***English Plan***

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# ***English - Whole School plan***

### **Introduction**

This English whole school plan was prepared by the staff of Roundfort NS during the academic year 2021 - 2022 and will be implemented in full from September 2022. It will be reviewed periodically.

### **Rationale**

In Roundfort NS, we are committed to the holistic development of all pupils. We see the development of their fluency in the English language as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word. In our school, therefore, we attach a high priority to giving pupils a command of English.

### **Aims of the English plan**

1. To enable the children to speak, read and write independently and effectively.
2. To foster an enjoyment and appreciation of the English language.

**Broad Objectives, Content and Methodologies**

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy.

**Oral Language, Junior Infants to Rang 6**

**Broad Objectives**

The aim of this plan is to provide a structured sequential programme for teachers to enable children to:

1. Gain pleasure and fulfilment from language activity
2. Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
3. Develop fluency, explicitness and confidence in communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

**Oral Language: Content and Methodology for Junior & Senior Infants**

| **Developing Receptiveness to Oral Language** | **Developing Competence & Confidence in Using Oral Language** | **Developing Cognitive Abilities Through Oral Language** | **Developing Emotional & Imaginative Life Through Oral Language** |
| --- | --- | --- | --- |
| * Experience, recognise and observe simple commands.   *Observe commands and classroom instructions*   * Listen to a story or description and respond to it. *Oral responses to the story. Questions and answers. Use of story tapes* * Hear, repeat and elaborate words, phrases and sentences modelled by the teacher *Teacher models correct speech structure*. * Use and interpret tone of voice expressing varying emotions *Teacher uses voice control to express emotions during storytelling, poetry, drama, Big Books etc*. * Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner. *Understanding and development of use of eye contact and body language* * Mime and interpret gestures, movement and attitude conveying various emotions. *Integrated with SPHE. Appropriate conversation cues* | * Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. *Talk about experiences during news time, birthdays, maths time. Discuss the child's future plans, holidays, after school activities. Maths – relate to Time SESE – related to Timelines Imaginary experiences – storytelling, drama, song* * Choose appropriate words to name and describe things and events. *Vocabulary development and language enrichment* * Experiment with descriptive words to add elaborative detail. *Vocabulary development and language enrichment* * Combine simple sentences through the use of connecting words. *Language activities based on use of conjunctions ‘and’ ‘because’ ‘then’* * Initiate and sustain a conversation on a particular topic. *Sustain particular topic through circle time, news time. Use cross curricular subjects for language development – Grow in Love, SPHE, SESE* * Use language to perform common social functions. Daily classroom interaction - *Use language for manners, formalities, orders* | * Provide further information in response to the teacher’s prompting. *Teacher provides a comfortable environment and positive prompting. Give the child time/space to respond. Use of Circle Time for a positive environment.* * Listen to a story or a narrative and ask questions about it. *Storytelling, questioning, use of Stay Safe/ Walk Tall programmes for further development of cognitive ability* * Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. *Link with Maths for colour, shape, size. Everyday movements around classroom for order, e.g. Time, Circle Time, Action movement* * Discuss different possible solutions to simple problems. *Provide a wide range and level of questioning* * Ask questions in order to satisfy curiosity about the world. *Ask questions relating to child’s own environment, experiences, family, news, SESE* * Show understanding of text. *Questioning re text to develop appreciation and understanding* | * Reflect on and talk about a wide range of everyday experience and feelings. *Everyday experiences expressed through News, SPHE, Walk Tall* * Create and tell stories. *Finishing, sequencing, changing ending or beginning of stories. Use of objects to create a story* * Listen to, learn and retell a rich variety of stories, rhymes and songs. *Use a variety of stories and rhymes*. *Re-tell stories that children enjoyed in the past, children’s choice of stories.* * Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt.  *Discuss poems/rhymes. Enjoyment of drama, oral language lessons. Discussion. Provide props for drama* * Use language to create and sustain imaginary situations in play. *Development through drama, mime, role-play* * Listen to, learn and recite rhymes, including nonsense rhymes. *Use of nursery rhymes and riddles for Junior and Senior infant Classes. Develop nonsense rhymes, change original rhymes* * Listen to, learn and ask riddles. *Experience and enjoy riddles* * Create real and imaginary sound worlds. *Use of Auditory discrimination CDs* * Experiment with different voices in role-playing. *Character development-variety of peoples, ages etc* |

**Oral Language: Content and Methodology for 1st & 2nd Classes**

| **Developing Receptiveness to Oral Language** | **Developing Competence and Confidence in Using Oral Language** | **Developing Cognitive Abilities Through Oral Language** | **Developing Emotional and Imaginative Life Through Oral Language** |
| --- | --- | --- | --- |
| * Experience challenging vocabulary and sentence structure from the teacher. *In oral language activities and other curricular areas, the teacher will expose the children to increasingly more complex and challenging vocabulary and language use* * Listen to stories, descriptions, instructions and directions and respond to them. *In English and other curricular areas, the children will have the opportunity to listen to stories and direction, and to respond to them.* * Listen to sounds and respond to them. *Children will be encouraged to listen carefully to sounds, and to respond accurately to them* * Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener. *The children will frequently have the opportunity to address the teacher and class, when sharing news, telling stories, news item etc* * Use gesture and movement to extend the meaning of what he/she is saying. *The child will frequently have the opportunity to address the teacher and class in a meaningful manner, as above* * Express in mime various emotions and reactions, and interpret the emotions and reactions of others. *Children will be afforded this opportunity in English activities, and in other curricular areas such as SPHE, Religion etc* | * Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences. *Oral discussion during English language activities, as well as other curricular areas* * Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. *In English and other curricular areas, the children will be encouraged to use increasingly more elaborate vocabulary and sentence construction* * Experiment with word order and examine its implications for meaning and clarity. *Children will be encouraged to experiment and become aware of word order, especially in relation to past, present and future tense* * Focus on the subject under discussion and sustain a conversation on it. *Use of language posters and brainstorming to initiate and sustain discussion*  Initiate discussions, respond to the initiatives of others, and have practice in taking turns. *Children will be encouraged to express opinions, and tell stories, re-count news events etc and will be encouraged to take turns and to listen to the expressions of others* * Engage in real and imaginary situations to perform different social functions. *Children will be afforded this opportunity in English activities, and in other curricular areas such as SPHE, Drama, Religion etc* | * Give a description, recount a narrative or describe a process, and answer questions about it. *Narratives and accounts in English Language activities, as well as other curricular areas* * Listen to a story, poem or a narrative and ask questions about it. *Children will listen to stories and accounts given by the teacher, and will be encouraged to ask meaningful questions about what is heard.* * Listen to other children describe experiences and ask questions about their reactions to them. *Children will be encouraged to listen attentively to other children, and to question them meaningfully, whether working at English activities or other curricular areas* * Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates. *Children encouraged to become increasingly explicit in their accounts.* * Engage in real and imaginary situations involving language use. *This objective will be met through English activities, as well as through Drama, Poetry, SPHE, and other curricular areas* * Ask questions that will satisfy his/her curiosity and wonder. *Children facilitated to ask questions in English as well as in other curricular areas* | * Describe everyday experiences and events. *News time, Religion, SPHE* * Express feelings in order to clarify them and explain them to others. *Circle Time and SPHE* * Tell stories in his/her own words and answer questions about them. *News time, other curricular areas* * Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. *Use of a wide variety of poetry. Children will also be encouraged to bring in and recite their own poetry for the class* * Re-create stories and poems in improvisational drama. *Linked with Drama curriculum* * Use play and improvisational drama to sustain imaginary situations. *Based on other curricular areas as well as English* * Listen to and say nonsense words and unusual words. *Nonsense poetry. Also linked to Phonics programme* * Listen to, learn and tell riddles and jokes and tongue twisters *Experience and explore riddles, jokes and tongue twisters* * Clap the rhythms of poems and rhymes. *Pulse and rhythm activities integrated with the Music programme* * Listen to, read and recite more sophisticated nonsense verse and rhymes. *Children will enjoy a wide variety of poetry, rhymes and nonsense verse* * Recognise and re-create sounds in the environment. *Use of auditory discrimination tapes. Linked with Music programme*. * Use imaginative play to create humorous characters and situations. *Exploration of imaginary situations and characters, use of drama* |

