

Whole School Plan: English

Introductory Statement

This whole school plan for English was formulated in consultation with the teaching staff in St Michael's N.S. from 2020-2022. This plan follows the template as set out by PDST/PPDS. Currently we have 4 main stream teachers, one full time learning support teacher and one shared learning support teacher (1 day a week in St Michael's N.S.). This whole-school English plan will be developed for Junior Infants - Sixth Class and will be reviewed as necessary. It will include the established Primary Language Curriculum for Junior Infants to 2nd class and the Primary Language Curriculum for 3rd- 6th class.

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.

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, Jolly Grammar and Just Handwriting programmes to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the Rainbow oral language programme in the Junior classes and a thematic approach in 1st and 2nd class of the school. We continue this focus and an emphasis on oral skills in the Senior end, to enhance competence and confidence in speaking and listening.

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:

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.

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.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

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
- 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.

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) Motivation and Choice 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, word recognition and word study (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling and word study Vocabulary (semantics)

Element 3: Exploring and using

Strand:	Learning Outcome:
Oral Language	Requests, questions and interactions Categorisation

	<p>Retelling and elaborating (narrative text and response)</p> <p>Playful and creative use of language (aesthetic dimension of language)</p> <p>Information giving, explanation and justification (expository text)</p> <p>Description, prediction and reflection</p>
Reading	<p>Purpose, genre and voice (awareness of author's purpose)</p> <p>Comprehension (comprehension, text organisational structure and fix-up strategies)</p> <p>Response and author's intent</p> <p>Fluency and self-correction (accuracy, fluency and meaning)</p>
Writing	<p>Purpose, genre and voice (sense of voice, aesthetic dimension of text)</p> <p>Writing process and creating text (using processes, structures and language register)</p> <p>Response and author's intent (author's purpose and responding)</p> <p>Handwriting and presentation (legibility)</p>

Approaches in our School

Oral Language

Learning Outcomes for Oral Language

See pages 22 & 23 of the Primary Language Curriculum

Whole School Strategies for Oral Language

- TOT-Talk on Thursday

Oral homework is assigned on Thursdays following from SSE based on oral language

- Assemblies:

Whole school assembly/zoom

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: Etiquette for children visiting classes

Aistear:

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

Rainbow Oral Language Programme (CJ Fallon)

Rainbow oral language programme is implemented in infant classes- 2nd class

Thematic approach is implemented in 1st & 2nd class.

Timetable for Oral Language

Aistear: 1 hour 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)

Resources/Methodologies for Oral Language

See each class level

Teacher's planning for Oral Language

Teacher's plan using Learning Outcomes

- English oral language and *Gaeilge ó bhéal* are integrated thematically through Aistear and through teaching topics at the same time and discussing language
- Listening and Speaking skills charts are displayed in all classrooms and referred to.
- Aistear words are displayed with pictorial clues (Infant classes)
- Word walls are at certain times utilised.
- WALT and WILF are used as a means of ensuring that children are engaged and aware of planned learning outcomes
- Key vocabulary for pupils is identified for all subject areas.
- SALF folders provide regular opportunity for development of oral language.

Reading

Learning Outcomes for Reading

See pages 26 and 27 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 increasing 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 classroom 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

Celebrating World Book Day

World Book Day

D.E.A.R. time

Buddy Reading

Study of Authors and Visiting Authors

Links are created with Tubbercurry library

Reading Recitals at assemblies and school concerts

Guided Reading

Book Fair

School Library

Each class equipped with a fully stocked class library.

Rhymes: Junior and Senior Infants take part in World Nursery Rhyme every November

See Nursery Rhyme Scheme (Infant level)

Poetry

Children are provided with opportunities to engage with and enjoy poetry in each class.

Guidelines and ideas for poetry are given at each class level

Poetry is integrated throughout Rainbow Oral Language Programme and 3rd-6th class are introduced to various types of poetry

Children from third to sixth class will learn one poem per month by heart. A poem may also be used as a stimulus for discussion and integrated with Art/SESE - Children are provided with frequent opportunities to experience poetry and are encouraged to respond to it in different ways. Children are given opportunities to write poetry. Children are given the opportunity to display and read poetry.

Story

The children will explore the following types of story between Infants and Second class. 3rd to 6th class will explore a variety of fictional stories and texts.

(See the Story Scheme at each class level)

Fairytales

Fables

Myths

Legends

Folk Tales

Phonological Awareness

Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. The school uses the Jolly Phonics, Jolly Grammar & Rainbow Oral Language schemes.

