



Avoca National School S. N. PHÁDRAIG NAOFA

Scoil N. Phádraig Naofa,

Avoca,

Co. Wicklow.

Roll No 18198A

Whole School Plan: English

2020

Introductory Statement

This whole school plan for English was formulated in consultation with teaching staff in Avoca N.S. in term 1 of the 2020/21 school year. This plan follows the template as set out by PDST/PPDS.

Currently we have seven main stream teachers, two full time learning support teachers and one shared learning support teacher (4 days a week in Avoca 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 Second Class and the newly developed Primary Language Curriculum for 3rd- 6th class. 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.

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** and **Sounds-Write** 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 end of the school and Let's Talk Literacy 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:

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.

2. 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.

3. 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

1. Oral Language

Learning Outcomes for Oral Language

- See pages 22 & 23 of the Primary Language Curriculum

Whole School Strategies for Oral Language

- Assemblies:

Whole school fortnightly 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:

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 of 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 taught in infant classes- 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
- New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) and word walls are displayed from 1st class upwards.
- Key vocabulary for pupils is identified for all subject areas and listed in teachers' short-term planning.

2. 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 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

- Avoca NS Book Week
- World Book Day
- D.E.A.R. time
- Buddy Reading
- Study of Authors and Visiting Authors
- Visits from Arklow mobile library

- Reading Recitals at assemblies and school concerts
- Team Teaching focus on Reading Skills
- Guided Reading
- Book Fair
- Dress up as book character (at Halloween)
- Paired reading with volunteers

School Library

Each class equipped with a fully stocked class library.

Rhymes

See Nursery Rhyme Scheme (Infant level)

Poetry

Children will learn poetry in each class and will be encouraged to participate in Solo Verse Speaking in Arklow Music Festival, which takes place each year in March. Some classes may participate in a class Action Poem in this competition.

Guidelines and ideas for poetry are given at each class level

Poetry integrated throughout Rainbow Oral Language Programme and Let's Talk Literacy

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** and **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:	2 sounds per week/10 minutes daily
Senior Infants:	2 sounds per week/10 minutes daily
1 st - 6 th Class	Included in English timetabling

Reading Comprehension

Comprehension

Class Level:		
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 Literacy cards, Ginn Readers, PM + and Red Rocket)
- School Library
- Arklow 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 (Jolly phonics)
- Games
- Activities

- Newspapers
- Magazines
- Catalogues
- Novels

3. 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

Resources for Writing

See class level

Writing Skills:

Class Level:	New Genre:	Consolidation of Genre::
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Junior Infants	<ul style="list-style-type: none"> ▪ Procedure 	N/A
Senior Infants	<ul style="list-style-type: none"> ▪ Recount ▪ Narrative 	<ul style="list-style-type: none"> ▪ Procedure
First Class	<ul style="list-style-type: none"> ▪ Report ▪ Poetry 	<ul style="list-style-type: none"> ▪ Recount ▪ Narrative ▪ Procedure
Second Class		<ul style="list-style-type: none"> ▪ Recount ▪ Narrative ▪ Procedure ▪ Report ▪ Poetry
Third class		Fourth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 		<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing
Fifth class		Sixth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural 		<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural

<ul style="list-style-type: none"> ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ 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 the pupils are differentiated and assessed accordingly. 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, up to 2nd class (2nd class may use Spell Well, at teacher's discretion). 3rd to 6th Class use Spell Well.

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
- Phonics Scheme- Jolly Phonics
- Dictionary
- Jolly Grammar
- Spell Well

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 eg 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 call 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

Children are assessed by way of a spelling/dictation test every day/Friday. This will consist of a selection of words from their spelling list of that week and/or sentence/word dictation. 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 guide the child in spotting their errors.
- We do not make public any child's results
- Children are encouraged to say the sounds as they write the words.
- The children must have their test signed by parents/carers

Spelling and the Learning Support/Resource Teacher

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

Timetable and Spelling

- Monday-Thursday: 10-15 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(saying the sounds as they write), Check Method and by practising sentence dictation.

Grammar & Punctuation

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

3rd to 6th Class use the Let's Talk Literacy programme

Handwriting/Penmanship

Throughout the school there is an emphasis on penmanship. The pupils begin script from Junior Infants and progress to cursive in second class, they then continue this style of writing through all classes. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn two letters 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 New Wave Handwriting programme.

Pupils in 1st and 2nd class use Write On programme

Pupils in 3rd and 4th class use All Write Now

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

Pen Licence

Children will earn their pen licence in 4th class when the teacher is satisfied that their cursive handwriting is at an acceptable level to start writing with a pen instead of a pencil.