**Oral Language: Content and Methodology for 3rd & 4th Classes**

| **Developing Receptiveness to Oral Language** | **Developing Competence and Confidence in Using Oral Language** | **Developing Cognitive Abilities Through Oral Language** | **Developing Emotional & Imaginative Life Through Oral Language** |
| --- | --- | --- | --- |
| * Experience the teacher’s use of challenging vocabulary and sentence structure. *Questions and instructions. Draw attention to new vocabulary* * Listen to, retell and tape a narrative or a description, taking turns giving the account. *Use of tape recorder to improve oral language. Also encountered in reading and writing* * Give and follow instructions on how to perform a particular task or process. *Teacher instruction in conjunction with drama, class discussion, circle time etc* * Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others. *Use of expression in reading, narrative etc* * Use of mime to convey ideas, reactions, emotions, desires and attitudes. *Mime linked to poems and stories learned in class* * Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips. *Listen and respond to musical piece. Respond to events attended, eg Cork Pops Orchestra* | * Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered. *Circle Time, news etc* * Initiate conversations and respond to the initiatives of others in talking about experiences and activities. *Group work and circle time* * Present ideas that are relevant to the subject in a logical sequence. *Project work - Use of questions in sequence* * Summarise and prioritise ideas. *Class discussion – brainstorming in groups and project work in groups* * Discuss the meanings and origins of words, phrases and expressions with the teacher. *Based on phonics, History and Geography, eg Roman numerals, as well as English* * Become aware of new words and new connotations of words through his/her reading and writing experience. *underline and explain new words* * Play synonym and antonym games. *Words encountered in reading and the writing of same, e.g skills book* * Become familiar with the functions without necessarily using technical grammatical terms. *Skills books and activity book work* * Practice the common social functions in the everyday context of class and school and through improvisational drama. *Instructions e.g. Good morning, Proper Line etc* * Make lists of local expressions and words. *To be compared with word usage of overseas children* * Use improvisational drama to re-create well-known characters. *Nativity Plays, history plays etc* | * Discuss issues that directly affect his/her life. *Topics encountered in Circle Time, Stay Safe, Walk Tall etc* * Discuss a story being read and predict future events and likely outcomes in it. *As in reading, e.g. what will happen next in the story* * Discuss different possible solutions to problems. *What would you do? Circle Time, Walk Tall, Stay Safe etc* * Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. *Topics encountered in Circle Time, Stay Safe and Walk Tall* * Discuss causes and effects in relation to processes and events and predict possible outcomes. *As well as English work, SPHE work – consequences of choices made* * Listen to a presentation and discuss and decide which are the most important questions to ask. *Questions, eg what top five questions would you ask a famous person?* * Learn how to use the basic key questions. *Use of – who, what, when, where, why etc? Essays and critiques and project work* * Make presentations to the class about his/her own particular interests. *Informally in class as well as formally project work and Circle Time* * Justify personal likes and dislikes. *Discuss books etc in class* * Argue a point of view and try to persuade others to support it. *Beginning* *Debate in class* * Explore historical events through improvisational drama. *Drama on a particular incident, e.g. Helen of Troy* * Explore reactions to ideas through improvisational drama. *Character roles – happy/sad etc* | * Describe everyday experiences to the class or group and discuss them. *News, Circle Time, religion etc* * Discuss favourite moments, important events and exciting characters in a story, play or poem. *Based on reading materials and class discussions* * Express reactions to events and characters in stories. *Based on reading and class discussions* * Discuss reactions to poems. *Question the children. Allow them to give their views* * Create and tell stories to the class or group and retell them after questioning, comparing the versions. *Teacher directed as well as developed by child* * Express feelings and attitudes through improvisational drama. *Drama, stories. Acting out a poem* * Create and sustain imaginary contexts through improvisational drama. *Dramatisation of stories, poems etc* * React to poems through improvisational drama. *Dramatisation of poetry* * Dramatise stories. *Dramatisation of stories read in reading time as well as SPHE, Religion, history etc* * Experience and enjoy playful aspects of language. *Tongue twisters, synonyms, antonyms, compound words, riddles and rhymes, nonsense verse* |

**Oral Language: Content and Methodology for 5th & 6th Classes**

| **Developing Receptiveness to Oral Language** | **Developing Competence and Confidence in Using Oral Language** | **Developing Cognitive Abilities Through Oral Language** | **Developing Emotional & Imaginative Life Through Oral Language** |
| --- | --- | --- | --- |
| * Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure. *Discussion, debate, questioning. Listening to and extracting key ideas.* * Listen to expressions, reactions, opinions and interpretations and retell or summarise them. *Debate, discussion, news telling* * Listen to radio broadcasts and discuss what has been learned. *Re-telling news. Discussion* * Follow detailed instructions or directions from others in order to test their accuracy. *Explorations, instructions* * Take part in games in which unseen objects are identified from descriptions given by other pupils. *Questioning and description activities* * Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others. *Good diction with appropriate expression encouraged* * Use mime to convey ideas, reactions, emotions, desires and attitudes. *Character role play and non-verbal communication* * Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs. *Discussion, assigning conversation to pictures* * Listen to or watch sound tapes, recordings and films and discuss how sound effects enhance the content. *Discussion, comparing and contrasting* * Listen to authors reading and discussing their own work. *Interviews, character interviews and questioning* | * Acquire the ability to give detailed instructions and directions. *Instructions and explorations* * Converse freely and confidently on a range of topics. *Debates. Defending viewpoints* * Give and take turns in an environment where tolerance for the views of others is fostered. *Teach respect for communication through turn taking, formal debates, Circle Time etc* * Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. *Role play and mime* * Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language. *Discussion of jargon, slang, different usage etc* * Understand the functions and know the names of the parts of speech. *Noun, verb, adjective, adverb, conjunction, articles* * Learn about and name the basic properties of nouns and verbs. *Different types of nouns. Functions of verbs. Tenses of verbs* * Become familiar with compound and complex sentences and know and understand the terms ‘phrase’ and ‘clause’. *Teacher directed lessons, and contextual usage* * Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts. *Narratives, description activities* * Discuss the meaning, effect and diversity of local words and expressions. *Exploration and discussion of local words, phrases, syntax usage* * Hear accents and dialects other than his/her own on tape and on video and discuss them. *Awareness of and Respect for accents and dialects other than their own* * Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations. *Character role-play. Story re-construction* | * Discuss ideas of major concern. *Debate. Discussion. Circle Time Topical, national and international issues.* * Discuss ideas and concepts encountered in other areas of the curriculum. *Discussion, debate and questioning during English time as well as in other curricular areas*  Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept. *Local issues to global issues. Personal issues to more general* * Use the basic key questions and checking questions as a means of extending knowledge. *Use of who, what, where, why etc in English work as well as in project work* * Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them. *Questioning logic* * Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates. *Debate. Defending viewpoint* * Justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view. *Debate. Defending viewpoint* * Respond to arguments presented by the teacher. *Questioning and debating* * Discuss the value, truth or relevance of popular ideas, causes and proverbs. *Discussion, debate, creative enquiry, Circle Time* * Explore and express conflicts of opinion through improvisational drama *Character interviews and role play* * Explore historical contexts through improvisational drama. *Character interviews, role play and news telling* | * Discuss with others his/her reactions to everyday experiences and to local, national and world events. *News telling and discussion. Circle Time* * Discuss the concerns of other children. *Everyday experiences as well as issues of local, national and international concern* * Discuss ideas, concepts and images encountered in literature. *Discussion, Art, Debate based on literature* * Discuss personal reading and writing. *Reading aloud children’s compositions. Discussion* * Express individual responses to poems and literature and discuss different interpretations. *Expressing personal preferences and re-actions. Discussion* * Discuss plays, films and television programmes. *Discussion, story re-construction, compare classification of genre* * Experience and enjoy playful aspects of language. *Nonsense poetry, riddles, rhymes, limericks, tongue twisters* |

