2 make the same sound **(long e).**   1. “**ee**”- tree, sweet, sheep, feet 2. “**ea**”- peas, cream, dream, clean   Number 3 makes the **“or” sound.**   1. “**or**”- fork, Cork, form, morning   Number 4 makes the **“ng” sound.**   1. “**ng**”- strong, long, ring, bang |
| **January** | Numbers 1-2 make the **little and long oo sound**.   1. Little “**oo**”- cook, book, look 2. Long “**oo**”- moon, soon, shoot   Numbers 3-4 make the **voiced and unvoiced th sound.**   1. Voiced “**th**”- that, then, this 2. Unvoiced “**th**”- thin, thumb, thick |
| **February** | Number 1 – 2 make the same sound (“**oi”)**   1. “**oi**”- oil, coin, boil, join 2. “**oy**”- boy, toy, joy, enjoy   Numbers 3-5 make same sound **(long u).**   1. “**ue**”- cue, fuel, barbecue 2. “**ew**”- few, skewer 3. “**u\_e**”- cube, mule, fuse |
| **March** | Numbers 1-3 make the same sound **“er”**   1. “**er**”- her, sister, silver, letter 2. “**ir**”- bird, girl, dirt, stir 3. **“ur”-** turn, burn, fur, hurt   Number 4 makes the **“ar”** sound.   1. “**ar**”- arm, car, park, star |
| **April** | Number 1 - 2 makes the **“ow”** sound.   1. “**ow**” – owl, how, brown, town, flower 2. “**ou” –**cloud, mouth, proud, loud, round |
| **May - June** | **Revision and Blending of all phonics** |

**Tricky Words (Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| Jolly Phonics tricky words 1-28 *(I-only)* | Jolly Phonics tricky words 29-61 *(old-there)* |

**Writing Genres (Starlight)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Recount * Narrative | * Recount (revision) * Narrative (revision) * Procedure |
| *The Starlight Writing manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.* | |

**Comprehension Strategies**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Predicting | * Predicting (revision) * Visualizing |
| *The school has started investing in a number of appropriate books for each of the comprehension strategies.* | |

**Handwriting (Writing)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Cursive Script (lower case letters only) | * Cursive Script (revise lower case and teach upper case letters) |

**Grammar and Punctuation**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| * Full stop * Question Mark * Exclamation Mark * Capital Letters   (All taught informally at Junior Infants level) | * Question Mark * Exclamation Mark * Capital Letters: Names, Days, Months, Beginning Sentences * Full Stop * Rewriting sentences and putting the words into the correct order * Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no) * Filling in the missing words in sentences * Selecting the correct word to complete a sentence, e.g. The cat was \_\_\_ the table (up/on) * Selecting the correct word to complete a sentence, using pictorial clues |

**Cursive Writing Rhymes for Letter Formation**

|  |
| --- |
| **Lower Case Letters** |
| **Group 1: Rockin’ Round Letters**  a: Starting tail up, rock back around, straight up, straight down and finishing tail out c: Starting tail up, rock back around, finishing tail out  d: Starting tail up, rock back around, straight up tall, straight back down and finishing tail out  o: Starting tail up, rock back around all around and finish with a bendy bridge  q: Starting tail up, rock back around, straight up, all the way down and finishing tail out  g: Starting tail up, rock back around, straight up, all the way down, loop around and finishing tail out  **Group 2: Looping Letters**  e: Starting tail up, small loop back down, finishing tail out  l: Starting tail up tall, loop back down, finishing tail out  h: Starting tail up tall, loop back down, up over the hump and finishing tail out  k: Starting tail up tall, loop back down, straight up around, in and touch the ground and finishing tail out  b: Starting tail up tall, loop back down, curve around and finish with a bendy bridge  f: Starting tail up tall, loop back down, under the ground, curve around, finishing tail out  **Group 3: Straight Letters**  i: Starting tail up, straight down, finishing tail out, dot on top.  j: Starting tail up, straight down under the ground, curve around for finishing tail out, dot on top  r: Starting tail up, straight down, back up, over the little hump and finishing tail out  n: Starting tail up, straight down, back up, over the hump, down and finishing tail out  m: Starting tail up, straight down, back up, over the hump, back up, over the hump and finishing tail out  p: Starting tail up, straight down, under the ground, back up, curl all the way round  **Group 4: Curly Letters**  v: Starting tail up, down and curl, go up and finish with a bendy bridge  u: Starting tail up, down, curl around and up, straight down and finishing tail out  w: Starting tail up, down, curl around, up down, curl around and finish with a bendy bridge  y: Starting tail up, down, curl around, up, straight all the way down, loop around and finishing tail out  t: Starting tail up, curve up, straight down and finishing tail out. The short line out.  **Group 5: Tricky Letters**  s: Starting tail up, curl around  x: Starting tail up, curl around, lift, rock back around  z: Starting tail up, curl around, curl down and loop back up for finishing tail out |