Phonological Awareness Methodologies:

- Identification of words as units within sentences. Identification and manipulation of syllables Phoneme blending
- Identification and supply of rhyming words Identification and discrimination of phonemes Phoneme segmentation
- Phoneme deletion Phoneme substitution Phoneme transposition

Lesson Structure for Phonological Awareness

Infants

Sound

Sound in Context

1st class to 6th class

Sound

Sound in context

Sound as spelling/dictation

Sound as comprehension

Timetable for Phonological Awareness

Junior Infants:	1 sound per week/10 minutes daily
Senior Infants: 1 st /2 nd class	2 sounds per week/10 minutes daily 1 sound per week/20 minutes Mon 5 mins daily recap
3 rd - 6 th Class	Included in English timetabling

Reading Comprehension

Class Level:	Comprehension Skills	Writing Genre
Junior Infants	Connecting	Procedure
	Creating Images	
	Predicting	
Senior Infants	Summarising	Procedure (Revise)
	Connecting	Recount

	Predicting	Narrative
	Creating Images	
First Class	Connecting	Report

	Comparing	Narrative
	Creating Images & Predicting	Recount
		Procedure
Second Class	Determining Importance	
	Predicting	Report
	Making connections	Procedure
	Visualisation	Recount
	Questioning	Narrative
	Think Aloud	

Reading comprehension for 3rd to 6th

Third class

Predicting (Revision)
Connecting (Revision)
Visualisation (Revision)
Determining Importance
Questioning
Summarising
Clarifying

Fourth class

Predicting (Revision)
Connecting (Revision)
Visualisation (Revision)
Determining Importance
Questioning
Summarising
Clarifying

Fifth class

Predicting (Revision)
Connecting (Revision)
Visualisation (Revision)
Determining Importance
Questioning
Summarising
Clarifying
Inferring
Synthesising

Sixth class

Predicting (Revision)
Connecting (Revision)
Visualisation(Revision)
Determining Importance
Questioning
Summarising
Clarifying
Inferring
Synthesising

Resources for Reading
See each class level

Supplementary Resources for Reading

Big Books

Guided reading books (Songbirds, Oxford Reading Tree, Nelson Literacycards, Ginn Readers, PM + and Red Rocket)

Classroom Library

Chromebooks

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 (Jolly phonics)

Games

Tubbercurry library

Activities

Newspapers

Magazines

Catalogues

Novels

Writing

Learning Outcomes for Writing

See pages 30 and 31 of the Primary Language Curriculum

Aims for Writing

In the area of writing development, we aim to:

- develop competent and confident writers in all 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

Topics selected for writing in all classes are topics of interest to the children. Topics may be seasonal or based on another subject area but the central point is that the chosen topic is of interest to pupils.

Our school has created a yearly plan allowing for writing genres to be explored in a systematic way. This plan can be found as Appendix.

Resources for Writing

See class level

Writing Skills:

Class Level:	New Genre:	Consolidation of Genre:
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Junior Infants	Procedure	N/A
Senior Infants	Recount Narrative	Procedure
First Class	Report Poetry	Recount Narrative Procedure

Second Class		Recount Narrative Procedure Report Poetry
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Third class	Fourth class
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Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory Discussion Free writing	Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory Discussion Free writing
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Fifth class	Sixth class
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Recount Poetry writing Narrative Persuasive Report Procedural	Recount Poetry writing Narrative Persuasive Report Procedural
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Imaginative/creative Novel based writing Explanatory Discussion Free writing	Imaginative/creative Novel based writing Explanatory Discussion Free writing
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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 this is recognised. Some children struggle to move from the phonetic to transitional stage of spelling. The 'Jolly Phonics' programme will be employed as pupils begin to learn spellings formally in 1st class. The 'Jolly Grammar' programme will be used. Children in 1st & 2nd Class use a spelling booklet daily and are assessed every Friday by submitting their weekly work.

Spelling For Me Programme was introduced 2021. We are currently reviewing the programme. Formal learning of spellings begins in first class and this continues through all classes. Children are encouraged to 'sound out' spellings and focus on blends and endings that they are familiar with. Dictionary use is also encouraged as means of checking a spelling.

3rd & 4th classes are currently using the Spellings For Me Programme. They collect 48 spellings and then do 4 weeks of written work including free writing, sentences, focus on vowels, graffiti walls and games. The 5th week is a revision week. Then they do an online test. Finally, they gather spelling words until they have a new list of 48. This may include words that they have not mastered.

Objectives for Spelling

- Equip all pupils with strong phonological awareness skills incorporating an awareness of syllables, rhyme and phonemes in words
- Realisation that not all spelling is phonetically based
- Spelling lessons should be regular; short and snappy
- Spelling strategies are taught to all children
- 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.

The convention of spelling will be achieved progressively through a multidimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness
- Linking it with onset and rime.
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling word walls and personal word banks, e.g. personal names, local place names, seasonal words

In St Michael's we will be using strategies such as:

- Predict, look, say, cover, write, check
- Mnemonics
- Rhythm and rhyme
- Creation of word searches
- Aide memoires
- Spelling buddies
- Breaking words into syllables
- Exaggeration of the word
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Use of Dictionaries and thesauruses

Dictionaries will be used from first/second class. Formal time will be devoted to teaching the children how to use a dictionary correctly. For this purpose a selection of child friendly dictionaries are supplied for every child in First and Second class through the book rental scheme. A child friendly dictionary will be selected and included in children's booklist. Fallon's Children's Oxford Dictionary, Irish Edition.