#### **Reading**

**Broad Objectives**

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

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

**Phonics**

**General Principles**

* This programme is based on Jolly Phonics in Junior & Senior Infants.
* Supplementary resources include the Newell Programme.
* A systematic phonic programme with daily instruction is recommended.

* An ideal lesson should follow these steps:

1. Review of sight words containing the sound, shop, ship etc
2. Isolation and identification of the sound: sh
3. Blending of the sound with known endings, e.g. sh-ape, sh-ade etc
4. Spelling the new words
5. Activities, e.g word building sh\_\_\_\_\_\_\_
   * In building up a sight vocabulary, pupils should be introduced to the major phonic elements within each word, eg stand= st sound =+–nd sound
   * From Rang 1 upwards, phonic instruction will be based on sight words from the Reading Scheme

**Glossary of terms**

# ***Phonic method***

An approach to reading instruction where the emphasis is placed upon the sound value of letters as a means of word recognition

# ***Analysis***

Breaking down a word into its individual letter sounds, e.g. ship = sh+i+p

# ***Blending***

Linking together the individual sounds to form the whole word, sh+ee+p

# ***Digraph***

Two letters, vowel or consonant, which combine to make one sound:

chin meat

# ***Diphthong***

Two vowels blending to make one sound: oil

## **Assessment**

## Assessment in phonics will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:

***Junior Infants*** – formal assessment. Check if each child knows letter sounds on his/her own

***Senior Infants*** – as above

***Rang 1***- Use relevant parts of the Jackson Test if a teacher is concerned about a pupil’s reading and writing

***Rang 2 – Rang 6*** : Teacher monitors individual children through the daily reading and writing activities.

## **Resources**

# ***Junior Infants***

Jolly Phonics Manual and Resources

Phonics workbook

Word Lists

# ***Senior Infants***

Jolly Phonics Manual and Resources

Word lists

Phonics workbook

# ***Rang 1 – Rang 6***

###### Phonics worksheets

Phonic Poems

**Software Resources**  
Wordshark complements the PAT - Phonological Awareness Training

Nessy Programme with apps

Jolly Phonics Programme

Reading Eggs

General phonics apps on iPad

## **Homework**

Homework in Phonics will not be given in isolation, as it will come under spellings and functional writing

**Communication with parents**

Particular problems will be documented informally and parents will be orally notified. They will be encouraged to help the child, and will be shown how to support their child’s learning in this area, eg through work lists, word games, strategies etc. Notes should be made in the child’s file of any such consultations with parents

## **Junior Infants**

1. Consonants in initial positions (names and sounds) Groups 1 -3 (as in Jolly Phonics Programme) to be introduced by Christmas
2. Short vowels in initial positions (names and sounds). Blending of initial sounds when 3 sounds taught, i.e. s-a-t = sat
3. Short vowels in medial positions = familiarisation with short vowel sounds
4. Revision of initial sounds after Christmas
5. Continue blending to make 3 letter words, e.g. cab
6. Building up work families (cat, bat, mat etc)
7. Introduction of onset and rime, e.g.c = at
8. Depending on readiness, introduce sounds from jolly Phonics groups 4-7

## **Senior Infants**

1. Teachers revises Junior Infant Jolly Phonic Programme, and introduces alternative sounds
2. Pay particular attention to discriminating between vowel sounds
3. Concentrate on analysis and blending

## **Rang 1**

1. Consonants in initial positions :
2. g(hard) k v y j (fun, king etc)
3. Final double consonants: -ss -ll (mass, hill etc)
4. Common endings: -ed -ing -s (singing, sings etc)
5. Initial blends bl cl fl gl pl sl sp st
6. Final blends : -nd -st -nt -ft
7. Initial diagraphs: ch- sh- th-
8. Final diagraphs -ch -sh -ng
9. Common irregular words: taken from reading scheme
10. Long vowels with silent e

## **Rang 2**

1. Long vowels with silent e: mane, fine, bone, cure
2. Double e: -ee , bee etc
3. Initial blends: sm- sn- sc- sk- sw- tw- br- cr- dr- fr- pr- gr- tr-
4. Final blends: -lt -sp -ld -sk -ly
5. Word endings: -er -est d -ly
6. Initial diagraphs: qu- wh- ph-
7. Final diagraphs: -th -tch -st -th -ck
8. Vowel diagraphs: -ay- -ea- -ie -oe-   
   Teach: ***when 2 vowels go walking, the first one does the talking***
9. Simple two-syllable words: kitchen hotel

## **Rang 3**

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow (bow tie/bow your head)
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: their/there see/sea no/know two/to/too etc
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. three and four syllable words: aeroplane television

## **Rang 4**

As in rang 3, plus

1. Vowel digraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc
7. Simple homonyms: hole/whole eight/ate deer/dear not/knot
8. Words with silent letter: wr (write) kn(know) -mb(lamb) -t-(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. Irregular words: busy etc. take irregular words from scheme

## **Rang 5**

1. Root families e.g express/expressing/expression
2. Prefixes
3. Suffixes
4. Syllabication
5. Compound words
6. Simple homonyms: extension of work in Rang 3 and Rang 4. More challenging groups
7. Irregular words based on reading scheme

## **Rang 6**

1. Root families
2. Prefixes
3. Suffixes
4. Syllabification
5. Compound words
6. Simple homonyms: revise earlier work, plus more challenging lists
7. Irregular words based on reading programme