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
- Children with poor motor control or little stamina need a script/cursive 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
- 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 dust
- 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/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:

- 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 Correction and Self Checking
Publishing on our school website/"Write-a-Story" competition, reading at assembly

Correcting Creative Writing

Constructive comments are used by teachers when correcting the children's work.

Whole School Approaches to Valuing Creative Writing

- Displays
- Writer's Corner
- Website
- Constructive and precise comments when possible
- Work included in anthologies
- Team Teaching
- Reading at assembly
- Enter in competitions in local library

Assessment and Record Keeping

- Standardised testing: B.I.A.P (Belfield Infants Assessment Profile), MIST (Middle Infant Screening Test), Hodder Oral Reading Tests, EYES, Drumcondra Reading, Reading Recovery sight word, Writing vocabulary, NRIT, Sound/letter knowledge test.
- Teachers will hear children reading formally at least once a week.
- Spelling tests (weekly from Senior infants)
- Teacher checklists
- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios

- Projects
- Diagnostic tests

Children with Different 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.

Where a teacher recognises that a child displays a particular ability in English, class teacher/LS teacher will provide challenging material to suit their needs. Teachers will also encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

Continua of Support

A Continuum of Support will be completed (by LS teacher, in conjunction with class teacher) on each who requires extra support. This will be stored on Aladdin and relevant teachers will have access to this information. They will be reviewed twice yearly and adapted as needed.

Resources

The LS teachers will work with class teachers and the resources that are in each class. Other 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
- I Am Reading
- Poolbeg Wren
- 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
- Range of apps on I pads

E.A.L. Provision

The language needs of each child will be assessed and support will be provided. This support will be determined by the teaching and material resources available to us at the relevant point in time. All efforts will be made to make home/school communication as clear as possible given the resources at our disposal at the time in question.

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

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 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, Rainbow Oral Language, Songbirds, Rigby Star, PM+, Oxford Reading Tree, Let's Talk Literacy, Nelson Literacy, Engage Literacy, Engage Literacy Comprehension Kit, Big Box Adventures, novels.

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 through fundraising events.

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 strand, element, learning outcomes, learning experience and key vocabulary.

The Cúntas Míósúil must document what has been covered in the teaching and learning of English each month.

Support Teachers' Planning:

Teaching of English for pupils with special educational needs will 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

(a) 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.

(b) Timeframe

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

Review

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

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 Parents Forum. 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 12th January 2021.

Signed: _____ (Chairperson, BOM)

Signed: _____ (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 Infants	Senior Infants
<ul style="list-style-type: none">• The Home• Autumn/Halloween	<ul style="list-style-type: none">• The classroom• The Post Office• Café

<ul style="list-style-type: none"> ● The Train Station/Transport ● Toys/Christmas ● Winter/Weather ● The Supermarket ● The Farm ● Spring/St. Patrick ● The Café ● The Doctors/Vet ● The Airport/Summer 	<ul style="list-style-type: none"> ● The Garda Station ● Christmas ● The Estate Agents ● The Vet ● The Garden Centre ● The Zoo ● The Ice-cream Parlour
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Nursery Rhymes (Oral Language)

We reinforce Nursery rhymes taught at pre school and here are a selection below.

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

- 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

- 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
- Frère Jacques
- There was a little dog

Story (Oral Language and Reading)

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● Reading Zone reading scheme - words sent home ● Books sent home for homework when all words taught ● Build up class word wall with new words ● Supplementary reader sent home: Songbirds/Oxford Reading Tree <p>Big Books:</p> <ul style="list-style-type: none"> ● Variety of titles <p>Fairytales:</p> <ul style="list-style-type: none"> ● Variety of titles 	<ul style="list-style-type: none"> ● Jolly Phonics 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 ● Rigby Star readers ● Engage Literacy readers <p>Big Books:</p> <ul style="list-style-type: none"> ● Variety of titles ● Planning with Junior Infant teacher (no cross over) <p>Fairytales:</p> <ul style="list-style-type: none"> ● Variety of titles ● Planning with Junior Infant teacher (no cross over)

Phonics (Reading)

Junior Infants	
September	<ul style="list-style-type: none"> ● Pre-reading skills

<p>October - May</p>	<ul style="list-style-type: none"> • Teach groups 1-5 (see below) • Teach 2 sounds per week: <u>Monday:</u> Teach new sound 1 <u>Tuesday:</u> Revise new sound 1 and illustrate in copies <u>Wednesday:</u> Teach new sound 2, Teacher revise previous sounds <u>Thursday:</u> Revise new sound 2 and illustrate in copies Teacher revise previous sounds <u>Friday:</u> Teacher revise previous sounds • At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group <ol style="list-style-type: none"> 1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. j, z, w, v, y, x, qu 5. Ch, sh, th <ul style="list-style-type: none"> • Blending to begin informally after teaching of group 1 phonic sounds. • Reading to begin in January with readers being sent home
<p>June</p>	<ul style="list-style-type: none"> • Revision and Blending of all phonics