|  |
| --- |
| **Upper Case Letters** |
| **Group 1: Rockin’ Round Letters**  A: Start at the top, rock around, straight back up, straight down and finishing tail out  C: Start at the top, rock around and finishing tail out  O: Start at the top, rock around back to the top  Q: Start at the top, rock around back to the top, lift, and add a wiggly tail  **Group 2: Looping Letters**  E: Start halfway up, loop around and loop around again, finishing tail out  G: Starting tail up, loop around, straight down, curl back up, straight down under the ground, loop back up, finishing tail out  L: Start halfway up, loop around, straight back down, little loop and a finishing tail  S: Starting tail up all the way to the top, little loop back down to the bottom and curve  **Group 3: Straight Letters**  B: Start halfway up, straight down, straight back up, loop around, loop around again  D: Start at the top, straight down, little loop, big loop to the top and little loop  F: Start with a bendy bridge, all the way down, curve. Lift and across.  H: Start halfway up, straight down and curve. Lift, straight down, back up and loop and out  I: Start halfway up, straight down and curve.  J: Start halfway up, straight down under the ground, loop back up, finishing tail out.  K: Start halfway up, straight down and curve. Lift, slide to the middle, slide out to the bottom and finishing tail out  M: Start halfway up, straight down, back up, over the hump, back up, over the hump and finishing tail out.  N: Start halfway up, straight down, back up, over the hump and finishing tail out  P: Start halfway up, straight down, back up, loop around.  R: Start halfway up, straight down, back up, loop around, slide out to the bottom and finishing tail out.  T: Start with a bendy bridge, all the way down and curve.  **Group 4: Curly Letters**  U: Start halfway up, straight down, curl around and up, straight down and finishing tail out.  V: Start halfway up, down and curl, go up and finish with a bendy bridge  W: Start halfway up, straight down, curl around and halfway up, curl back down, straight up to the top, finish with a bendy bridge.  Y: Start halfway up, straight down, curl around and up, straight down under the ground, loop around and finishing tail out.  **Group 5: Tricky Letters**  X: Start halfway up, curl around. Lift, rock back around.  Z: Start with a bendy bridge, slide down and finish with a wiggly tail. |

**First to Third Class**

**Learning Outcomes:** See pgs. 51-53 of Primary Language Curriculum

**Aistear**

|  |  |
| --- | --- |
| **First Class - at the discretion of the teacher** | |
| September | The Campsite  The Birthday Party |
| October | The Museum  Dinosaurs |
| November | The Arctic  The Estate Agents |
| December | The Train Station  The Bakery |
| January | Novel based  The Animal Shelter |
| February | The Mechanics  The Pirate Ship |
| March | The Hotel  The Architect |
| April | The Art Gallery  The Fairy-tale Castle |
| May | The Bank  The Wild Wild West |
| June | The Circus |

**Poetry (Oral Language)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Poem attached to Oral language poster for each Starlight theme   *Selection of poetry* | * Poem attached to Oral language poster for each Starlight theme   *Selection of poetry* | * Poem attached to Oral language poster for each Starlight theme   *Selection of poetry* |