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

| **Developing Concepts of Language & Print** | **Developing Reading Skills**  **& Strategies** | **Developing Interests, Attitudes & the**  **Ability to Think** | **Responding to Text** |
| --- | --- | --- | --- |
| * Listen to, enjoy and respond to stories, nursery rhymes, poems and songs. *Children become familiar with a range of stories, nursery rhymes and poems.* * Become an active listener through the development of a range of listening activities based on stories read or told. *Predict endings of stories. Change endings. Re-telling stories and rhymes* * Play with language to develop an awareness of sounds. *Wrong words at the end of a rhyme – pupils spot and correct. Nonsense words* * Develop a sense of rhythm and rhyme. *Through nursery rhymes and poetry* * Become familiar with a wide range of environmental print, beginning with print in the classroom. *Flashcards in the classroom. Labelling items. Signs around school. Link with SPHE – road signs etc* * Learn about the basic terminology and conventions of books. *Use of big books. Terminology of books discussed at storytelling time. Focus on author, text, cover, illustrations* * Read texts created by himself/herself and by other children in collaboration with the teacher. *Use of child created books* * Learn to recognise and name the letters of the alphabet. *Linked with phonics and handwriting* * Develop an awareness of some letter-sound relationships *Linked with school phonics programme* | * Experience the reading process being modelled. *Teacher reads books and big books aloud to children* * Handle books and browse through them. *Shared reading, library corner, DEAR time.* * Encounter early reading through collaborative reading of large-format books and language-experience material. *Big books, pre-reading big books and other picture books* * Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read. *Sight vocab will mainly be based on the reading programme flashcards* * Learn to isolate the beginning sound of a word or syllable. *in accordance with Phonics programme* * Learn to isolate beginning and final sounds in written words. *Onset and rime. Mainly oral work at Junior infant level* * Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable. *Onset and rime* * Use knowledge of word order, illustration, context and initial letters to identify unknown words *Encouraging use of contextual clues to de-code print* * Engage in shared reading activities. | * Re-read, retell and act out familiar stories, poems or parts of stories. *Incorporate drama with storytime and poetry. Movement with stories and rhymes* * Recall and talk about significant events and details in stories. *Questioning and discussion of stories* * Analyse and interpret characters, situations, events and sequences presented pictorially *Focus on illustrations while discussing characters. Characters in role/drama. Sequencing stories. Integrated with SESE* * Predict future incidents and outcomes in stories. *Prediction of outcomes and endings* * Differentiate between text and pictures. *Structure of book* * Understand the function of text. *Text portrays words and story* | * Associate print with enjoyment through listening to stories and poems read aloud. *Creation of a comfortable reading environment. Use a variety of texts and materials to retain interest, e.g. Big Books, posters, fiction and factual books, puppets, drama etc* * Respond to characters, situations and story details, relating them to personal experience. *Questioning and discussion. Relating to the child's own situation. Developing empathy* * Perceive reading as a shared, enjoyable experience. *Promoting Shared Reading at home and in school, in accordance with school policy* * Record response to text through pictures and captions. *Creation of drawings relating to events in story or poem. Pictures of characters. Design new book cover, illustrations etc* * Pursue and develop individual interests through engagement with books. *Questioning and follow up discussion on shared reading. Allow pupils choose books for Shared Reading, DEAR time* |

## **Reading: Content and Methodology for First and Second Classes**

| **Developing Strategies** | **Reading for Pleasure & Information** | **Developing Interests, Attitudes & the Ability to Think** | **Responding to Text** |
| --- | --- | --- | --- |
| * Continue to experience the reading process being modelled.   *Teacher reads stories aloud to the class.  Big books are read/re-read*   * Engage in shared reading activities * Peer Reading      * Visit the school library and the local library.   *Each group of children will have a library box of suitable books. The boxes will be changed regularly*   * Continue to build a sight vocabulary of common words from books read and from personal experience.   *Flash cards to illuminate English and other curricular areas, nature, Religion etc*   * Engage in activities designed to increase awareness of sounds.   *Phonic education in accordance with school scheme, and phonic activities accompanying English scheme*   * Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable.   *Drills based on the phonic programme as above*   * Learn about the sounds associated with the beginning of a word or syllable. * Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise.  *Drills as above*  * Learn about common word endings, word families and roots of words   *Exercises and drills based on words from readers, and based on phonic programme*   * Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words.   *The child will be encouraged to use various word attack methods when de-coding print. An encouraging reading environment will be facilitated*   * Self-correct reading errors when what s/he reads does not make sense.   *Encouraging reading environment will be facilitated, and children will be encouraged to guess and self-correct*   * Develop reading skills through engaging with reading material appropriate to his/her stage of development.   *Resources will include class readers, sets of novels, shared reading books and library boxes*   * Adapt his/her reading style for different purposes.   *Children will have the opportunity to read class reader, library books, as well as other reading assignments including liturgical readings, news items, book reviews, poems etc* | * Read from a range of children’s literature, choosing material for reading during silent reading periods   *Children choose reading material from the library boxes and from the shared* reading sets   * Engage in personal reading   *Children will be encouraged to read when they are finished assignments, written work etc. Classes will also frequently engage in DEAR time – Drop Everything and Read. Participation in Readathon and Book Fair*   * Learn to find books in a classroom or school library   *Each group of children will have a library box of suitable books. The boxes will be changed regularly. Children will be encouraged to choose their own books according to their interest. Children will also choose their own books for shared reading etc.*   * Read aloud to share a text with an audience   *Children will be encouraged to read aloud from class text, from shared reading books, from own choice books, and from own writings, news items etc*     * Find information and share it with others   *Pupils will be encouraged to find information relating to nature, religion and other curricular areas as well as English, from books, IT, and from interviewing others, and they will be encouraged to share their information with others*   * Perform simple information retrieval tasks   *Use of age appropriate books, IT, dictionaries and encyclopaedias to find information relating to topics in English as well as other curricular areas.* | * Pursue individual interests through independent reading of fiction and non-fiction   *Children will pursue their individual interests through choosing books from library boxes and shared reading boxes*   * Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material   *Children will be encouraged to review their shared reading and/or library books for the class, and give recommendations*   * Develop comprehension strategies   *Through discussion of text read, the child will continue to develop his/her comprehension*   * Perform alphabetical order tasks   *The child will be given frequent alphabetical ordering tasks, and will be taught how to attack these*   * Predict future events and outcomes in a book that is being read aloud   *Teacher will facilitate the children to predict future events and outcomes when reading from class texts and other books to the class*   * Express a more formal response by giving a considered personal opinion of a book in oral or in written form   *Pupils will frequently be afforded the opportunity to review their shared reading and/or personal reading books for their class mates. Pupils will also complete simple written book review forms.* | * Continue to listen to and enjoy stories and poems being read aloud   *Teacher will frequently read poems and stories aloud to class*   * Engage in spare-moment reading and browsing by having ready access to reading material   *Each group of pupils will have access to a library box, which will be frequently changed*   * Engage with a wider variety of text   *Library boxes and shared reading boxes will contain a wide variety of books – fiction, factual, encyclopaedia, nature etc*   * Experience enhanced levels of self-esteem through success in reading   *Children will experience success through reading at their own levels*   * Listen to entire stories read aloud in instalments   *Teacher selects books to read aloud in instalments*   * Respond to characters and events in a story   *Through discussion and drama, the children will explore and relate to characters and events in stories*   * Explore different attitudes and feelings by imagining what it would be like to be certain characters   *Through discussion and drama, the children will explore different attitudes and feelings expressed by characters*   * Engage frequently in informal discussion of books with teachers and others   *Teachers and shared reading partners will engage frequently in informal discussion of the material read* |

