Whole School Plan/Policy

Scoil Íde,

New Road,

Clondalkin,

Dublin 22.

English

Introductory Statement

Ms. Mary Kelly, whose Post of Responsibility is English co-ordinated the review of the English Whole School plan from Oct 2011 to Feb 2012 with the support of staff members, Helen Downey, Maria Frost, Aideen Ryan, Janice Mc Cartan and Shane Campion. The planning framework drafted by the Primary School Support Programme (PCSP), School Development Planning Support(SDPS) National Council for Curriculum and Assessment (NCCA) , the Department of Education (DES)and the Literacy and Numeracy strategy 2011 were used as guidelines for reviewing the Whole School Plan for English. The following table synopsises how we have reviewed and worked on English over that period. It is hoped that the redrafted version will be a useful tool for teachers providing them with clear guidelines and ensuring consistency and continuity in practice throughout the school.

RATIONALE:

To benefit teaching and learning in our school.

To conform to the principles of learning as outlined in the Primary School Curriculum.

To come in line with the recently released LITERACY AND NUMERACY STRATEGIES.

To provide an effective planning tool and reference document for all staff.

VISION and AIMS

VISION:

Our school is committed to the full and proper development of all aspects of the individual pupil, for personal and family life, for working life, for living in the community and for leisure. We are committed to providing the best possible environment to facilitate this development.

In teaching English we aim:

- To promote positive attitudes and develop an appreciation of the value of language- spoken, read and written
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- To enable the child to read and write independently.
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

STRANDS AND STRAND UNITS

The English curriculum is structured according to the strands and strand units. To aid clarity the staff has chosen to plan through the strands and strand units:

Strands:

Receptiveness to language

Competence and confidence in using language

Developing cognitive abilities through language

Emotional and imaginative development through language

Strand Units,

Oral language

Reading

Writing

The English Plan will be addressed under the following headings,

Strands and Strand Units

1. Assessment and Record Keeping
2. Children with Different needs
3. Equality of participation and access
4. Timetabling
5. Homework
6. Library
7. Resources and ICT
8. Individual teachers' planning and record keeping
9. Staff Development
10. Parental involvement
11. Community links

Oral

| **Strand: Oral Language** | **Strand Unit: Receptiveness to Language** |

The language needs of children in Scoil Íde is influenced by their social, cultural and economic backrounds. Children enter the school with a varied oral language experience. Some pupils have particular language needs e.g. English not as their first language and children with special needs.

Strategies used to develop an appreciation of the listener-speaker relationship, learning to attend actively and responding to the verbal and non-verbal cues:

➢ Learning to respond to simple instructions and directions.
➢ Story based activities e.g. listening to and retelling stories, recalling particular events, asking questions and communication the narrative through role-playing.
➢ Language games, rhymes, songs, poems and jingles.
➢ Clapping and dancing to syllabic rhythms.

Strategies used to develop and expand vocabulary:

➢ Language experience material.
➢ Large-format books.
➢ Environmental print.
➢ Labelling.
➢ Flashcards.

Oral language across the curriculum

Oral language is central to all subjects and it forms a substantial component in all subjects, throughout the curriculum e.g. descriptive skills in art, listening skills in music, expressive skills in S.P.H.E.

Maths: Use of guided discussion in developing strand units, problem-solving process and reporting on the process subsequently, children working in pairs and groups. Developing mental maths activities with materials from numeracy boxes: counting sticks, digit cards, target boards, loop card games. Consistency in the use of mathematical language throughout the school.

SESE: History – drama, debate, analysis, prediction.

Geography – comparing, contrasting, discussing, giving reports, presentations on topics;

Science – use of terminology, process of finding out and reporting on findings

P.E.: Use of terminology, e.g. football, swimming/ basketball terms. Naming equipment used for circuits and games. Use of sporting events to promote language development.

Visual Arts: Opportunities to describe the process and to verbally respond to art.

Drama: Opportunities to explore and develop language use.

Music: Terminology, words of songs as source of vocabulary especially with younger children, instruments of orchestra…….

SPHE: Exploring relevant themes through the medium of talk and discussion

Religion: Reading to children, dramatizing stories from the bible……

The following topics have been suggested and can be integrated throughout the curriculum.

Me	Animals
Home	Food
School	Art
Television	Special Occasions
Shopping	Hobbies/Past times
Clothes	

Strand: Oral Language
Strand Unit: Competence and confidence in using language

School approach to oral fluency and expressiveness:
Contexts used in the teaching of oral language:
Practice In:
> ➢ Listening attentively
> ➢ Taking turns to speak
> ➢ Offering the information most essential to the listener
> ➢ Making comments and response that are appropriate

1. **Play and Games:**
   > ➢ Asking questions
   > ➢ Prompting new directions for the play
   > ➢ Initiating dialogue
   > ➢ Encouraging individual children to co-operate in play activity
   > ➢ Encouraging children to talk about what they are doing to discuss it with other children
   > ➢ Encouraging role-playing

2. **Poetry:**
   > ➢ Hearing and reading a rich and varied repertoire of poetry
   > ➢ Responding through discussion e.g. comparing two or more poems on a similar subject
   > ➢ Poetry recitals and school plays as part of speech and drama.

   Story:

   > ➢ Asking and answering questions
   > ➢ Recalling and retelling incidents, different words and phrases, lines of dialogue
   > ➢ Acting out incidents in the story
   > ➢ Describing different characters
   > ➢ Re-creating characters, events and emotions in role playing
   > ➢ Sequencing a story
   > ➢ Predicting endings
   > ➢ Creating an alternative ending.
   > ➢ Summarise the story
   > ➢ Compare with other stories
   > ➢ Review the story

3. **Improvisational Drama:**
   > ➢ Arguing a case or justifying an attitude

- ➢ Exploring ideas, feelings, characters, actions and reactions
- ➢ Interacting and creating an imaginative world
- ➢ Creating contexts in which more formal social functions can be learned and practised.

Strategies used to develop children's social use of language:

- ➢ Giving and receiving greetings
- ➢ Making introductions
- ➢ Using a telephone
- ➢ Making an inquiry
- ➢ Giving directions

Strategies used to improve children's expressive use of language:

- ➢ Thematic approach
- ➢ Continuity and progression in relation to themes
- ➢ Organisational Settings –pair/group/individual/whole class/circle work
- ➢ Formal and informal debates
- ➢ Presentation of work to a variety of audiences e.g……..