5th and 6th class will also be encouraged to utilise a more sophisticated dictionary and an appropriate thesaurus.

Source of Spellings

Dolch list

Phonics Scheme- Jolly Phonics

Dictionary

Jolly Grammar

Spellings For Me Programme

Our Approach to the Teaching and Learning of Spelling

Our school uses a synthetic phonic approach to spellings. In this multi-sensory approach children learn:

- That words are a sequence of sounds: F/O/G
- These sounds are represented by spellings
- The spellings can be made up of one or more than one letter e.g. sh/o/p,th/a/t.
- Some sounds can be written in a variety of ways e.g the oe in go; toe; dough;(sound the same but look different)
- A spelling can carry more than one sound eg "a"; at, apron, all and what,
- (look the same but sound different)
- Children are taught the skills of blending, segmenting and manipulating the various phoneme through lots of drill.
- Some spellings that the child may not have the skill to sound out yet are called tricky words. In the junior classes these words will be displayed on the "Tricky-Words-Wall". In the senior classes children will be encouraged to devise their own strategies to remember these spellings/words.

Assessing Spelling

This is combined with regular assessment of the child's independent writing.

Children complete Drumcondra Spelling Assessment annually.

Correcting Spelling

Teachers are encouraged to avoid marking every spelling wrong, instead guide the child in spotting their errors.

Self-editing is encouraged

Children are encouraged to say the sounds as they write the words.

Spelling and SET

Arrangements will be made collaboratively with the class teacher.

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 (saying the sounds as they write), Check Method and by practising sentence dictation. Approach to spelling will be highlighted during Parents Information Meetings September.

3rd & 4th class parents are given information on the Spellings For Me Programme and encouraged to support their child with any written homework and also the online activities.

Grammar & Punctuation

Grammar and punctuation are introduced in Infants to 2nd class through Jolly Grammar. See each class level for resources.

3rd to 6th Class

3rd & 4th class: Treasury of English, Carroll Heinemann Skills Book and also Better English Skills Book.

Handwriting/Penmanship

There is an agreed handwriting style throughout the school. Junior Infants and Senior Infants use the Just Handwriting programme and Mrs Murphy's copies. The pupils begin script from Junior Infants and progress from precursive to cursive in second class, they then continue this style of writing through all classes.

The books used are Handwriting Made Easy 1 and 2 (looped style) by CJ Fallon.

Pupils in 3rd and 4th class use Handwriting Made Easy (looped style) by CJ Fallon.

Formation style of letters in infant classes is based on Jolly Phonics scheme. Children are formally introduced to writing capital letters in Senior Infants.

The pencil grip, which is recommended in infants is between thumb and first finger. Children in junior infants use hand hugger pencils and in Senior Infants ordinary HB pencils are introduced. Use of pens is introduced in fifth class.

Throughout the school there is an emphasis on penmanship. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn one letter per week.

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

Junior Infants and Senior Infants class use the Just Handwriting programme.

Pupils in 1st-4th class use Handwriting Made Easy (looped style)

Pupils in 5th and 6th class do not follow a specific handwriting programme. They will develop their own personal style of script.

Handwriting

The best way to ensure good handwriting is to learn it correctly from the beginning. 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. Pre-writing patterns are taught before separate letter formations at infant level. We use Mrs Murphy's handwriting copies.

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

The children will begin to complete some written tasks in cursive script in the looped style from the beginning of 3rd class. From Term 2 3rd class are encouraged to use joined writing in all subjects. Cursive script is then encouraged for all written activities from 4th-6th class and not just English alone.

The children will begin to complete some written tasks in cursive script in 3rd class.

Cursive script is then encouraged for all written activities from 4th -6th class and not just English alone.

Approach Used to Introduce Letters

Jolly Phonics Programme

Jolly Phonics Sound games

Air pencil/magic finger

Tracing: on table, on each other's backs

Playdough

Sandpaper letters

Large Letter in Crayon

In Sand

In paint bags

Pencil Grip

Tripod Grip

Provisions for Left- Handed Children

Sit at the desk on the left- hand side (when the layout of room allows)

Timetable for Penmanship

Junior Infants and Senior Infants: half hour per week.

First - Second class: 30 minutes/week

3rd-4th -20 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. ().

Parental Awareness of Handwriting

Parents will be informed of the handwriting style in the school at parent information meetings.