**Reading: Content and Methodology for 3rd & 4th Classes**

| **Developing Strategies** | **Reading for Pleasure & Information** | **Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think** | **Responding to Text** |
| --- | --- | --- | --- |
| * Use more than one strategy when reading unfamiliar text. *Pictures, discussion, new word, word building, story as context builder, read summary* * Peer Reading * Identify unfamiliar words by reference to word parts, prefixes and suffixes. *Break words into parts. Use of sounds, phonics, phonemics* * Continue to self-correct reading errors. *Reading aloud, comprehension questions, Cloze procedures* * Become an increasingly independent reader. *DEAR time, print rich environment, library, research projects* * Understand the relationship between text and illustration. *Discussion of picture before reading, identify character from reading text. Relate what incident from text is illustrated* * Refine his/her listening skills through hearing the teacher read aloud. *Teacher reads stories, poems, plays. Question children afterwards. Use of tape* | * Have access to a plentiful supply of books in the classroom and in the school library. *Library books, shared reading books, Readathon, Book clubs, Book Fair etc* * Use library facilities outside the school. *Children will be encouraged to use library outside of school* * Select personal reading material and develop personal taste in reading for pleasure and information. *Children encouraged to choose own books for Shared Reading, DEAR, Book Fairs etc. Book reviews, both oral and written* * Experience different types of text. *Factual books, encyclopaedia, dictionaries, Research books, newspapers etc* * Engage with a wide variety of poetry and verse on a regular basis. *Read and discuss poems, Make up poems, compare poems* * Develop basic information retrieval skills. *Dictionary, ICT, Encyclopaedia, magazines, project work* * Use simple dictionaries effectively. *Use of set dictionary from 3rd Class upwards. Working in pairs, set questions on words looked up. Put words in sentences etc* | * Extend participation in listening and silent reading activities. *DEAR time, reading at home, discussion of children’s preferences.* * Read short books in one sitting to experience success in reading. *Shared reading books, Comics, O Brien Readers, Wellington Square readers* * Explore new interests and perspectives through reading. *Range of factual books available in classroom library, shared reading etc* * Read books independently. *DEAR time, independent personal reading* * Seek recommendations for books to read and recommend books to others. *Encourage children to orally recommend books to others* * Continue to use information technology to increase motivation to read and to enhance reading development. *At home and at school – use of CD Roms in History and Geography. Use of internet for project research* * Know the structure and terminology of books. *Discussion and questioning on author, titles, illustrators, chapters, table of contents etc* * Develop skills in locating and handling books through using well-stocked school and classroom libraries. *Reading and researching books from library* * Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. *Discussion, questioning, Cloze procedures* * Use a knowledge of printing conventions as an aid to expression and comprehension. *Knowledge of capital letters, spelling, paragraphs, punctuation* * Keep a record of his/her reading in various forms. *Recording books and authors in written and IT format. Records on Readathon forms, Shared Reading Record Cards, Keeping book reviews* | * Extend and develop his/her response to increasingly challenging reading material. *Discussion. Changing endings. Writing about text* * Engage in talk about books. *Discussion. Reviews, Written accounts* * Talk about choice of books and the reasons for choices.  *Discussion. Reviews, written accounts* * Recognise and discuss differences in reading tastes. *Individual preferences recognised and discussed.* * Share responses with other children and with adults to cultivate a community of readers. *Shared reading. library books. Critiques of books read* * Experience a shared response to fiction through the use of a class novel. *Reading aloud a class novel, from 3rd Class onwards* * Read aloud with expression. *Dramatic reading. Drama, Role play* |

**Reading: Content for 5th & 6th Classes**

| **Developing Strategies** | **Reading for Pleasure & Information** | **Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think** | **Responding to Text** |
| --- | --- | --- | --- |
| * Achieve proficiency in word identification by refining the different word identification skills. *Breaking words into parts, word building, phonics, phonemics, contextual clues* * Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication. *Word building, word analysis, classification* * Engage with an increasing range of narrative, expository and representational text *Use of class novels, internet, research reading, history and geography projects* * Become self-reliant, confident, independent readers, having time in class for sustained silent reading. *DEAR time, timetabled library slots, performance reading, e.g.book review or liturgical readings* | * Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability. *Class library, magazines, newspapers, internet, DEAR time. Introducing the short story* * Engage in books in group or in whole-class settings. *Class novels, book reviews* * Learn about the structure and appreciate the function of the component parts of a newspaper. *Media studies, analysis of broadsheets, tabloids, local paper. Production of school magazine, letters to editor* * Participate in organised visits to the public library.  *Book Fair, tour of local library* * Read to satisfy personal interests. *DEAR time,. Magazines, comics, novels, reviews, projects* | * Listen to, read, learn, recite and respond to a challenging range of poetry. *Experience wide range of poetry, children write own poetry* * Have access to a wide range of reading material in the classroom and/or school library. *Class library, use of local/mobile library* * Continue to keep a record of personal reading in various forms. *Reading records. Children rate books 1-10 in ‘Recommended Books Corner’* * Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction. *Summarising, writing alternative endings, re-telling, CLOZE* * Develop study skills such as skimming, scanning, note-taking and summarising. *Project research using encyclopaedia, and ICT. Editing information, making presentations.* Retrieve and interpret information in a variety of ways. *Internet and encyclopaedia research, editing, making presentations* * Support arguments and opinions with evidence from the text. *Scanning, summarising, debate, discussion* * Read and interpret different kinds of functional text. *Interpreting directions, adverts, instructions, recipes, timetables etc* * Explore appropriate non-fiction texts for various purposes. *Project work, retrieving information, timetable, recipes etc* * Use information retrieval strategies in cross-curricular settings. *Use of ICT and encyclopaedia in other curricular areas such as history, geography etc* * Distinguish between fact and opinion, and bias and objectivity, in text and in the media. *Pupils will explore the difference between fact and opinion, and will be taught to look out for bias etc* * Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation. *Organisation of book storage.* * Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology. *Use of internet, CD roms, project and research work* | * Hear the teacher model a response to poems, fiction, plays and parts of plays. *Modelled reading, reading to pupils, teacher and pupil analysis* * Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. *Recalling, retelling, evaluation, presentation* * Relate personal experience to the ideas and emotions conveyed in the text. *Discussion of texts read in class, written accounts* * Appreciate issues in fiction. *Discussion and debate of relevant issues, personalised written accounts* * Examine similarities and differences in various types of text. *Comparison through discussion, of class novel and texts read in class* * Continue to share response to an ever-increasing variety of texts with the wider community of readers. *Book and newspaper reviews, introducing the short story* * Browse through, handle, discuss, recommend and select books for independent reading. *Class library, visits to library, book fair* * Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading. *Performance reading, DEAR time, use of class library* * Read aloud from a personal choice of texts to entertain and inform an audience. *Performance reading, book reviews, project work* * Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television. *Visit by author or poet. CDs, audio, internet* |

Whole-school reading comprehension skills that will be taught throughout a two year period

|  | **Year 1** | **Year 2** |
| --- | --- | --- |
| **Term 1** | Self Questioning  Creating Images  Comparing  Connecting  Determining Importance  Synthesising | Creating images  Connecting  Comparing  Inferring  Synthesising  Determining importance  Summarising and paraphrasing |
| **Term 2** | Synthesis  Self Questioning  Comparing  Inferring  Creating Images  Determining Importance  Summarising and paraphrasing  Self questioning | Scanning  Skimming  Creating images  Determining importance |
| **Term 3** | Connecting  Synthesising  Determining Importance  Self Questioning  Creating images | Skimming  Scanning  Predicting  Connecting  Summarising and Paraphrasing  Self - Question |

##### **Reading Resources**

##### In addition to the class text books, the following resources will be used:

## **Class Libraries**

## All classes are supplied with a class library

## **Shared Reading**

Shared Reading . Each class has 4-6 week blocks per term/half-term. Junior Infants commence Shared Reading in the second term. A letter for parents is available.

Series currently in use include Big Box Adventures, Literacy Links, Storyworld, Oxford Reading Tree and All Stars, Magic Emerald Language Programme, DK Learning Media.