List of skills in oral lessons

- Listening and responding
- Following instructions
- Responding through movement
- Memory skills
- Body language/mime
- Initiating conversation /social
- Describing and predicting
- Expanding using conjunctions
- Questioning
- Recalling/Retelling
- Categorizing
- Problem solving
- Reflecting
- Discussing
- Inventing/Imagining
- Empathising

First and Second Class

List of skills in oral lessons
- Listening and responding
- Body language (mime)
- Listen and remember
- Identify sounds
- Verbal and nonverbal
- Targeting particular words
- Distinguishing sounds
- Predicting
- Social language
- Descriptive language
- Predicting
- Social language
- Descriptive language
- Auditory comprehension
- Questioning
- Reflecting
- Discussion vocabulary extension
- Associative language
- Problem solving
- Comparative language
- Debating
- Experimenting and interpretive language (tones)
- Imaginative language
- Telling stories
- Expressing emotion
- Sustaining a role
- Nonsense words
- Humour

Third and Fourth Class

List of skills in oral lessons:

- Give and follow instructions
- Aware of intonation
- Repeating information
- Summarize information

- Describe things in detail
- Report sequence
- Social language
- Proverbs and idioms
- Dictionary work
- Expressing opinions
- Advertising
- Debating
- Develop fiction and story telling
- Develop dialogue
- Composing rhymes

Fifth and Sixth Class

List of skills in oral lessons:

- Listening and responding
- Fact finding
- Giving and taking instructions
- Understanding news
- Understanding voice tones
- Appreciating and using sound effects
- Interpreting pictures
- Recalling information (T.V. and books)
- Conversational skills
- Debating –persuasive language
- Word definitions
- Oral presentations
- Social language
- Brainstorming
- Vocabulary building
- Questioning
- Problem solving
- Creative language
- Expressive language

Oral language activity used a basis for reading and writing

- ➢ Language experience material
- ➢ Saying and hearing nursery rhymes and rhymed stories
- ➢ Playing 'I Spy' games involving onset and rime
- ➢ Pre/After/During –Reading activities such as predicting and discussing
- ➢ Teacher/Children thinking aloud and reading aloud
- ➢ Comprehension activities such as; reflecting, responding and sequencing
- ➢ Picture stimulus
- ➢ Think, pair, share

School's approach to developing knowledge of grammar and its accurate use:

- ➢ Taught within a context
- ➢ Senior classes should be able to recognise and name the principal parts of speech and their more common properties and to be aware of their functions.
- ➢ Use the parts of speech and observe the conventions of grammar in the context of general language

Specific programmes/resources used to support activities for oral language:

- ➢ Junior Infants – Chatterbox 1/Starways- Now you're talking
- ➢ Senior Infants – Chatterbox 1/Starways – Now you're talking
- ➢ First Class – Chatterbox2/Starways – now you're talking a
- ➢ Second Class – Chatterbox 2/Posters inclusive
- ➢ Third Class-Chatterbox 3/Posters inclusive
- ➢ Fourth Class-Chatterbox 4/Posters inclusive
- ➢ Fifth Class-Chatterbox 5/Posters inclusive
- ➢ Sixth Class-Chatterbox 6/Posters inclusive

Strand: Oral Language Strand Unit:

Developing cognitive abilities through language

Strategies use to develop children's higher order thinking skills:

- ➢ Use questions in order to gain maximum information
- ➢ To seek and to give explanations
- ➢ To discuss different possible solutions to problems
- ➢ To argue a point of view
- ➢ To persuade others
- ➢ To examine fact and fiction, bias and objectivity

School's use of oral language in developing children's comprehensive skills:

- ➢ Sequencing tasks
- ➢ Predictions assignments
- ➢ Cloze procedures
- ➢ Interpretation through mime, drama, painting etc
- ➢ Personal writing response
- ➢ Study reading
- ➢ Survey, questions, read, recall, review
- ➢ Location and organisation of information
- ➢ Finding word meanings from context

Strand: Oral Language

Strand Unit: Emotional and imaginative development through language

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Children are encouraged to explore experiences and feelings through

(A)

- • Describing everyday experiences to the class
- • Discuss and express reactions to events and characters in stories, poems and drama
- • Creating and telling stories to the class
- • Playful aspects of language e.g. jokes, riddles, tongue twisters, games etc...

Discrete oral Language time:
- ➢ Oral language is allocated in each class at the teacher's discretion.
- ➢ Aspects of language such as form, structure and use addressed indirectly within oral language time

Oral language across the curriculum:
- ➢ Guided discussion in developing strand units
- ➢ The problem-solving process and subsequent reporting on the process

(B)

- • Pair and group work
- • Mental maths activities
- • Consistency in the use of mathematical language throughout the school

P.E.

- Use of terminology e.g. football, basketball terms
- Use of sports events to promote language development

S.E.S.E.

- Use of terminology
- Process of investigating and reporting on findings

S.P.H.E

- Exploring relevant themes through the medium of talk and discussion

Poetry

- Children enjoy a rich and varied repertoire of poetry appropriate to their age and stage of development;
  Suggested poems are as follows:
  - a) Seasons
  - b) Festivals
  - c) Home and family relationships
  - d) Nature
  - e) Magic and mystery
  - f) Story
  - g) History and mythology
  - h) Humour

Junior Infants	Poem titles you think are suitable for your class;
	Humpty Dumpty
	Jack and Jill
	Little Bo Peep
	Little Miss Muffet
	Twinkle Twinkle
	2 Little dickie birds
	5 currant buns
	5 little ducks
	1,2,3 little witches
	Ickle, ockle, blue bockle
	Porridge in a pot
	I hate jam

Bah, Bah Black sheep
Santa Claus is coming to town
10 little men
Three blind mice,
Row, row, Row your boat
Incy, wincy spider
Hickory, Dickory, Dock
I can……….
Hokey Cokey
Grand Old Duke of York
10 little devils
I hear thunder
10 little fingers
Noahs Ark
Peter works with one hammer

Senior Infants

With my hand
I am the Boss
Whiskey Friskey
When I grow up
Little Amanda
Winter
Two Little Feet
Pat the Snowman
Oodnadatta
The Little Turtle turtle
The washing machine
I'm a mean old witch
Jelly on your plate
When Susie's eating custard
When I was a baby
This is my right hand
Big boat
Three little budgies
I don't like custard
Holding Hands

1st Class   **Poem titles you think are suitable for your class;**

Mrs. Peck Pidgeon –Eleanor Farjeon
The Dustman – Clive Sansom
I had no friends at all – John Kitching
A-choo! – Danielle Meinrath
The Godblin –Rose Fyleman
Whenever there's snow – Barbara Ireson
My World – Margaret Rankin

Bubbles – L. Nicholson
The End –A.A. Milne
Twinkle, Twinkle Chocolate bar – "Peter"
The Wrong Start – Marchette Chute
Honey Bear – Elizabeth Lang
The Snowman – Annoymous
Magic Shoes – Brian Moses
The sunshine tree – Clive Webster
Boats sail on the rivers – Christina Rosetti
Fancy me – Janet Paisley
Clouds – Valerie Bloom
Upside Down – Aileen Fisher
A spike of Green – Barbara Baker
The bus

2nd Class

Keep a poem in your pocket
Dad and me
You do it too
I like cabbage
New shoes
Over the park
Simple Simon
Betty Botter
Sitting in my bath tub
Birthdays
My mother
Birdman
The haunted house
The snowman
The pencil
A baby sardine
Stegosaurus
There was an old man from Peru
Daddy Fell in the ping
Well, I never

3rd Class

I have a Lion – Karla Kushin
Monday Morning- John C. Head
A Dogs Life – Brian Patten
Some One – Walter De La Mare
Spaghetti – Shel Siverstein
Windy Nights – R. L. Stevenson
The Little Donkey – Elazabeth Shane
The Whale's Hymn – Brian Patten
The Sound Collector – Roger McGough

Gran, Can You rap? – Jack Ousby
Winter Morning – Ogden Nash
To a Squirrel at Kyle-Na No – W.B. Yeats
Kite – June Crebbin
All from 'Trolls, Squirrels and Dragons

New Baby – Jackie Kay
My Little Sister – Moira Andrew
Cat – Eleanor Farjean
My Fish – Laura Cullen
A Dogs Life – Matt Simpson
Sunflakes – Frank Asch
Outdoor Song – A.A. Milne
Temptation – Sarah Boucher
Every Time I Climb a Tree – David McCaul
Grumbly Moon – Brain Patten
All above from ' A Pocketful of Poems. Poetry Anthology 3.