Guidelines/feedback will be provided to parents if required

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:

- 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

- 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
- Encouraging self-editing
- Publishing on our school website/"Write-a-Story" competition, reading at assembly

Whole School Approaches to Valuing Creative Writing

All children experience a classroom environment that encourages writing. Senior infants- 2nd class write news weekly. Children from Junior infants to 2nd class make and write cards for special occasions. All children present writing to various audiences - teacher, assembly, learning support teacher, parents and competitions.

Peer editing of written work is encouraged for children from 5th class.

Oral language plays a crucial role in the writing process. Oral language in this school is preparation for any written activity. St Michael's show that we value creative writing by

- Displays both in classroom and GP room
- Work published on school Website

- Positive feedback to children
- Reading at assembly
- Enter in writing competitions e.g An Post

Assessment and Record Keeping

Standardised testing: B.I.A.P (Belfield Infants Assessment Profile), Hodder Oral Reading Tests, EYES, Drumcondra Reading, Reading Recovery sight word, Writing vocabulary, NRIT, Sound/letter knowledge test.

Teachers will listen to children reading formally on a regular basis

Spelling tests: 1st and 2nd class don't use formal spelling tests.

3rd - 6th class complete online spelling tests every 5/6 weeks, when work on their 48 learning words is complete.

Teacher checklists

Teacher observation

Teacher designed tasks

Work samples

Projects

SALF folders

Diagnostic tests

Further screening, diagnostic and cognitive testing is carried out if necessary.

As there are multi-class' in this school children are separated into class groups when completing standardised tests. Teachers also use alternative papers (A and B) to ensure results are merited. All pupil's 1st - 6th class complete standardised test Drumcondra Reading and Drumcondra Spelling annually. The results of these assessments are used to help identify children encountering difficulties and children who may need assistance of learning support. Results are discussed with the parent(s) at the parent-teacher meetings. These assessments may also highlight a particular area in which a pupil is having difficulty and aid the class teacher in providing appropriate work. All assessment results are kept by class teacher and in individual pupil's folders (locked in a filing cabinet in the office). Children's folders are kept until they are 18 years and 3 years as stipulated in the Record Keeping Policy. The principal, teachers, LST, resource teachers, parents, inspector and SENO have access to records (on request).

Children with Different Needs

It is the policy of our school that all children will participate in English lessons and activities. The English programme will be differentiated in order to meet the needs of all the children in the class. Every attempt, with the valued assistance of SET will be made, to ensure that all children are accessing the English Curriculum at their own level. Differentiation will be outlined in our Cúntas Míósúil each month. Children with special educational needs will receive additional support from SET.

Continua of Support

A Continuum of Support will be completed (by LS teacher, in conjunction with class teacher) for each child who requires additional support. This will be filed by SET and relevant teachers will have access to this information. These will be reviewed twice yearly and adapted as needed.

Resources and ICT

As a school, we endeavour to build on and develop the resources available for teaching and learning. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers. The SET teachers will work collaboratively with class teachers regarding use of resources. Resources that maybe used in team teaching and/or with individuals that may be withdrawn for support include:

Wordshark

Toe by Toe

Nelson Literacy Directions

Ginn Readers

Sails readers

O'Brien Panda Legends

Oxford Treetops

Reading Rockets

Seriously Sill Stories

Roaring Good Reads

Sprinters

DK Readers

New Reading 360

Engage Literacy

Engage Literacy Comprehension Kit

Flying Boot

PM Readers

PAT programme

SNIP programme

Lexia typing

TTRS

Selection of dyslexia friendly novels- Barrington Stokes

Utilising Chromebooks

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

Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of St Michael's N.S. homework policy and the Department of Education. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

In St Michael's our aim is to give homework, which is reflective of the active learning approach adopted in the subject of English. Homework reflects work completed in class. As part of our

school improvement plan we endeavor to assign homework which will help to develop oral language skills and therefore we fully implement TOT (talk on Thursday)

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
<i>Discretionary time may also be used for the teaching and learning of English</i>	

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.

Short-term English planning will include strand, learning outcome and learning experiences.

The Cúntas Míósúil will document what has been covered in the teaching and learning of English each month and will be used to measure the success of the English plan and will inform teacher's preparation for the following year.

Support Teachers' Planning:

Teaching of English for pupils with special educational needs will be documented in the planning documents of S.E.T.

Staff development

Our 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 the implementation of the Primary Language Curriculum. We have currently completed 4 webinars based on Primary Language Curriculum and we are working with a PDST facilitator with a focus on narrative writing.

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. St Michael's N.S. recognises parents and guardians as the primary educators of their children. Parents can be involved in many ways in supporting our English Plan including:

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

Equality of Participation and Access.

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

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

Roles and Responsibilities

There is no one person responsible for the implementation of this English plan. Each teacher is responsible for 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.

Timeframe

As outlined in the introductory statement, this plan will be implemented for the 2022/2023 school year.

Review

This policy will be reviewed in January 2024 but will be amended as necessary.

In January 2023 the staff had an in-service day facilitated by Eva Hamilton.