## **Class Novels**

Class novels will be used from Rang 3 to Rang 6. There are several sets of novels currently available in the school. When selecting a class novel, the following issues will be considered

* Suitability for reading level/age of pupils
* Suitability of content/subject
* Teacher’s own interest in a particular novel
* Interests of a particular class

The class novels are currently banded according to class level. If teachers wish to use a novel other than those on their own class bands, they are asked to source a new title rather than using a novel from a different band.

##### Use of Dictionaries

Dictionaries will be used from First Class up. Formal time will be devoted to teaching the children how to use a dictionary correctly. For this purpose, a child friendly dictionary will be selected, and all pupils will be encouraged to obtain the same publication. The dictionary selected for use is Collins School Dictionary, Irish Edition.

Rang 5 and Rang 6 will also have some class copies of a more sophisticated dictionary and an appropriate thesaurus, and pupils will be encouraged to use these.

## **Internet Resources for book related activities**

[www.enchantedlearning.com](http://www.enchantedlearning.com)

[www.fireandwater.com](http://www.fireandwater.com)

[www.pcsp.ie](http://www.pcsp.ie)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.onceuponatime.co.uk](http://www.onceuponatime.co.uk)

[www.literacyshed.com](http://www.literacyshed.com)

**Writing : Broad Objectives**

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

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship.

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

| **Creating & Fostering the Impulse to Write** | **Developing Competence, Confidence and the Ability to Write Independently** | **Clarifying Thought Through Writing** | **Developing Emotional & Imaginative Life Through Writing** |
| --- | --- | --- | --- |
| * Experience and enjoy a print-rich environment. *Labels and flashcards in the classroom. May be accompanied by corresponding picture* * Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. *Teacher models formation of letters – whiteboard, finger tracing, plasticine, sandpaper letters etc.* * Write and draw frequently. *Pre-writing/writing book daily. Free writing activities. Free drawing. Art activities* * Write for different audiences. *Writing for a parent, writing for themselves – putting names on work, birthday cards, party invitations etc.* * See personal writing displayed around the classroom. *Display written efforts, correction of writing copies, stars for good efforts. Jr Infants – be able to write lower case letters. Sr Infants – lower case and upper case letters* * Read personal writing aloud and hear it read. *Child encouraged to read his/her work aloud. Teacher reads it aloud* | * Learn to form and name individual letters using various materials. *Pre-writing activity book. Finger tracing. Chalk board, Sandpaper letters, plasticine modelling of letters. Whiteboard. Jr Infants – lower case letters. Sr Infants – lower case and upper case letters* * Write and draw. *Pre-writing skills/patterns. Developing left-right orientation. Frequent opportunities to practice drawing and writing.* * Understand the left-right, top-bottom orientation of writing. *Pre-writing skills/patterns. Development of left-right orientation.* * Develop a satisfactory grip of writing implements. *3x ‘Ps’ before writing – pencil grip, posture, page position. Finger rhymes to loosen fingers before writing Stretching activities.* * Copy words from signs in the environment. *Copy words from flashcards and signs* * Copy letters and words informally as part of class activities. * Write his/her name. *Jr Infants – first name Sr infants – first name and surname* * Use labels to name familiar people or things. *Linked with reading programme* * Write letters and words from memory. *Own name, commonly used words etc* * Become aware of lower-case and capital letters and the full stop. *Jr Infants – lower case letters, Sr Infants – lower case and upper case plus full stop and capital letters at start of sentence* * Develop the confidence to use approximate spelling. *In accordance with school spelling policy/phonics policy* * Begin to develop conventional spelling of simple words. * See the teacher model writing as an enjoyable experience. *Teacher frequently models writing, and encouraged children to read and enjoy what is written* * Choose subjects for drawing and writing. *Children given choices re drawing and writing tasks* * Choose the form of expression he/she finds appropriate *Children allowed to occasionally choose whether to write or draw to express ideas/responses* | * Draw a picture and write about it. *Jr Infants – be able to draw a picture and label it – title or name. Sr infants – as above, plus drawing and writing news* * Draw and write about everyday experiences or about something just learned. Our *News; writing and drawing based on curricular activities* * Writing naming words and add descriptive words. *Jr Infants – write names/titles. Sr Infants – extend to writing sentences and descriptions* * Rewrite sentences to make the message clearer. *With help from the teacher. No editing at this stage of writing* | * Draw and write about feelings. *Jr Infants – draw and label feelings – use of colour to express feelings. Sr Infants – longer sentences as appropriate to the child’s development* * Draw and write about things he/she likes and dislikes. *Single words at Jr Infants. Sr Infants – write full sentence – eg I like…. I do not like….* * Draw and write about sensory experiences. *Based on English and other curricular areas – single words at Jr Infant level* * Draw and write stories. *As response to oral work* * Hear a rich variety of stories, rhymes and songs and write about them. *Written work as response to oral work* * Use mime and role-playing to create imaginary situations and then draw and write about them. *Written responses to oral/practical work* |

**Writing: Content and Methodology for 1st & 2nd Classes**

| **Creating & Fostering the Impulse to Write** | **Developing Competence, Confidence & the Ability to Write Independently** | **Clarifying Thought Through Writing** | **Developing Emotional & Imaginative Life Through Writing** |
| --- | --- | --- | --- |
| * Experience a classroom environment that encourages writing. *Labels, displays of written work, print rich environment* * Observe the teacher as he/she models writing stories. *Teacher models examples, or acts as scribe to the children* * Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. *Teacher makes suggestions as to use of writing conventions – sentence structure, grammatical conventions etc* * Experience how a story structure is organised by reading and listening to fiction. *Linked with reading programme* * Write regularly for different audiences. *Invitations, post cards, menus, stories, books etc* * Choose topics to write about. *Children will occasionally be allowed to choose topics for written work* * Explore different genres. *Factual work, fiction, post cards, advertisements, menus etc* * Work with other children when writing. *Group writing will be encouraged as well as solo writing* * Have writing valued. *Work praised. Reading aloud of child’s written work. Displays of written work* * *Class has Free Writing copies* | * Experience an abundance of oral language activity when preparing a writing task. *Writing should be preceded by oral language activities and preparation* * Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing. *Learning to re-draft work* * Understand that the conventions of punctuation help to make meaning clearer in writing. *Use of capital letters for proper nouns and beginning of sentences. Use of full stops and commas.* Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. *In accordance with School Spelling Policy* * Use approximate spelling as an interim measure in mastering the conventions of spelling. *Ref: School Spelling Policy* * Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling. *Ref: School Spelling Policy* * Choose topics for writing after conferring with the teacher. *Children occasionally allowed choose topics for written work* * Have regular opportunities to write for himself/herself or for others. *Extended writing activities, based on English and other curricular areas, appropriate to the development of the child* * Decide whether or not to re-draft a piece of writing. *After learning the mechanics of re-drafting, children may choose whether to re-draft a piece for display, storage etc* * Confer with the teacher and others on the quality of presentation. * Write notes and messages to different audiences. *Greeting cards, notes, postcards, etc* | * Write in a variety of genres. *Factual writing, story writing, menus, invitations, greeting cards etc* * Write a version of a story told by the teacher. *Oral preparation first. Key words displayed on whiteboard* * Write about something that has been learned. *Linked with other curricular areas as well as English* * Write the significant details about an event or an activity. *Orally identifying the significant details before writing them. Key words displayed on board.* * Write an explanation for something. *Preceded by oral work* * Re-read work, confer with the teacher or others about it, and then rewrite it. *Leaning to re-draft work* * Write a simple sentence and add words to it to extend its meaning. *Teacher models on board. Children suggest words, and teacher models how it extends/alters sentence. Children’s own work in copies* * Listen to a story and write down questions to ask about it. *After listening to a story, children write 3-6 questions to ask about it. Children ask friends and or teacher questions, and hear the answers* * Write answers to questions asked by the teacher. *Teacher poses questions based on English or other curricular areas, and children write answers* | * Express feelings in writing. *Based on English and other curricular areas* * Write about experiences. *Based on other curricular areas as well as English* * Draw and write about sensory experience. *Preceded by oral language activities* * Write about feelings experienced in drama activity. *Preceded by oral language activities* * Draw and write stories and poems. *Children encouraged to write and illustrate own stories and poems, and short books* * Express in writing likes and dislikes about events and characters in stories and poems. *Children encouraged to write responses to poems and stories* |