The Witches Spell- William Shakespeare
Stopping by the Woods on a Snowy Evening- Robert Frost
Oh the Ning Nang Nong – Spike Milligan
From 'I Like This Poem'`

4ᵗʰ Class

Poem titles you think are suitable for your class:
Girl in a rope – Brendan Kennelly
Hallowe'en – Dolores O' Donnell
Winter Days – Gareth Owen
I heard a bird sing – Oliver Harford
A wise Old Owl – Anon.
What is pink? – Christina Rosetti
Dad and the cat and the tree – Kit Wright
My Shadow – Robert Louis Stevenson
My Puppy – Aileen Fisher
Beech Leaves – James Reeves
There are big waves – Elanor Farjean
The Wind – James Reeves
Mrs. Buitton – james Reeves
The Sound collector – Roger McGough
Stopping by the woods on a snowy evening – R. Frost
You can't be that – Brian Patton
Me and my brother – Michale Rosein
New Shoes – Brian Lee
Quack, Quack, - Dr. Seuss

5th Class   Poem titles you think are suitable for your class:

Look Out – Max Fatchen

Prayer to laughter-John Agard

The day our dog died-Ramona Harris

Don't be scared-Carol Ann Duffy
Smile-Matthew Sweeney
What is pink? Christina Rosetti

Whatif-Shel Silverstein

What happens to the colours? Jack Prelutsky

Silver-Walter de la Mere

To a poor old woman-William Carlos Williams

The Snare- James Stephens

I am a jolly hunter-Charles Causley

Maggie & Milly & Molly & May –E.E. Cummings

Beech Tree-Patrick Kavanagh

Stopping by woods on a snowy evening-Robert Frost

Once upon a time-John Agard

The Listeners-Walter de la Mere

When I am angry-Ian White

Kidnapped-Shel Silverstein

Sea –Fever-John Masefield

Majority of poems are from class poetry book & also a selection from Treasury 2000 Workbook

6th Class   The Richest Poor Man in the Valley

He wishes for the Clothes of Heaven

Rush Hour Traffic

City

For Forest

In Beauty May I Walk

A Chance In France

Blackberry Picking

First Day at School

Writing

WRITING

As outlined in the curriculum Scoil Íde recognizes the importance of writing as a means of communication. "Children learn to write through the process of writing and their skill of formalizing thoughts on paper needs to be learned. This approach concentrates on the detail of writing process itself in order to develop the child's expressive and communicative abilities. It incorporates a number of significant principles. As outlined in the curriculum, strands & strand units are developed through the

- ➢ The process of writing is as important as the product because it is through consistent practice in using that process that children learn to write.
- ➢ Children will write for different audiences, on a wide range of topics and in a variety of genres.
- ➢ The teacher will act as mentor and guide in this process of drafting, editing and redrafting helping children to develop expressive abilities and accuracy.
- ➢ Children will have a consistent experience of drafting, editing and redrafting, editing and redrafting a piece of writing.
- ➢ Through this interactive process children will gradually develop the ability to self correct their writing and so become independent writers.

Planning for writing in the classroom

Setting up a writing corner

Resources for the writing corner will depend on the amount of space available but could include some of the following:

- Paper and card in assorted colours and cut into different sizes and shapes for example paper or card cut into shapes like vehicles, rockets, animals, fish and geometrical shapes.
- Writing paper, envelopes, card for children to make their own cards, postcards.
- Have a go pad for effort spelling.
- Magnetic letters
- Pens, pencils, markers, crayons
- Scissors, punch, glue, pritt stick, sellotape, labels, stickers and stamps
- Message board, post box, display board
- Telephoned and message pad
- Alphabet chart and picture dictionaries
- Chart for first words in writing and frequently used words
- Class list of children's names
- Shopping list

- Clip Board (children like using these of interviews and surveys)
- Sample of greeting cards and invitation cards
- Calendar and date stamp
- Phrase cards (Happy Birthday, New Baby, Get Well Soon)

Whole class and group Activities

- Make packs with descriptive words to link with oral language (specific subject vocabulary). These can be displayed in sentence strip holders when the topic is being covered and linked to language experience charts.
- First Steps Procedures
- Captions with drawings and art work.
- Wall diary of weekly new (sheets of plain wallpaper very useful for this)
- Children making signs for classroom
- Write and draw activities after healing a story
- Personal notebooks to record personal words for writing.
- Problem solve by working out how to write something, (list, diary, entry)

The focus on planning the use of the writing corner could link with topics related to oral language and literacy in the classroom and change every number of weeks.

- Class shop when topics like food, fruit and healthy eating are introduced.
- Home corner, pastimes, and hobbies (timetables for sport, recipes).
- Birthdays (cards and invitations) Halloween, Christmas (cards and letters)
- Holidays (postcards)
- Table of interest (labels)

Early Writing

- We recognize the importance of writing for communication
- Language Experience Approach will be used throughout all activities.
- The early writing activities include free scribbling, writing patterns, graphic representation the child attempts, and drawing on lots of different materials such as on blank paper, sand trays and sand paper.
- Matching pictures to pictures and pictures to words with emphasis on left to right orientation and language.
- Fine motor skills are developed and refined through threading spools, beads and directed constructive play with different materials
- Tracing activities include working with sand trays, rice trays, sandpaper letters.

- Gradually the child's ability to sue letters and words will evolve as it can be stimulated and developed through the experience of a rich print environment in a classroom that is characterized by the use of words and phrases as labels or signs.
- The teacher acting as scribe and modelling writing for the children.
- The experience of early reading
- Copying letters and words form the blackboard/whiteboard and the environment
- Learning to write his/her name
- The formation of letters will form part of the child's writing development but the bulk of the time will be devoted to expression and communication.

Oral Language and Writing

We recognize the importance of oral language in pre-writing activities. Children are encouraged to discuss the topics emerging from the reality of their own lives before writing. Orla discussion can explore.

- Various facets of a topic
- Why the topic is chosen to clarify ideas
- The language that might be used-words, phrases, expressions peculiar to the topic
- The type of format required by the genre in which the piece is to be written.