The continued use of WALT and WILF was discussed.

The staff continue to focus on the development of oral language, including the use of Word Walls, as outlined in our SSE plan.

A review took place of our Literacy Plan with a focus on writing and in particular free writing. Free writing is currently taking place in each classroom. Questionnaires for both parents and pupils were drafted. It was decided that by February 13th 2023, every room would have a free writing box, with a variety of supplies to facilitate free writing in each classroom. Once a week there will be ten minutes of 'Drop Everything and Write'.

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. This policy will be published on the school website. 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 from the school upon request. This policy was adopted by the Board of Management May 2022.

Signed: Fr Peter Gallagher (Chairperson, BOM)

Signed: Deirdre Kelly (Principal)

Curriculum Content

Junior and Senior Infants

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

Aistear Themes (Oral Language) Junior & Senior Infants

Year 1	Year 2

Myself & My Family Myself/Houses and Homes School Autumn Halloween Colours and Shapes Winter Christmas Toys and Games Food and Healthy eating Community Helpers- The dentist and healthy eating Community Helpers -The Doctor Community Helpers- The Post office Spring- Animals Spring - P-lants Ireland Ireland and St. Patrick Space Environmental awareness- Spring Clean Month Summer Animals - the Vet Clothes Day and Night The Jungle	Myself & My Family Myself/Houses and Homes School Autumn Halloween Colours and Shapes Winter Christmas Toys and Games Food and Healthy eating Community Helpers- The dentist and healthy eating Community Helpers -The Doctor Community Helpers- The Post office Spring- Animals Spring - P-lants Ireland Ireland and St. Patrick Space Environmental awareness- Spring Clean Month Summer Animals - the Vet Clothes Day and Night The Jungle
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Nursery Rhymes (Oral Language)

We reinforce Nursery rhymes taught at pre-school.

Junior Infants	Senior Infants
<p>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 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</p>	<p>Revision of Junior Infant Rhymes Ring a ring a roses See-saw Margery daw Ten green bottles I love little pussy Little Jack Horner Sing a song of sixpence One litte baby Girls and boys come out to play Sally go around the sun Pat-a-cake, pat-a-cake One potato Down in the Jungle Jelly on a plate What do you suppose? Diddle, diddle, dumpling The grand old Duke of York Little tommy tucker Frère Jacques There was a little dog</p>

Junior Infants	Senior Infants
<p>CJ Fallon Rainbow reading scheme - words sent home daily Books sent home for homework when all words taught Build up class word wall with new words Supplementary readers sent home: Oxford Reading Tree & Book bags made up of books from PM Readers.</p> <p>Big Books: Variety of titles in class library</p> <p>Fairytales: Variety of titles in class library</p>	<p>Jolly Phonics reading scheme - words sent home in book 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: Oxford Reading Tree Decodable books PM Readers Sails Literacy Series Engage Literacy Series readers</p> <p>Big Books: Variety of titles in class library Fairytales: Variety of titles in class library</p>

Phonics (Reading)

Junior Infants	
September	Pre-reading skills and phonological awareness lessons

<p>October - May</p>	<p>Teach 1 sound per week: <u>Monday:</u> Teach new sound, introduce story and song <u>Tuesday:</u> Revise new sound & rainbow write /whiteboards <u>Wednesday:</u> letter formation using playdough/whiteboards <u>Thursday:</u> Revise new sound and illustrate in copies <u>Friday:</u> Teacher revise previous sounds</p> <p>At the end of each group (i.e. after 6 sounds) spend 1week blending with the sounds from that group</p> <p>s, a, t, i, p, n c/k, e, h, r, m, d g, o, u, l, f, b j, z,w,v,y,x,qu Ch,sh,th</p> <p>Blending to begin informally after teaching of group1 phonic sounds. Reading to begin in January with readers being sent home (CJ Fallon Rainbow Scheme) & supplementary readers during Term 2& 3.</p>
<p>June</p>	<p>Revision and Blending of all phonics</p>

<p>Senior Infants All other phonics have been taught in Junior Infants</p>	
September-October	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
November	Blending Final letter sounds Medial letter sound Digraphs
December	Blending Final letter sounds Medial letter sound Digraphs
January	Blending Final letter sounds Vowels Digraphs Double letters
February	Blending Final letter sounds Vowels Digraphs Double letters
March	Blending Final letter sounds Vowel Rhyming families
April	Blending Final letter sounds Vowels

	Rhyming families Capital letters
May - June	Revision and Blending of all phonics Blending Final letter sounds Vowels Rhyming families Capital letters

High Frequency Words (Reading)

Junior Infants	Senior Infants
High Frequency Words (at child's own level) Jolly Phonics tricky words 1 - 30 (<i>and at child's own level</i>) <i>Word boxes 1-10</i>	High Frequency Words (at child's own level) Jolly Phonics tricky words 31-60 Word boxes 1-16