**Writing: Content and methodology for 3rd & 4th Classes**

| **Creating and Fostering the Impulse to Write** | **Developing Competence, Confidence and the Ability to Write Independently** | **Clarifying Thought Through Writing** | **Developing Emotional and Imaginative Life Through Writing** |
| --- | --- | --- | --- |
| * Experience a classroom environment that encourages writing. *Print rich environment. Positive attitude encouraged. Displays of children’s writings* * Observe the teacher modelling different writing genres. *Teacher models writing letter, reports, projects, and teaches children how to do same* * Use personal reading as a stimulus to writing. *Book critiques, changing endings, writing about characters* * Write stories that explore a variety of genres. *Fantasy, science fiction, historical fiction etc* * Re-read his/her writing for pleasure. *Reading personal writing to class. Compilation of favourite writings* * *Use a free writing copy.* * Choose the audience for which to write. *Children occasionally allowed choose audience for writings* * Choose both the subject and form of his/her writing. *As well as teacher set topics, children allowed choose topics* * Receive and give positive responses to writing. *Reading work aloud, praise, display, compilation of class book* * See his/her writing valued. *Praise, reading aloud, display, compilation of class book etc* | * Write regularly, and gradually extend the period over which a writing effort is sustained. *Writing paragraph, half page, page* * Engage in the writing of one piece over a period. *Re-drafting story. Writing own book. Project work* * Experience varied and consistent oral language activity as a preparation for writing. *Discussion, brainstorming, key words etc* * Learn to use questions as a mechanism for expanding and developing a story. *Teacher asks where missing links are – use of who, why, where , what. Use of webs* * Give sequence to ideas and events in stories. *Logical sequences. Put pictures in order. Put paragraphs in order* * Develop an appreciation of how the intended audience should influence the nature of a piece of writing. *Use of different genres – report, letter, story, greeting card diary, note, text message etc* * Develop an awareness of the difference between written language and oral language. *Conventions of print, grammatical conventions, care in written word, permanence of written work etc* * Learn to revise and re-draft writing. *Learning and practicing the techniques of re-drafting work. Editing work* | * Write in a variety of genres with greater sophistication. *Reports, letters, postcards, greeting cards, projects, diaries, TV Guides, Timetables, questionnaire completion etc* * Read a story and write it in his/her own terms. *Children may change characters, situations, endings etc* * Read a narrative or expository piece and summarise it. *Use of key questions to pinpoint key points of story, then writing it* * Write about an idea to explain it to someone else. *Use of key questions to identify key points, and then writing the account* * Write about why he/she finds an idea attractive. *Persuasive writing. Teacher modelled first* * Write about ideas encountered in other areas of the curriculum. *Linked with other curricular areas* * Write down directions on how to perform a particular process. *Preceded by oral work – writing directions on how to perform common task, e.g. make cup of tea, sandwich, do homework etc* * Write a list of questions about a particular topic and prioritise them. *5 questions to ask a famous person etc* * Write a sentence and elaborate on it by adding one or more ideas to it. *Extending and altering sentences through adding words, phrases etc* * Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting. *Story writing, brainstorming ideas, drafting and re-drafting* | * Express his/her reactions to particular experiences in writing. *Writing accounts of school tours, visits by writers etc* * Write about feelings experienced in improvisational drama. *Based on English and other curricular areas* * Create stories and poems. *Children create and write own stories and poems* * Write extended stories in book form. *Write a book, projects* * Write about favourite moments, characters and events in stories. *Based on stories heard, stories read, class novel etc* * Express in writing his/her reactions to poems. *Preceded by oral discussion* * Express in writing his/her reactions to personal reading. *Book reviews, writing why s/he liked/disliked certain book etc* * Use his/her own artwork and that of others as a stimulus to writing. *Preceded by oral language activities* |

**Writing: Content and Methodology or 5th & 6th Classes**

| **Creating & Fostering the Impulse to Write** | **Developing Competence, Confidence & the Ability to Write Independently** | **Clarifying Thought Through Writing** | **Developing Emotional & Imaginative Life Through Writing** |
| --- | --- | --- | --- |
| * Experience a classroom environment that encourages writing. *Display of children’s work. Displays of writers relevant to class* * Observe the teacher model a wide variety of writing genres. *Teacher models writing letters, essays, poems etc* * Express and communicate reactions to reading experiences. *Book reviews. Responses to text read by teachers* * Experience interesting and relevant writing challenges. *Writing diaries, newspaper articles, essays, emails* * Write for an increasingly varied audience. *Essays, articles, diaries, emails etc. Children reads work aloud for class.* * Receive and give constructive responses to writing. *Teacher and peer review. Writing reviews and critiques* * See his/her writing valued. *Display children’s work. Writing competitions* * Experience a level of success in writing that will be an incentive to continue writing. *Writing competitions, class magazine* | * Write regularly on chosen topics. *Writing paragraphs, pages, longer essays* * Write for a sustained length of time. *Essay writing, re-drafting work, project work* * Engage in the writing of one piece over a period. *Diary writing, Write a book project, letters to penpals* * Experience varied and consistent oral language activity as part of the pre-writing process. *Brainstorming, concept mapping, webbing* * Observe the teacher improving writing. *Redrafting, group analysis, teacher modelling* * Write independently through a process of drafting, revising, editing and publishing. *Redrafting and editing, publication of work using ICT* * Write, without re-drafting, on a given or chosen topic within certain time constraints. *Formal writing, free writing, exams* * Observe the conventions of grammar, punctuation and spelling in his/her writing. *Corrections code, teacher modelling* * Use dictionaries and thesauruses to extend and develop vocabulary and spelling. *Use of set dictionary. How to use a Thesaurus. Spellings will be In accordance with School Spelling Policy* * Explore the possibilities of syntax and sentence structure in reading and writing. *Redrafting, editing* * Choose a register of language appropriate to subject and audience. *Conventions used in writing for different audiences, e.g. formal letter, email, text message* * Choose a form and quality of presentation appropriate to the audience. *Computer presentations, newspaper articles* * Help others with editing their work. *Group writing activities, Group review* * Take part in co-operative writing activities. *Group work, project work, team debates* * Write fluently and relevantly in other areas of the curriculum. *Project work, exams, other curricular areas* * Develop a legible, fluent, personal style of handwriting. * Develop skills in the use of information technology. *Use of email and desk top publishing. Use of spell check* | * Write in a wide variety of genres. *Reports, letters, postcards, diaries, projects, questionnaires, email, text messages* * Examine the characteristics that differentiate written and oral language. *Conventions of formal writing* * Write for a particular purpose and with a particular audience in mind. *Newspaper reporting, comic strips, letters, essays etc* * Reflect on and analyse ideas through writing. *Reports, debate, review, essays* * Refine ideas and their expression through drafting and re-drafting. *Group analysis, teacher modelling* * Express and communicate new learning. *Reports, summaries, note taking, project work* * Relate new ideas to previous learning. *Brainstorming, concept mapping, project work* * Use notes to summarise reading material and write an account from the notes. *Note taking, summaries* * Sketch an ordered summary of ideas and draft a writing assignment on it. *Summarising, editing, re-drafting* * Argue the case in writing for a particular point of view. *Writing text of debates* * Argue the case in writing for a point of view with which he/she disagrees. *Writing texts of debates, persuasive text* * Explore the use of compound and complex sentences in expressing thought. *Formal conventions of grammar taught as appropriate* | * Analyse in writing his/her reactions to personal experiences. *Personal writings, informal letters* * Express in writing reactions to the experiences of others. *Reviewing, essays* * Write stories and poems. *Writing short stories and poems* * Express a personal reaction to ideas, emotions and images encountered in literature. *Personal writings, which may be preceded by oral work* * Express and analyse his/her reactions to poems. *Poetry review, which may be preceded by oral work* * Analyse different interpretations of poems in writing. *Comparison of individual pupil reviews* * Write about the relationship between poems and personal experience. *Relating poetry to personal life and feelings* * Write short plays based on activity in improvisational drama. *Writing short plays and screenplays. Group work* * Express in writing reactions to music, artwork, films, television programmes and videos. *Reviews, reports, newspaper articles and critiques* |