SUGGESTED STRATEGIES IN WRITING

Class level: Junior and Senior Infants

Oral Language Strategies in Writing

- o Brainstorming webbing Research T.G. p79
- o Conferencing T.G. p82
- o Organize "Response Partners ' within the class – charts to clarify roles and responsibilities (more structured than the latter point)
- o Thank aloud – children use this as part of the process of writing
- o Read Aloud –sharing personal writing with group/class/other audiences T.G. p84
- o Active Listening – to other children reading their personal writing and commenting constructively.
- o Mini Lessons – opportunities for children to ask questions and look for clarification e.g. T.G. p88
- o Character charts –charts on white board with descriptive words to describe characters
- o Word wall –whole class activity on whiteboard to help clarify the functions of words in sentences

- o Adjective frames Whole class activity on whiteboard. Names of characters are written across whiteboard and children brainstorm adjectives for describing characters. (they can refer to their character portfolios)
- o Make word webs

Ideas from following websites

www.Scoilnet.ie

www.bbc.co.uk

Class Level: First and Second

Oral Language Strategies in Writing:

- o Brainstorming Webbing Research (T.G.p79)
- o Conferencing –T.G. p.82 (with Teacher)
- o Think aloud – children use this as part of the process of writing
- o Active Listening - to other children reading their personal writing and drawing and commenting constructively.
- o Mini Lessons – opportunities for children to ask questions and look for clarification.
- o Word wall – whole class activity on white board to help clarify the functions of words in sentences.
- o Ideas from following websites.

www.bbc.co.uk

www.pcsp.ie

Class Level: Third and Fourth

Oral Language Strategies for writing:

- o Brainstorming Webbing Research T.G.p79
- o Conferencing –T.G.p82
- o Organize 'Response Partners' within the class with charts to clarify roles and responsibilities (more structured than the latter point) –stop person beside you (interrupt twice)
- o Think Aloud – children use this as part of the process of writing.
- o Read Aloud – sharing personal writing with group/class/other audiences T.G.p84
- o Active Listening to other children reading their personal writing and commenting constructively.

- Mini Lessons –opportunities for children to ask questions and look for clarification from their portfolio 91-2 minutes)
- Adjectives frames whole class activity on whiteboard. Names of characters are written across whiteboard and children brainstorm adjectives for describing characters (they can refer to their character portfolios)
- Make word webs-Invented language/slang
- Ideas from following websites:
  www.scoilnet.ie
  www.bbc.co.uk

Class Level: Fifth and Sixth
Oral Language Strategies for Writing:

- Brainstorming Webbing Research T.G.p79
- Conferencing –T.G.p82 Ask three before me, children encouraged where possible to ask (at most) three other peers for help before approaching teacher.
- Organize 'Response Partners' within the class with charts to clarify roles and responsibilities (more structured than the latter point)
- Think Aloud – children use this as part of the process of writing.
- Read Aloud – sharing personal writing with group/class/other audiences T.G.p84
- Active Listening to other children reading their personal writing and commenting constructively.
- Mini Lessons –opportunities for children to ask questions and look for clarification e.g. T.T. p88
- Character Portfolio-children develop a personal one over the year. They write profiles of characters from novels etc. and lists of words to describe them. Every child is asked to prepare an oral presentation (once a year) on particular character or characters.
- Word Wall – whole class activity on whiteboard. Names of characters are written across whiteboard and children brainstorm adjectives to describe characters. (they can refer to their character portfolios)
- Thought tracking –in pairs, write some of the thoughts of characters in thought bubbles. (Buy speech bubble stickers)
- Adjectives frames whole class activity on whiteboard. Names of characters are written across whiteboard and children brainstorm adjectives for describing characters (they can refer to their character portfolios)
- Make word webs-Invented language/slang
- Ideas from following websites:
  www.scoilnet.ie
  www.bbc.co.uk

www.pcsp.ie

Process of Writing

➢ Stimulate e.g. A piece of Art, story read, piece of Music heard, oral word on current affairs.
➢ Picture activity and talk about
➢ Oral language – discussion
➢ Brainstorming
➢ Ordering best ideas
  a. Using story boards starting and finishing one pictorially
  b. Put in word with picture
➢ Help words on board, on chart or word mat.
➢ Drafting e.g. Writing in every second line.
➢ Revising, clarify grammar
➢ Editing begin in 1st class using symbols that parents are aware of (whole School Approach). Peer editing and conferencing (train children to do it.)
➢ Editing symbols on a chart from 1st class
➢ Publishing

Different Audiences

We aim to provide a variety of audiences for the children's writing and this will broaden and expand as they mature. At first they will write mainly for themselves, for the teacher and their parents. Later their audiences will include:

- Peers
- Other teachers
- Parents
- Wider Community
- School website
- Local newspapers
- Other schools through use of I.T. e.g. Comenius
- Notice boards
- Little books

Different Genres

We are aware of the different genres and teachers aim to use as many as possible in with writing process. Different purposes and audiences require different genres. Children's writing should reflect the real purpose of written expression. Children need to have the experience of using language to enhance their writing ability. They are encourages to select and explore their own experiences through using a variety of genres.

- Stories
- Descriptions
- Explanations
- Arguments
- Letters
- Notes
- Diaries
- Recipes
- Writing in other curriculum areas
- Records of learning
- Reactions of reading
- Complete books

It is highly recommended that the following 5 key genre should feature in the children's writing.

Five Key Genres: (FIRST STEPS PROCEDURES)

1. Recount Writing: recount a sequence of events usually told in the order in which they occurred.
   e.g. A School trip
   A Science Experiment
2. Report Writing: to provide factual information about a topic. Care needs to be taken to ensure that the children do not copy chunks of text.
   e.g. An Individual Project
   A Class Project
3. Explanatory Writing: to explain how and why something happens or works/often combined with report or recount writing.
   e.g. How a model works
   What causes rust to develop?
   How lakes are formed
4. Procedural Writing: to instruct others how to carry out a process
   e.g. How to get to my house
   A recipe for pizza
   How to make a model

Rules for games
5. Persuasive Writing: to persuade others to a particular point of view, not necessarily one's own.
   e.g. Create advertising posters
   Make up jingles
   Write speeches for a debate

Poetry

"Teachers and pupils have their own individual personal tastes in poetry. It is important there is some flexibility in the selection of poetry by an individual class. However, each class has a list of suggested poetry as compiled by teachers."

List of suggested poems already included in Oral Section may be referred to here.

Handwriting

The primary purpose of writing is expression and communication. The ultimate aim of the curriculum is that each child would develop a legible, fluent and personals style of handwriting. (English curriculum p.52)

As handwriting is a skill it will require practice at regular intervals. Short but regular practice is recommended. Children will develop handwriting skills at different rates. Fine motor skill development is a vital component of pre-writing activities.

In Scoil Íde we use the cursive style print in the Junior classes and develop upon this in the middle and senior classes with the introduction of cartridge pens etc. Formal handwriting lessons are conducted it the Junior classes and in all other classes when the need arises. We seek to enable the children to develop their own style and a legible style for use throughout their lives.

Suggested Order of Teaching Letter Formation (Based on Jolly Phonics approach... please reference Jolly Phonics plan in appendices)

s a t i p n

c e h r m d

g o u e f b

ai j oa ie ee/or

z w ng v oo

y x ch sh th

qu ou oi ue er ar

Spelling

English Plan – The Development of 'spelling skills:
Conventions of spelling achieved progressively through a multi-dimensional approach and it includes:
   ➢ Accepting approximate spelling (information writing and junior infant scribbling and doodling)
   ➢ Linking spelling with the development of phonological and phonemic awareness (pre-spelling activities)
   ➢ Linking it with 'onset' and 'rime'
   ➢ Building up a bank of commonly used words (word banks in the classroom)
   ➢ Having a rich experience of environmental print
   ➢ Compiling personal and class dictionaries
   ➢ Using dictionaries and thesauruses
   ➢ Using the strategy of 'predict, look trace, write, check, use'
   ➢ Becoming familiar with common spelling rules
   ➢ Spellbound Programme from sen infants – 6th class. Spellings included from determined list.
   ➢ Newell Literacy Programme for phonics in place from 2nd – 6th class.
   ➢ Key elements in the development of spelling skills are using sound-letter relationships, pattern and meaning
   ➢ Weekly spelling tests and correction of writing to plan for and ensure acquisition and progression
   ➢ Learning support class teachers assigns spellings and resource teacher and support teachers assigned tests
   ➢ Information given to parents on the 'Look/Say/Trace/Cover/Write/Check method.