Handwriting (Writing)

Junior Infants	Senior Infants
Mrs Murphy's Copies Junior Infants Just Handwriting Programmes	Mrs Murphy's Copies Junior Infants Just Handwriting Programmes
Script (lower case letters only)	Script (revise lower case and teach upper case letters)

Grammar and Punctuation

Junior Infants	Senior Infants
<p>Full stop Question Mark (Informally) Exclamation Mark (Informally) Capital Letters (All taught informally at Junior Infants level)</p>	<p>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, Filling in the missing words in sentences Selecting the correct word to complete a sentence Selecting the correct word to complete a sentence, using pictorial clues</p>

First and Second Class

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

First Class - Oral Language Themes Year 1: teacher selects themes Year 2 (Rainbow Oral Language Scheme)	
September	Myself Friendships
October	Autumn Transport Halloween
November	Trees My Body
December	Toys Christmas
January	New Year Farming

February	Springtime
March	St. Patrick Australia
April	Spring Easter Lambs Night Life
May	Summer The Swimming Pool
June	Summer at Home Holidays

Second Class - Oral Language Themes (Rainbow Oral Language Programme)	
September	Pets Visit to the Cinema
October	Thunder and Lighting Dinosaurs
November	Looking after your body Cats
December	Christmas
January	Landmarks of Ireland Solar System
February	Recycling

	Storytelling
March	Irish Legends Transport
April	Inventions
May	Feelings The GAA
June	Animals in the Garden

Poetry (Oral Language)

First Class	Second Class
<i>Selection of poetry from Pirate Pat... and More & Sleep Tight ...and More (Big Box Adventure Series) Learning 1 poem per month Learning 1 poem per month</i>	<i>Selection of poetry from Keep Going and More Core Book 1 and Clickety Click Core Book 2 (Big Box Adventures) Learning 1 poem per month</i>

Story (Reading)

First Class	Second Class
Myths and Legends Fairytales Word Wizard Big Box Adventures - Pirate Pat...and More, SleepTight...and More Novel: The Owl Who WasAfraid of the Dark The Titanic Flat Stanley	Myths and Legends Fables Fairytales Big Box Adventures - KeepGoing and More, Clickety Click Word Wizard Novels: The Twits The Iron Man The Titanic Flat Stanley

Reading Comprehension Strategies

First Class	Second Class
Visualisation (Revision) Predicting (Revision) Connecting	Predicting (Revision) Connecting (Revision) Visualisation (Revision) Determining Importance Questioning

Writing Genres

First Class	Second Class
Recount Narrative Procedure Report Poetry	Recount Narrative Procedure Report Poetry

Creative Writing (Writing)

First Class	Second Class
Narrative Genre Personal Concerns Life at home and in school Personal Reading	Stories Social Needs Poetry Drama

Everyday Experiences Free writing	Everyday Experiences Free writing
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Grammar and Punctuation (Writing)

First Class	Second 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 Homophones	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 Verbs 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

Handwriting (Writing)

First Class	Second Class
Non - cursive Script Revise lower case and upper-case letters. Handwriting Made Easy 1 looped style CJ Fallon	Cursive Script Revise lower case and upper-case letters. Practise joining words. Handwriting Made Easy 2 looped style CJ Fallon

3rd - 6th Class

Learning Outcomes:

See pgs. 22 and 23 of Primary Language Curriculum (Oral Language) See pgs. 26 and 27 of Primary Language Curriculum (Reading)

See pgs. 30 and 31 of Primary Language Curriculum (Writing)

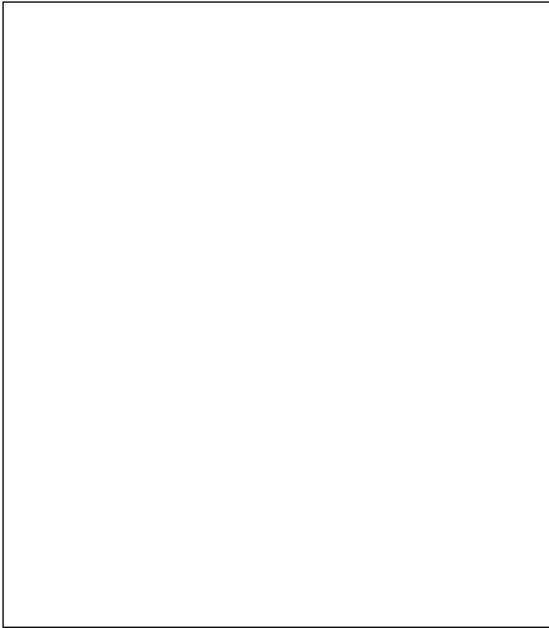
<p>Third class Sept- June</p>	<p>Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions</p>
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	<p>Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions</p>
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<p>Fourth class Sept- June</p>	<p>Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics Hot seating</p>
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	<p>Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions</p>
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<p>Fifth class Sept- June</p>	<p>Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics Hot seating</p>
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- Creative drama
- News
- Discussion of media
- Empathising with characters
- Character descriptions
- Comparing stories
- Retelling stories
- Predictions