**Phonics (Reading)**

|  |  |
| --- | --- |
| **First Class** | **Second Class** |
| * Revision of Vowel Digraphs * ‘ff’ * ‘ll’ * ‘wh’ for/w/ * ‘ss’ and ‘zz’ * ‘y’ for /ee/ * Initial Blends – st, cr, tr, fr, sp, sm, dr, sk, sn, gr, sw, fl, cl, bl, sl, gl * Final Blends – mp, nt, nk, nd, sk, lt, lk, st, nd, ld | * Silent letters – k, b, w, h, c * Soft ‘c’ for /s/ * Soft ‘g’ for/j/ * ‘wa’ for /wo/ * ‘ou’ for /u/ * ‘wh’ for /w/ * ‘ph’ for /f/ * ‘ey’ for /ee/ * ‘ear’ for /ear/ or /air/ * ‘are’ for /air/ * ‘ti’ for /sh/ * ‘si’ for /sh/ and /zh/ * ‘ei’ and ‘eigh’ for /ai/ * ‘o’ for /u/ * ‘ture’ * ‘ie’ for /ee/ * ‘ore’ for /or/ * /le/ |

**Story (Reading)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Starlight Stories | * Starlight Stories | * Starlight Stories |

**Reading Comprehension Strategies**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Visualizing * Predicting | * Making connections * Questioning | * Clarifying * De-clunking |
| *The school has started investing in a number of appropriate books for each of the comprehension strategies.* | | Note: 4th class: Inferring, Determining Importance  5th: Synthesis  6th: Revision of all |

**Writing Genres (Starlight)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Recount (Revision) * Narrative (Revision) * Procedure (Revision) * Report * Poetry | * Recount (Revision) * Narrative (Revision) * Procedure (Revision) * Report (Revision) * Poetry (Revision) | * Report * Recount * Procedure * Narrative * Explanation |
| *The Starlight manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.* | |  |

**Creative Writing (Writing)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Narrative Genre * Personal Concerns * Life at home and in school * Personal Reading * Aistear * Everyday Experiences | * Stories * Social Needs * Poetry * Drama * Everyday Experiences | * Stories * Social Needs * Poetry * Drama * Everyday Experiences * Myths and Legends * Irish Folktales |

**Grammar and Punctuation (Writing)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Capital Letters * Sentence writing * Proper Nouns * Common Nouns * Alphabetical Order * ‘A’ for ’An’ * Plurals * Pronouns * Conjugating Verbs * Past tense * Future tense * Doubling rule – before adding –ed * Adjectives * Compound Words * Adverbs * Plurals –es * Antonyms * Speech Marks * Questions | * Alphabetical Order * Sentence Writing * Speech Marks * Questions * Commas in Lists * Exclamation Marks * Proper Nouns * Adjectives * Plurals -s, -es, -ies * Possessive Adjectives * Homophone Mix-Ups * Adverbs * Present Tense Verbs * Regular Past Tense Verbs * Irregular Past Tense Verbs * Using a Dictionary * Proofreading Sentences * Expanding a sentence * Conjunctions * Prefixes * Apostrophe ‘s’ * Contractions * Prepositions * Suffixes -ing, -er, -est | * Capital Letters * Question Marks * Exclamation Marks * Full Stops * Commas * Lists * Plurals * Grammar: “a”, “an”, “the” * Speech Marks * Common Nouns * Proper Nouns |

**Handwriting (Writing)**

|  |  |  |
| --- | --- | --- |
| **First Class** | **Second Class** | **Third Class** |
| * Cursive Script * Revise lower case and upper case letters. * Practise joining words. | * Cursive Script * Revise lower case and upper case letters. * Practise joining words. | * Cursive Script * Revise lower case and upper case letters. * Practise joining words. |

**Reading schemes for all classes**

The school has invested in a variety of reading schemes for use in both team-teaching and for homework.

1. **Engage Literacy**

Engage literacy levelled readers are for use in team-teaching, guided reading and homework. All pupils are tested for their starting level on the readers. This reading scheme will be used from Term 3 Junior Infants upwards.

1. **Oxford Reading Tree Songbird Readers**

The Oxford Reading Tree readers will be used for children who are receive S.E.T. support. They may also be used for differentiation in team-teaching in the form of in-class support.

1. **Starlight decodable readers**

The Starlight decodable readers will be used in Junior Infants and Senior Infants as the pupils begin blending sounds they know.

1. **Reading Eggs Programme**

An online graded reading programme which includes assessment and progress tracking.