Punctuation and Grammar

The ability to use the parts of speech accurately and to observe the conventions of grammar can be developed in the context of children's general language development. In particular the process of writing, editing and redrafting gives the teacher ample opportunities to guide pupils towards and appreciation of the functions of the parts of speech and control of the conventions of grammar and punctuation. Punctuation and Grammar at each class level is done in the context of children's reading and writing and would include the following.

Class Level: Senior Infants

Punctuation

- Draw yourself and write your name
- Find capital letters in words
- Find capital letters in lists of letters
- Matching lower case and capital letters
- Copy lower case and capital letters
- Write the correct lower case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identifying correct sentences ie With capital letter and full stop

Grammar

1. Identifying/Ticking the correct sentence e.g. I had some sweet/ I had some sweets
2. Rewriting sentences and putting the words into the correct order.
3. Agreeing/Disagreeing with statements e.g. The dog flew away {Yes/No}
4. Filling in the missing words in sentences.
5. Selecting the correct word to complete a sentence e.g. The cat was--------the table{up/on}
6. Selecting the correct word to complete a sentence, using pictorial clues.

Class Level: First Class

Punctuation:

- Revision of capital letter/full stops
- Capital letters in months, days, titles and places
- Capital letter ~'I'
- Question Marks

Grammar:

1. Writing a sentence about a picture.
2. Rewriting sentences and putting words in the correct order.
3. Verb ~ Finding the missing verb to complete a sentence.
4. Constructing a sentence from a noun, a verb and an adjective.
5. Filling the blanks in short passages using nouns/verbs/adjectives.
6. Writing simple sentences to describe what is happening in the picture.
7. Writing sentences using verbs in past, present and future tense.
8. Writing sentences in singular/plural ~are/is.

Class Level: Second Class

Punctuation:

- Ordering the days/months ~ capital letters
- Commas ~ writing lists
- Writing addresses correctly
- Rewriting passages correctly ~ capital letters, full stops and commas.
- Use of comma ~ not before 'and'
- Exclamation Marks!
- Using exclamation marks as punctuation marks in a sentence.
- Speech marks
- Rewriting sentences / short passages using correct punctuation ~ revision of above work
- Composing short stories from pictorial clues, paying attention to correct punctuation.

Grammar

1. Revision of concepts of singular/plural; past/present tense, as introduced in First Class
2. Completion of a short story using suitable words/phrases {Cloze Procedure}
3. Rewriting instructions in the correct order.
4. Pronoun ~ Exercise replacing nouns with suitable pronouns
5. Selecting correct pronouns for different sentences
6. Further exercises ~ part/present tense, singular/plural
7. Preposition ~ Completion of sentences using correct prepositions
8. Rewriting given passages/ short stories in the past/present /future tense.

9. Writing about pictures, using nouns/pronouns, verbs and adjectives

Class Level: Third Class

Punctuation:

- Revision of punctuation concepts to date.
- Changing sentences to Questions
- Identifying sentences where commas should be used
- Further work on speech punctuation ~ quotation marks

Grammar

1. Verbs ~ grouping into categories e.g. Run + dash, spring, jog, chase, rush etc.
2. Making sentences more interesting by changing the verb e.g. I went to school
3. Writing short pieces e.g. Newspaper reports, diary etc in the first, second or third person { singular / plural}
4. Completion of sentences using personal pronouns
5. Collective Nouns ~ wring the collective noun for different groups
6. Find/Invent collective nouns for different groups
7. Using singular/plural or both

Class level: Fourth Class Punctuation

- Use of hyphens
- Use of apostrophe
- Apostrophes for possession
- Apostrophe ~ use with plural nouns ending in <u>s</u>
- <u>Semi – Colon</u>
- <u>Negatives</u>

Grammar

1. Changing nouns from singular to plural 'RULES'
2. List adjectives to describe a picture ~ write a short passage using the adjectives form your list.
3. Adjectives ~ comparative /superlative – Making a table
4. Using comparative adjectives to describe pictures.
5. Constructing sentences using comparative adjectives.
6. Changing adjectives to comparative adjectives – spelling rules

7. Compiling lists of comparative adjectives, going form least to most e.g. Tiny, small, big, huge, enormous.
8. Further 'tense work'
9. Adverbs ~ classifying by 'where' when 'how'
10. Finding a number of adverbs that can be used with a list of verbs

Class Level: Fifth Class

Punctuation

- Revision of punctuation concepts to date
- Contractions
- Direct and Indirect Speech
- Working with tenses, prepositions and clauses
- 'I' or 'me'

Grammar

1. Adding prepositions to sentences
2. In all writing activities, check for the correct use of words
3. Agreement of singular and plural with nouns and verbs
4. The use of double negatives e.g. I'm not going nowhere.
5. Classifying nouns by type# proper, common, collective, abstract.
6. Review of personal pronouns.
7. Clauses ~ Adding second clauses t sentences
8. Direct and Indirect speech

Class Level: Sixth ClassPunctuation

Dashes

- The Colon
- Simple Sentences
- Compound /Complex Sentences
- The Passive Voice
- Use of Brackets in sentences
- Conditionals

Grammar

1. Clarifying /further practice with pronouns and prepositions
2. Subject and Object in a sentence
3. Correct use of formal language
4. Review of past work

Reading

Broad Objectives

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

- Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary
- Develop their comprehension and analytical strategies
- Expand their understanding and usage of grammar, syntax and punctuation
- Expose them to and develop their appreciation of the richness and diversity of reading material
- Experience the pleasure and fulfillment to be gained from reading

Resources to be used in the reading program:

- A Print rich environment
- Labeling
- Flashcards
- Posters
- Interactive Charts
- Projects
- Class and corridor displays
- Class library
- ICT literary resources
- Dictionaries
- Catalogues
- Timetables
- Newspapers
- Magazines
- Pupils exposed to a wide variety of reading materials – fiction, non-fiction, drama, poetry

Oral Language Strategies in Reading:

Class Level: Junior and Senior Infants

- The focus will be on the 'big books' to develop reading skills through oral language
- Think aloud: The teacher will model this during whole class reading and encourage the children to use it especially during pair/ group reading
- Read Aloud: Children have opportunities frequently to take turns reading to the group/ class/ other audience (narrative, drama, poetry, expository text, own personal writing)
- Oral book reports: When a book has been read by the whole group
- Stories on tape: Children have to rework a text into a short text and provide directions and sound effects
- Picture books: Good quality illustrations to aid visualization and verbalizing skills and enhance the content and quality of exploratory talk
- Thought tracking: Choose two characters from a story and at various times in the story discuss what they might be thinking (whole class)
- Twinning: Using a theme from a recently read story or expository text, children create a story with a partner
- Children using 5 key questions: *Who/ what/ where/ when /why*
- Big books
-