Sixth class	
Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics

	Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions
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Poetry (Oral Language)

<i>Third class</i>	<i>Fourth class</i>
<i>Selection of Poems from a variety of sources</i> <i>Learning 1 poem per month</i>	<i>Selection of Poems from a variety of sources</i> <i>Learning 1 poem per month</i>
<i>Fifth class</i>	<i>Sixth class</i>
<i>Selection of Poems from a variety of sources</i> <i>Learning 1 poem per month</i>	<i>Selection of Poems from a variety of sources</i> <i>Learning 1 poem per month</i>

Story (Reading)

Third class	Fourth class
<p>Novels Let's Talk Literacy Sneak Thieves (Big Box) Treasury C</p> <p>Better English-LiteracySkills DEAR/Library ICT</p> <p>3rd Class Novels Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:</p> <p>Charlotte's Web The Butterfly Lion The Witches Tom Crean - Ice Man Adam's Starling, The Worst Witch, Mr. Majeika, I'm Telling You They're Aliens, Noah's Brother, Mr Skip, Legend of Spud Murphy, Killer Cat, Perry Angel's Suitcase</p> <p>TreeTops Fiction Novels White Wolves: Stories from different Lands Connectors Series</p>	<p>Novels Let's Talk Literacy Crazy Carnival-(Big Box) Treasury D DEAR/Library ICT</p> <p>4th Class Novels: Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include:</p> <p>Kensuke's Kingdom</p> <p>There's a Boy in the Girl's BathroomMatilda James and the Giant Peach, One Dog and his Boy, Varjak Paw, The Abominables, The Witch of Blackberry Bottom, The Extincts, Beetle Boy, Greyfriars Bobby, The Trumpet of The Swan</p> <p>TreeTops Fiction Novels White Wolves: Stories from different Lands Connectors Series</p>

Fifth class	Sixth class
<p>Myths and Legends Fables Fairytale Novels Upside Down World, Big Box Adventures Reasons to Write Away with words DEAR/Library Treasury E My Read at Home ICT</p>	<p>Myths and Legends Fables Fairytale Novels Poems Treasury F By the North Star (Big Box Adventures) DEAR/Library ICT</p>
<p>5th Class novels Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include: Reaching the Heights Under the Hawthorn Tree Goodnight Mr Tom War Horse Safe Harbour Across the Divide</p>	<p>6th Class Novels Pupils will read a variety of novels throughout the year. These novels will give rise to significant oral and written work. The novels include: The Boy in the Striped Pyjamas Holes Bridge to Terabithia Skellig The Secret Garden I am David Flight of the Doves</p>

Reading Comprehension Strategies

Third class	Fourth class
Predicting (Revision) Connecting (Revision) Visualisation (Revision) Determining Importance Questioning Summarising Clarifying	Predicting (Revision) Connecting (Revision) Visualisation (Revision) Determining Importance Questioning Summarising Clarifying

Fifth class	Sixth class
Predicting (Revision) Connecting (Revision) Visualisation (Revision) Determining Importance Questioning Summarising Clarifying Inferring Synthesising	Predicting (Revision) Connecting (Revision) Visualisation (Revision) Determining Importance Questioning Summarising Clarifying Inferring Synthesising

Writing Genres

Third class	Fourth class
Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory	Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory
Discussion Free writing	Discussion Free writing
Fifth class	Sixth class
Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory Discussion Free writing	Recount Poetry writing Narrative Persuasive Report Procedural Imaginative/creative Novel based writing Explanatory Discussion Free writing

Creative Writing (Writing)

Third class	Fourth class
Stories Social Needs Poetry Drama Everyday Experiences Free writing Character descriptions Interviews	Stories Social Needs Poetry Drama Everyday Experiences Free writing Character descriptions Interviews
Alternative endings Summarising Using imagination	Alternative endings Summarising Using imagination
Fifth class	Sixth class
Stories Social Needs Poetry Drama Everyday Experiences Free writing Character descriptions Interviews Alternative endings Summarising Using imagination	Stories Social Needs Poetry Drama Everyday Experiences Free writing Character descriptions Interviews Alternative endings Summarising Using imagination

Grammar and Punctuation (Writing)

Third Class	Fourth class
Capital letters and full stops Question marks and Exclamation marks Speech Marks and Commas Common Nouns Proper nouns Plurals Irregular plurals Verbs	Proper nouns Collective nouns Adjectives Verbs Adverbs Alpha order Pronouns Common nouns Homophones Apostrophe