Senior Infants

All other phonics have been taught in Junior Infants

September-October	<ul style="list-style-type: none">• 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	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Medial letter sound4. Digraphs
December	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Medial letter sound4. Digraphs
January	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Vowels4. Digraphs5. Double letters
February	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Vowels4. Digraphs5. Double letters
March	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Vowel4. Rhyming families
April	<ol style="list-style-type: none">1. Blending2. Final letter sounds3. Vowels

	<ol style="list-style-type: none"> 4. Rhyming families 5. Capital letters
May - June	<p style="text-align: center;">Revision and Blending of all phonics</p> <ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowels 4. Rhyming families 5. Capital letters

High Frequency Words (Reading)

Junior Infants	Senior Infants
<p style="text-align: center;">High Frequency Words (at child's own level)</p> <p style="text-align: center;">Jolly Phonics tricky words 1 - 30 (<i>and at child's own level</i>)</p>	<p style="text-align: center;">High Frequency Words (at child's own level)</p> <p style="text-align: center;">Jolly Phonics tricky words 31-60</p>

Handwriting (Writing)

Junior Infants	Senior Infants
<ul style="list-style-type: none"> • Script (lower case letters only) 	<ul style="list-style-type: none"> • Script (revise lower case and teach upper case letters)

Grammar and Punctuation

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● Full stop ● Question Mark (Informally) ● Exclamation Mark (Informally) ● Capital Letters (All taught informally at Junior Infants level) 	<ul style="list-style-type: none"> ▪ 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

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 (Rainbow Oral Language Scheme)	
September	My Summer Holidays School Pets
October	Autumn Birthday Halloween News
November	Magic Doctors
December	Birds Christmas News
January	Parcels Surprises News

February	Pancake Tuesday Woods and Animals
March	Spring The Farm St. Patrick's Day
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
<p><i>Selection of poetry from Pirate Pat... and More & Sleep Tight ...and More (Big Box Adventure Series)</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>	<p><i>Selection of poetry from Keep Going and More Core Book 1 and Clickety Click Core Book 2 (Big Box Adventures)</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>

Story (Reading)

First Class	Second Class
<ul style="list-style-type: none"> ● Myths and Legends ● Fairytales ● Word Wizard ● Big Box Adventures - Pirate Pat...and More, Sleep Tight...and More ● Novel: The Owl Who Was Afraid of the Dark 	<ul style="list-style-type: none"> ● Myths and Legends ● Fables ● Fairytales ● Big Box Adventures - Keep Going and More, Clickety Click ● Word Wizard ● Novels: The Twits The Iron Man

Reading Comprehension Strategies

First Class	Second Class
<ul style="list-style-type: none"> • Visualisation (Revision) • Predicting (Revision) • Connecting 	<ul style="list-style-type: none"> • Predicting (Revision) • Connecting (Revision) • Visualisation(Revision) • Determining Importance • Questioning

Writing Genres

First Class	Second Class
<ul style="list-style-type: none"> • Recount • Narrative • Procedure • Report • Poetry 	<ul style="list-style-type: none"> • Recount • Narrative • Procedure • Report • Poetry

Creative Writing (Writing)

First Class	Second Class
<ul style="list-style-type: none"> ▪ Narrative Genre ▪ Personal Concerns ▪ Life at home and in school ▪ Personal Reading 	<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama

<ul style="list-style-type: none"> ▪ Everyday Experiences ▪ Free writing 	<ul style="list-style-type: none"> ▪ Everyday Experiences ▪ Free writing
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Grammar and Punctuation (Writing)

First Class	Second Class
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
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<ul style="list-style-type: none"> • Non - cursive Script • Revise lower case and upper case letters. • "Just Handwriting" programme. 	<ul style="list-style-type: none"> • Cursive Script • Revise lower case and upper case letters. • Practise joining words. • "Write On" handwriting programme
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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)

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

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

<i>Third class</i>	<i>Fourth class</i>
<p><i>Selection of Poems from a variety of sources</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>	<p><i>Selection of Poems from a variety of sources</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>
<i>Fifth class</i>	<i>Sixth class</i>
<p><i>Selection of Poems from a variety of sources</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>	<p><i>Selection of Poems from a variety of sources</i></p> <p><i>Selection of poems for Arklow Music Festival</i></p>

Story (Reading)