Class Level: First to sixth class

- Comprehension and oral language *TG PG 63 –*
- Think aloud: The teacher will model this during whole class reading and encourage the children to use it especially during pair/ group reading
- Read Aloud: Children have opportunities frequently to take turns reading to the group/ class/ other audience (narrative, drama, poetry, expository text, own personal writing)
- Oral book reports: When a book has been read by the whole group
- Personal stories and talking stories (using stories and rhymes on tapes). Children have to rework a text into a short script and provide directions and sound effects
- Acting out stories that have been read and discussed in class
- Picture stimulus: Ask children to interpret a bare text or part of it through drawing and this can be used as part of a class discussion
- Thought tracking: Choose two characters from a story and at various times in the story discuss what they might be thinking (whole class)
- Twinning: Using a theme from a recently read story or expository text, children create a story with a partner
- KWL – whole class using the whiteboard: They use this strategy as they work in pairs on researching topics (project work) or on a piece of expository text
- Transforming genre: Children are provided with a poem, diary or letter. In pairs/ groups/ whole class they can discuss what story maybe laying beyond its context

- Think-pair-share: The whole class reads a set text quietly on their own and discuss it using this strategy
- Questioning: Teacher and children questioning skills
- Children using 6 key questions: *Who/ What/ Where/ When /Why/ What if*

Phonological and Phonemic Awareness:

- Discriminate between the separate sounds in words
- Learn the letters and letter combinations most commonly used to spell those sounds
- Read words by sounding out and blending their separate parts
- Write words by combining the spelling patterns of their sounds
- The ability to detect rhyme and alliteration

Jolly Phonics:

The Jolly Phonics program is introduced in Junior Infants and is continued onto the end of First Class.

Children in Junior Infants learn the following:

- Letters A-Z: recognise letters and their sounds.
- Recognise ai, oa, ee, ou, ue, er, ar, or, and their sounds.

Children in Senior Infants and First Class learn the following:

- Sounds: children revise the sounds learned in Junior Infants. They also learn the following two blend sounds
-sh, ch, th, oo, ie, ng, qu, oi and er.

- Children learn to blend consonant and short vowel sounds (cv)
- Children are taught to blend three letter words (cvc).

The school follows the <u>Newell Literacy Phonics Programme</u> from Second Class to Sixth Class.

Children learn to develop a phonological and phonemic awareness by:

- Learning nursery rhymes and rhymed stories
- Reproducing rhymes
- Clapping and dancing to syllable rhythms
- Playing 'I Spy' games involving onset and rime
- Segmenting sentences into individual words
- Matching the length of a word to its utterance

Onset and Rime

Scoil Ide recognizes the importance of onset and rime in analyzing words into their constituent sounds. (Suggested rimes see: TG page 59)

Activities could include the following:

- Listening, learning and saying rhymes.
- Listening to stories with rhyme.
- Match two rhyming words using pictures
- Rhyme completion exercises.
- Rhyme production exercises.
- Supplying rhyming words
- Rhyme discrimination exercises.
- Rhyme analogy (use to read and spell new words)
- Vowel diagraphs –ook, -on, -oom, -eed, -eep, -eel etc.
- Discrimination of initial, medial and final phoneme.

Syllabic awareness

A syllable is a word or part of a word spoken with one breath. Syllabic exercises help children to learn how to make and break words and to become more alert to constituent parts of words.

To enable the children in Scoil Ide to identify syllables in words, the following techniques are encouraged:

- Clapping the number of syllables in a word
- Counting the number of syllables while teacher says longer words aloud.

- Put your hand under your chin, say the word and count how many times your jaw drops = number of syllables.

Comprehension Strategies and Acquisition of Word Identification Strategies.

Word Identification

In order to acquire the ability to identify words speedily and fluently, the child needs to use information from different sources.

These sources of information or cueing strategies are based on the child's

- Knowledge of letter-sound relationships (graphic/phonic cues)
- Experiences and understanding of the world (meaning or semantic cues)
- Knowledge of the forms of language (syntactic cues)
- Knowledge of the directional and positional conventions of print.
- Awareness of the function of punctuation marks.

When the child is reading independently, they use these cues to

- Predict
- Identify
- Confirm/ self-correct.

Basic Sight Vocabulary

Basic Sight Vocabulary will be acquired from a number of sources such as Language Experiences

Material i.e news, brainstorming, large format books, environmental print, labeling and flash cards. The Dolch list is taught consistently on formal and informal levels. The Jolly Phonic flowers are used from infants to 1st and then the entire dolch list is constantly reinforced in the remaining classes and formal lessons taught as required. (Dolch 220 word list)

 Ref www.theschoolbell.com for comprehensive list and associated activities.

Comprehension Strategies:

Children's comprehension skills should be enhanced predominantly through oral language activity. Guided and well discussed exercises led by the teacher reap great benefits.

Oral Strategies:

- Oral Cloze Procedure
- Read and Re-tell
- Non verbal interpretation of a text
- Sequencing
- Skimming and scanning
- Composing Questions

The Four Levels of Comprehension must be borne in mind in planning/teaching

- Literal Comprehension
- Inferential
- Critical reading
- Creative reading

Key elements in developing independent reading in the school are:

- Children building up a sight vocabulary to help them become more independent readers.
- Word identification strategies are taught each year
- Children are provided with a variety of books for sustained silent reading.
- The print rich environment is further enhanced at this stage whereby the children's work can be displayed around the class and school lending to a more print rich environment. Text books in other subject areas are used to provide other reading materials, They can also be used for information and to help with other class work.
- Parents are encouraged to read with their child at home. Parents (subject to vetting) are invited into the school to do paired reading with various classes.
- Paired reading:
    J.Inf with 4th class

Sen. Inf with 5th class

1st class with 6th class.

- Class novels are used from Second to Sixth class. Different activities (pairs, group, and whole class) are experienced e.g mapping, character sketches, drama, illustrations, diary entries etc.
- Children will be taught how to – Predict, clarify, question and summarize.
- Strategies that can be used for non-fiction material are:
  SQ3R and KWL.

  SQ3R- survey, question, read, revise and review.

  KWL; - what I know, W- what I want to know, L- what I want to learn.

Reading Schemes

Junior Infants: No Formal Reading

Senior Infants: Look at This

                Visiting

                Stories for You

                A New Baby

First Class: Here comes Buster

                The Bouncing Castle

                The Dinosaur Egg (in class resource)

                Penny's First Book of Facts (in class resource)

Second Class: The Lost Dog

                Jill's New Roller Blades

Third Class: A Perfect Fit

                No Room for an Elephant

Fourth Class: It's Not Fair

                Flying Free

                A-Z Fact Book (in class resource)

Fifth Class: The Jazzman

                Edge

Sixth Class: White Fire

                The Drumming of Hooves

School/Class/Local libraries

- Teachers are individually responsible for selecting books for the class library with a good mixture of fiction and non-fiction books
- Each class will participate in a Library visit to the Clondalkin Library and the children are also encouraged to visit the Library out of school hours

Promoting the Culture of Reading

- World Book Day
- Library Books
- Reading Aloud
- D.E.A.R time (Drop everything and Read)
- Visits to the local library
- Guest authors
- Books on tape
- Modelling Reading
- USSR – Uninterrupted sustained silent reading
- Use of Interactive Whiteboards

Assessment and Record Keeping

Teachers Observation and Check Lists:

Standardised tests and diagnostic tests are used in our school. Strands and strand units are tested through informal and formal activities such as observational and follow-up activities.