Present Tense and Past Tense Irregular Verbs-Past tense Compound Words Adjectives Contractions Pronouns Alphabetical Order Antonyms Conjunctions Homophones	Contractions Commas Singular plural nouns Synonyms Antonyms Punctuation Prepositions
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Fifth class	Sixth class
Proper nouns Collective nouns Abstract Adjectives Verbs Adverbs Similes Alpha order Pronouns Common nouns Homophones Homonyms Proverbs Apostrophe Contractions Commas Abbreviations Singular plural nouns Synonyms Comparatives/superlatives Antonyms Punctuation Prepositions	Proper nouns Common nouns Collective nouns Abstract nouns Concrete nouns Capital letters Dictionary work Adjectives Verbs Adverbs Similes Metaphors Conjunctions Alphabetical order Pronouns Homophones Proverbs Apostrophe Contractions Commas Abbreviations Singular plural nouns Synonyms Antonyms Comparatives/superlatives Antonyms

	Punctuation Question mark Syntax Prefix Compound words Prepositions
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Handwriting (Writing)

Third class	Fourth class
Handwriting Made Easy 3 looped style CJ Fallon	Handwriting Made Easy 4 looped style CJ Fallon
Fifth class	Sixth class
Emphasis on proper pencilgrip and good posture Emphasis on proper letter formation Emphasis on quality of presentation Develop a fluent personal style of handwriting Write for more sustained periods of time	Emphasis on proper pencilgrip and good posture Emphasis on proper letter-formation Emphasis on quality of presentation Develop a fluent personal style of handwriting Write for more sustained periods of time

Reading schemes for all classes

The school has invested in a variety of reading schemes for use in class and as reading material for homework.

Class novels are used throughout the school (beginning in 1st class).

The following novels are available within the school:

1st and 2nd class: Not Now Bernard, The Snow Lambs, Farmer Duck, Little Mo, The Hidden House, The Toy Maker and The Dinosaur Egg, Only a Show, Hitch up Your Roots and The Snow Maze.

3rd and 4th class: The Stray, Witch of Blackberry Bolton, Invisible Dog, Noah's Brother, Lightening Lucy, I'm telling you, 100 mile an hour dog, Viking in my bed, Spud Murphy, Coldest Day in Zoo, Loudmouth Louis, Notso Hotso, Greyfriars Bobby, Mr. Majeika on Internet, Trumpet of the Swan and The Worst Witch.

Senior Room: The Worst Witch, The Borrowers, The Witches (plays for children), Artemis Fowl, Paddy the Pigeon, Safe Harbour, Across the Divide, Flight of the Doves and Under the Hawthorn Tree. It is hoped to extend this list.

Infants Book bags

The school supports the home in its role in relation to the emergent reader by providing Book Bags in Junior, Senior Infants, First and Second classes. The children take home a book for reading at home. These books are changed twice weekly. Parent/ Teacher meetings also provide opportunity for teachers to share ideas regarding suitable activities for emergent readers.

The school supports emergent readers through shared reading, easy to read captions and notices

throughout the school. The resources used to support this include Oxford Reading Tree, Ginn Books, Sail series, big books and class library.

See each class level for reading scheme for class

PM+ levelled readers are for use in team-teaching and homework. All pupils are tested for their starting level on the PM+ readers. This reading scheme will be used from Senior Infants upwards.

3rd Class: Trolls Squirrels and Dragons (Carroll Heinemann)

Crack The Code (fact book)

4th Class: Giants Fishbones and Chocolate (Carroll Heinemann)

Tyrannosaurus Sue (Fact book)

Oxford Reading Tree Readers

The Oxford Reading Tree readers are available.

PM Reader

PM reading scheme.

Other

Class Novels - see each class

Nelson Literacy

Ginn Readers

Oxford Treetops

Engage Literacy

5th/6th class do not utilise a formal reading scheme. A wide variety of novels are utilised.

Table 1: Overview of Learning Outcomes

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scribhneoireacht
Communicating Cumarsáid	Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht
	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha
	Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
Undersanding Tuiscint	Sentence structure and grammar Struchtúr abairte agus gramadach	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte	Conventions of print and sentence structure Struchtúr abairte agus gnásanna cló
	Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
	Demonstration of understanding Léiriú tuisciana	Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocal	Spelling and word study Litriú agus staidéar ar fhocal
		Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	
Exploring and using Fiosrú agus úsáid	Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe	Purpose, genre and voice Cuspóir, seánra agus guth	Purpose, genre and voice Cuspóir, seánra agus guth
	Categorisation Catagóiriú	Comprehension Tuiscint	Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
	Retelling and elaboration Athinsint agus mionléiriú	Response and author's intent Freagairt agus intinn an údair	Response and author's intent Freagairt agus intinn an údair
	Playful and creative use of language Teanga a úsáid go spráilil agus go cruthaitheach	Fluency and self-correction Líofacht agus féincheartú	Handwriting and presentation Peannaireacht agus cur i láthair
	Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
	Description, prediction and reflection Cur síos, tuar agus machnamh		