Third class	Fourth class
<ul style="list-style-type: none"> • Novels • Let's Talk Literacy • Sneak Thieves (Big Box) • Better English-Literacy Skills • DEAR/Library • ICT <p><u>3rd Class Novels</u> 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</p> <p>The Butterfly Lion</p> <p>The Witches</p> <p>Tom Crean - Ice Man</p>	<ul style="list-style-type: none"> • Novels • Let's Talk Literacy • Crazy Carnival-(Big Box) • Treasury D • DEAR/Library • ICT <p><u>4th Class Novels:</u> 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 Bathroom</p> <p>Matilda</p>
Fifth class	Sixth class
<ul style="list-style-type: none"> • Myths and Legends • Fables • Fairytales • Novels • Let's Talk Literacy • Upside Down World, Big Box Adventures • Reasons to Write • Away with words • DEAR/Library • Treasury E • My Read at Home • ICT 	<ul style="list-style-type: none"> • Myths and Legends • Fables • Fairytales • Novels • Poems • Let's Talk Literacy 6th Class • Treasury F • By the North Star (Big Box Adventures) • DEAR/Library • ICT

<p><u>5th Class novels</u></p> <p>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>Reaching the Heights</p> <p>Under the Hawthorn Tree</p> <p>Goodnight Mr Tom</p> <p>War Horse</p>	<p><u>6th Class Novels</u></p> <p>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>The Boy in the Striped Pyjamas</p> <p>Holes</p> <p>Bridge to Terabithia</p>
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Reading Comprehension Strategies

Third class	Fourth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying

Fifth class	Sixth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying ● Inferring ● Synthesising 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying ● Inferring ● Synthesising

Writing Genres

Third class	Fourth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory 	<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory

<ul style="list-style-type: none"> ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ Discussion ▪ Free writing
Fifth class	Sixth class
<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing 	<ul style="list-style-type: none"> ▪ Recount ▪ Poetry writing ▪ Narrative ▪ Persuasive ▪ Report ▪ Procedural ▪ Imaginative/creative ▪ Novel based writing ▪ Explanatory ▪ Discussion ▪ Free writing

Creative Writing (Writing)

Third class	Fourth class
<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews 	<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews

<ul style="list-style-type: none"> ▪ Alternative endings ▪ Summarising ▪ Using imagination 	<ul style="list-style-type: none"> ▪ Alternative endings ▪ Summarising ▪ Using imagination
Fifth class	Sixth class
<ul style="list-style-type: none"> ▪ Stories ▪ Social Needs ▪ Poetry ▪ Drama ▪ Everyday Experiences ▪ Free writing ▪ Character descriptions ▪ Interviews ▪ Alternative endings ▪ Summarising ▪ Using imagination 	<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ● Capital letters and full stops ● Question marks and ● Exclamation marks ● Speech Marks and Commas ● Common Nouns ● Proper nouns ● Plurals ● Irregular plurals ● Verbs 	<ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Adjectives ● Verbs ● Adverbs ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Apostrophe

<ul style="list-style-type: none"> • Present Tense and Past Tense • Irregular Verbs-Past tense • Compound Words • Adjectives • Contractions • Pronouns • Alphabetical Order • Antonyms • Conjunctions • Homophones 	<ul style="list-style-type: none"> • Contractions • Commas • Singular plural nouns • Synonyms • Antonyms • Punctuation • Prepositions
Fifth class	Sixth class
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Punctuation • Question mark • Syntax • Prefix • Compound words • Prepositions
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Handwriting (Writing)

Third class	Fourth class
<ul style="list-style-type: none"> • All Write Now Cursive A 	<ul style="list-style-type: none"> • All Write Now Cursive B
Fifth class	Sixth class
<ul style="list-style-type: none"> • Emphasis on proper pencil grip and good posture • Emphasis on proper letter formation • Emphasis on quality presentation • Develop a fluent personal style of handwriting • Write for more sustained periods 	<ul style="list-style-type: none"> • Emphasis on proper pencil grip and good posture • Emphasis on proper letter formation • Emphasis on quality presentation • Develop a fluent personal style of handwriting • Write for more sustained periods

Reading schemes for all classes

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

See each class level for reading scheme for class

- (a) PM+ Readers/Class Novels/Oxford Reading Tree

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.

(b) **Oxford Reading Tree Readers**

The Oxford Reading Tree readers will be used in 2nd class as a reader at the beginning of the year. They may also be used for differentiation in team-teaching in the form of in-class support.

(c) **PM Readers**

We have the PM reading scheme.

(d) **Songbirds Readers**

Used in Junior Infants and Senior Infants as supplementary reading.

(e) **Jolly phonics readers**

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

f) **Other**

The following schemes are used in classes throughout the school as required:

- Word Wizard
- Let's Talk Literacy
- Big Box Books (Edco Primary English)
- Big Box Library (Edco Primary English)
- Class Novels - see each class
- Nelson Literacy
- Ginn Readers
- Oxford Treetops
- Engage Literacy