Assessment and Record Keeping
The Primary School Curriculum 1999 provides the educational rationale for assessment and describes it as an integral part of teaching and learning. The two functions of assessment are:

- Assessment for Learning – uses information to inform future teaching and learning
- Assessment of Learning – provides a record of pupils' progress and attainment at the end of a given period of learning.
-

Standardised tests simply measure a pupil's achievement on particular test item at a given time and relate it to the achievement of pupils of a similar class and age. Pupils may be excluded from the test if in the view of the school Principal if they have a learning or physical disability which

would prevent them from attempting the test or in the case of newcomer pupils where their level of English is such that attempting such a test would be inappropriate. (circular 0138/2006)

Scores from standardised tests are used in conjunction with other classroom assessments and teacher recommendation for the selection of pupils for supplementary teaching (see Learning Support Guidelines 2000)

Informal

We endorse informal assessment approaches according to the curriculum. A variety of informal assessment tools include the following:

- Teacher Observation
- Teacher designed tasks
- Work samples and checklists

Formal

- School designed tests for Junior Infants (Early at risk indicators) are administered as required.
- M.I.S.T. test is administered with Senior Infants.
- Standardised tests, Micra T and Sigma T are administered from 1st-6th class by the class teacher supported by S.E.T.
- Diagnostic tests are administered as the need arises after receiving parental consent.
- The NRIT is administered to 1st and 3rd each May/June.
- Results of tests to be reported to parents on new NCCA report templates annually.

Scores are recorded and inputted to our Pupil Tracking Forms that follow each child from junior infants to 6th Class. Results are stored securely in locked filing cabinets.

Aggregated results of standardized tests conducted in the school must be reported to the BOM and the DES from June 2012 onwards.

Standardised tests to be implemented in 2nd/4th and 6th in May/June from 2012 onwards.

Children with Different Needs:

- Teachers support and ensure the participation of children with special needs, learning difficulties, speech and language difficulties through referral to the S.E.T. and links to outside agencies such as N.E.P.S. We refer exceptionally able children to D.C.U. (an Oige Threidheach – centre for youth) Classroom teachers differentiate tasks and expectations accordingly. Mixed ability between classroom teacher and learning support staff. Good S.N.A. support provided by the S.N.A.'s in the school. Potential early school leavers are targeted by enrolling them in the homework club as part of the home-school completion programme. Parents are involved in shared reading in the Junior classes. There is a collaborative approach in devising individual profile and language programme for pupils who have been selected for supplementary teaching.

Equality of Participation and Access:

- Boys attend Scoil Íde from junior infants – 1st class
- Equal opportunities given to boys and girls to participate in discussions, presentation, reading activities, writing activities and have equal opportunities to use I.C.T.
- All children have access to services, facilities or amenities in the school environment.

Provisions Provided:

- Children experiencing any form of disadvantages can attend the school completion programme after school.
- Children with disabilities receive appropriate support for their needs.
- Class teachers offer support for families with literacy problems.
- Language support teachers are available to help out families for whom English is not the first language.
  Class teachers would also be available to offer support.

Timetable

Time allocated to literacy

- 6.5 hrs hours for Junior and Senior Infants (1hr 18min per day)
- 8.5 hrs hours for 1st – 6th class. (1hr 42 min per day)

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The process of language learning can be developed through integrated activities. Thematic, cross curricular approaches.

Homework

(Refer to school's homework policy)

English reflects the active learning approach as described in the curriculum. There is a balance in homework assignments between oral, reading and writing activities. Special consideration is given to some pupils in assigning homework differentiation the content for the weaker children. There is co-ordination between the class teacher and the learning support teacher in setting homework assignments.

Library:

- Library in each class
- Access to local library - * visiting authors *reading from authors *themed activities
- Block loan facility from local library
- Good selection of fiction, non-fiction and poetry books in each class. Some class libraries need updating
- Reading corner in Junior classes.
- 'Write a Book' Initiative is encouraged
- Children encouraged to respect and use library.
- Library included on book list.
- Borrowing of books structured in junior classes. Informally borrowed in senior classes (according to when a child finishes a book).
- Children encouraged to give book reviews/make presentation on books read, from junior classes up to senior classes.
- Children visit local library for reading from authors.

Resources

A good variety of English books available throughout the school, but more CD's and I.C.T. Material would benefit the children. Posters/Charts, software videos are in plentiful supply.

A good choice of supplementary reading material is available for every class level. A list of resources is available for all class teachers.

A costume press is used for storing clothes for drama/concerts.

Tape recorders, video cameras , digital camera are available in the school. Green school project is in progress in our school and it gives the children the opportunity to engage in discussion at meetings and offers them forums for engaging in environmental activities.

I.C.T.

Selections of CD's in English is available in the computer room. Most of the software is filed and catalogues in the filing cabinet, which is located in the computer room. Teachers decided on software purchased and Tesco vouchers were used to obtain further software.

Special needs teacher works with children in computer room and uses various programmes suitable for their needs I.C.T. is used to help children present their work – example. Mothers Day cards, Easter cards, Birthday presentations etc... I.C.T. is used to develop project work, displays, poetry, make a book and Newsletters. Teachers encourage interaction and dialogue during use of computers. A code of practice exists to ensure safe internet usage when it is in use. Appropriate hardware and software is installed to ensure safety. On-going monitoring is carries out regularly by the I.T. facilitator.

Individual Teachers Planning and Reporting

The whole school plan and the curriculum documents for English outline aims and objectives for each strand unit for each class. They provide guidelines what needs to be covered with each class throughout the school yea. Teachers can make short and long term plans according to the appropriate strand units for his/her class.

This is managed by completing monthly cuntas miosuil, by having a yearly plan and short term plans.

When reviewing and developing the whole school plan, teachers can analyse from the cuntas miosuils what is working well, what needs reviewing.

Staff Development

 ➢ Teachers have access to current research, reference books, resource materials, web sites dealing with language dealing. These are stores in the staffroom and may be obtained from class teachers. E.g. Language Support teachers. Learning Support teachers etc...

- ➤ Courses are available for teachers in Dublin West Education Centre. Teachers are informed about the course and are encouraged to attend. Details of the courses are posted in the staffroom.
- ➤ Teachers are encouraged to share the expertise acquired at these courses during staff meetings. After completing a course, it is put onto the agenda for the next staff meeting.
- ➤ Time is allocated at staff meetings to discuss literacy issues, language development and specific language disorders. Teachers may note on the agenda any of the above issues that may concern them.

Parental Involvement:

- ➤ Parents made more aware of the importance of sounds and letters when beginning the writing and reading process. Emphasis more on methologies used as opposed to number of books covered.
- ➤ Parents assist child's oral language development by encouraging the child to talk about their interests, daily activities etc...Could use children's life experience as a basis and build on this. In senior classes, children are a good way of motivation children to talk.
- ➤ School/class may organize a list of resources such as library books, tapes or games that may help the child develop language skills e.g... Alphabet games, matching f=games/peg boards for co-ordination etc. Library books are brought home by children on a daily basis.
- ➤ Parents can support their child's reading through a variety of approaches e.g. Paired reading, shared reading story reading, providing an environment rich in print integrating I.C.T. e.g. Follow along stories. Parents could get involved in homework where they hear the children's reading and talk about the stories, characters etc.
- ➤ School can encourage parents to allow children to access library and visit it with children to choose appropriate books/reading materials.
- ➤ Parents can assist in the development of child's writing by becoming involved and interested in children's activities e.g. In junior classes parents should be encouraged to help children form letters correctly. Should ask children about writing activities in school and expand on these. In senior classes, children undertake the writing process. Parents can help children acquire a store of vocabulary that can be use in this e.g. Adjectives when describing hair etc. Listen to stories the child creates in school and question them on characters etc...
- ➤ Meeting may be good idea at beginning of school year e.g . . . . September or early October on how parents can help in reading and writing process by junior class teachers.
- ➤ Parents should be given a list of possible I.C.T. programmes that may help strengthen areas of e.g. Phonics programmes etc....
- ➤ Information can be shared with parents through presentation at induction meetings for new infant parents, discussions at parent/teacher meeting, school newsletters .
- ➤ School can support parents with literacy problems by been welcoming and encouraging them to approach teacher with any questions /queries. Class teacher should be enabled to assist parent with possible ideas/activities to do at home with child.

Community Links:

Events are organized in the local library and our school is kept informed, where suitable, children from Infants – 6th can attend these (e.g. Storytelling, poetry reading). Children can also visit the library with the class teacher and up to 30 books can be withdrawn by the teacher on a block loan. The school also has a homework club which provides additional support with all curricular areas.

Success Criteria:

What's happening in the classroom is the same as the plan,; co-ordination, formal assessment, teacher observation; good communication between teachers.

Implementation:

Roles and responsibilities – the Principal, ISM and Class teacher. share responsibility for the co-ordination and implementation of the policy.

Date – This policy will be implemented in April 2012.

Review:

The first formal review will take place at the May 2013 staff meeting

Ratification:

Ratified by Board of Management on _____

                    Signed:_____

APPENDICES

JOLLY PHONICS RESOURCES 2012

	FRIEZE	BIG BOOKS	CD	SONG BOOKS	
RM 1	*	1-5 shared with RM 2	*	*	
RM 2	*	1-5 shared with RM 1	*	*	
RM 3	*	1-3	*	*	
RM 4	*	1-3	*	*	
RM 5	*	*	*	*	
Mrs Walsh	*	*	*	*	Copy of children's workbooks
Ms. Costelloe	*	1-7 small books	*	*	Copy of children's workbooks
Ms Frost	*	1-7 small books			
Ms Dempsey					

Phonics Programme: Newell Literacy Programme Handbooks available for each class level.

Literacy Hour: Games for First Class

Sunken Treasure Adventure

Socially Speaking

Max's Attic

Python Path

Phonics Game Book

Riddle Maze

Syllable Safari

Phonics Lotto

CVC Wordspin

Boggle

Junior Scrabble

Jolly Phonics Plan Junior Infants – 2nd Class

Scoil Íde

Resource	Jnr Inf.	Sen. Inf.	1st	2nd	
Big Books	1-7	1-7	4-7	N/A	
Pupils WB	1-3	4-7			
Grammar Handbook and Big Grammar Book	I and Big grammar Book	1and Big Grammar Book		2 and Big Grammar Book	
Wall Frieze	yes	Yes	yes	N/A	
Jolly Stories	yes	Yes	yes	N/A	
CD	yes	Yes	yes	N/A	
DVD	Stored in Resource Room				
Jolly Flower Words	Blue Flowers and Starways Readers x 2 Hello and Jen Likes to Hide	Yellow and Green Flowers	All Flowers	N/A	
Additional Readers		Small Red Readers	Small Yellow Readers x	Small Green Readers x	

			12	12	
Letters Sounds Taught	a-z sounds lower case letters	a-z sounds letter and lower case letters	All sounds and blends	N/A	
Games	Bingo, Snap, Matching, etc See Handbook	Memory, Bingo, Sentence Strips etc See Handbook	Games for Fun and Grammar Hand Book Ideas		
Word Books	1,2,3, 1a,2a, 3a	7-13	13 - end		
Sound Books	My a-z sounds Book (Photocopied handmade)	Sounds Books			
Library Books	Rotated: Each child brings home one for one week. Returned on Friday and rotated following week.				
Jolly Songs Books (Teacher Resource)	Yes	Yes	Yes		

Each class now has the jolly phonics interactive cd available as Jolly phonics interactive cd rom (site license version has been purchased and installed in classes from Jun Inf. to 1st/2nd and in resource rooms).

Jolly Phonics Plan Junior Infants – Resource Scoil Íde

Resource	Mrs Walsh	Ms. Costelloe		Ms Frost	Ms Dempsey	
Big Books	1-7	N/a		Hard Back small version	Hard Back small version	Hard Back small version
Pupil WB	1-7	N/A				
Grammar Handbook and Big Grammar Book	1+2	1+2				
Wall Frieze	Yes	Yes	Yes	Yes	Yes	Yes
Jolly Stories	Yes	Yes				
CD	Yes	Yes				
DVD	Stored in room					
Jolly Flower Words	All	Yes				
Additional Readers	Small Yellow Sets x 3	Small Yellow Sets x 3				
Letters Sounds Taught	All	As needed				
Games	Various	Various				
Word Boxes	As needed	As needed				
Sound Books						
Library Books						
Jolly Sounds	Yes					

INDEX to WORD LISTS

For **common endings** see under **suffixes**, and for common **beginnings** see under **prefixes**.

Wordshark 3s

THE DOLCH BASIC SIGHT VOCABULARY - 220 WORDS

Set A

a	and	he	I	
in	is	it	of	
that	the	to	was	(12 words)

Set B

all	are	as	at	
be	but	for	had	
have	him	his	not	
on	one	said	so	
they	we	with	you	(20 words)

Set C

about	an	been	before	make	me	much
big	by	call	came	my	new	no
can	come	could	did	off	old	only
do	down	first	from	our	out	over
get	go	has	her	see	she	some
here	if	into	just	them	then	there
like	little	look	made	too	up	want
went	were	when	must	now	or	right
which	who	will	their	this	well	where
your	(64 words)				

Set D

after	white	us	three	take	pretty	
any	would	warm	two	these	read	
away	again	why	use	to-day	run	
black	around	write	wash	under	shall	keep
brown	because	always	wish	very	six	let
cold	blue	ask	yellow	what	start	many
don't	buy	best	am	work	ten	once
eight	cut	both	ate	yes	those	play
fast	draw	carry	better	ran	try	put
found	every	does	bring	round	long	ride
gave	find	drink	clean	seven	never	say
good	four	fall	done	sit	pick	sing
help	give	five	eat	soon	pull	small
hurt	got	full	far	tell	red	
kind	hold	goes	fly	think	saw	
light	its	green	funny	together	show	
may	know	hot	going	upon	sleep	
open	live	jump	grow	walk	stop	

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

Jolly Phonics Pre-cursive Print.

s a t i p n c k e

h r m d g o u l

f b i z w v y x q