***English Writing – 2 year plan***

|  | **Year 1** | **Year 2** |
| --- | --- | --- |
| **Term 1** | ***Report Writing*** | ***Recount Writing*** |
| **Term 2** | ***Persuasive Writing*** | ***Explanation Writing***  ***Writing to socialise*** |
| **Term 3** | ***Procedural Writing*** | ***Narrative Writing*** |

# Penmanship

## **Left**-h**anded Pupils**

## Children’s hand dominance will not be influenced.

* Children will be encouraged to find a pencil grip that is comfortable, and allows good writing.
* In senior classes, ball point pens may be more suitable for left handed children than ink pens.

## **Junior Infants**

* Use of crayon and plastic materials
* Scribbling and drawing shapes.
* Free style drawing.
* Develop satisfactory grip using crayons progressing to pencils.
* Use of hand hugger (triangular) pencils
* Emphasise posture
* Kinaesthetic approach emphasised
* Use of number pictures
* Displaying writing
* Print rich environment
* Use of finger rhymes to prepare fingers for writing work
* Pre-writing letter patterns
* Forming individual letters in the following order:

c o a d g q i j l k t r n m h b p u v w y x z e f s

* Formations of numerals 1, 2, 3, 4, 5, 0
* Creating awareness of left-right, top-bottom orientation
* See teacher model writing as an enjoyable experience

### **Resources**

Teacher Resource: Mrs. Murphy’s handwriting, teacher’s own resources

Pupil Resources: Mrs. Murphy’s handwriting workbook and copies, handwriting copy, triangular (hugger) pencils, twistables, crayons

## **Senior Infants**

* Consolidation and reinforcement of Junior infant work
* Children will be encouraged to write and draw frequently throughout the year
* Emphasis on proper pencil grip
* Posture will be encouraged
* Greater emphasis on left-right orientation
* Revise lower-case letters
* Capital letters introduced
* Copy words from the environment
* Capital letters introduced in alphabetical order
* Write labels to name families, people and things
* Write his/her full name
* Awareness of lowercase and capital letters and full stops
* Awareness of ascenders and descenders
* Awareness of spacing between words
* Trying to keep writing on the line
* Copying homework from the whiteboard (Term 3)

### **Resources**

Teacher Resource: Mrs. Murphy’s handwriting, teacher’s own resources

Pupil Resources: Mrs. Murphy’s handwriting workbook and copies, handwriting copy, triangular (hugger) pencils, twistables, crayons

## **First Class**

* Consolidation and reinforcement of Senior infant work
* Emphasis on proper pencil grip
* Emphasis on good writing posture
* Emphasis on proper letter formation
* Emphasis on quality presentation
* Begin cursive handwriting

### ***Resources***

Teacher’s own resources

Mrs. Murphy’s Copies

### **Second Class**

* Consolidation and reinforcement of above
* Emphasis on proper pencil grip
* Emphasis on good writing posture
* Emphasis on proper letter formation
* Emphasis on quality presentation
* Further develop cursive handwriting

### ***Resources***

B2 Handwriting Copies

Mrs. Murphy’s Copies

## **Third Class**

* Emphasis on proper pencil grip
* Emphasis on good writing posture
* Emphasis on proper letter formation
* Emphasis on quality presentation
* Revision and consolidation of cursive writing.

### ***Resources***

B4 Handwriting Copy

## **Fourth Class**

* Emphasis on proper pencil grip
* Emphasis on good writing posture
* Emphasis on proper letter formation
* Emphasis on quality presentation
* Use of pen to be introduced in 3rd Class
* Use of ink pen rather than ballpoint biro to facilitate good handwriting
* Use of brackets plus one line to correct errors.

### ***Resources***

B4 Handwriting copy

## **Fifth and Sixth Classes**

* Emphasis on proper pencil grip
* Emphasis on good writing posture
* Emphasis on proper letter formation
* Emphasis on quality presentation
* Ink pens rather than ball points to be used
* Develop a fluent personal style of handwriting
* Write for more sustained periods

**Functional Writing**

**Rang 1**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences

## ***Parts of Speech***

The children will be introduced to the concept of Proper Nouns and Common Nouns, without use of formal terminology.

‘Special’ names such as John, Mary, Rex and Mallow get capital letters, while ‘ordinary’ words such as boy, girl, dog and town get lower case letters.

**Rang 2**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences***.***

Use of the question mark.

Awareness of inverted commas for direct speech

## ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns, without use of formal terminology.

‘Special’ names such as John, Mary, Rex and Mallow get capital letters, while ‘ordinary’ words such as boy, girl, dog and town get lower case letters.

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

**Rang 3**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences.

Use of the question mark.

Use of commas in lists.

Use of inverted commas for direct speech

Use of apostrophe

## ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns, plus the introduction of the terminology

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

Plural of nouns

**Rang 4**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences***.***

Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe

## ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns.

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns.

Plural of nouns

Verbs. Verbs have tenses. Past/present/future tense. .

**Rang 5**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences.

Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe

## ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs. Past, Present and Future Tense Verbs

Conjunctions

**Rang 6**

### ***Sentence construction***

# Use of capital letters at the beginning of sentences and full stops at the end of sentences.

Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe

## ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs - Past, Present and Future Tense Verbs

Conjunctions

Adverbs

Prepositions

Definite and Indefinite Article

# Vocabulary

Teaching of vocabulary using a four part tiered vocabulary programme. This includes:

* Frequent, varied and extensive language experiences
* Teaching individual words
* Teaching word-learning strategies
* Foster word consciousness

Resources to enhance vocabulary development:

* PDST e-bulletins: [PLC/CTB E-Bulletins | PDST](https://pdst.ie/primary/literacy/literacyathome/PLC-CTB-ebulletins)
* Specifically e-bulletins 7 and 10:
* E-bulletin 7 (Vocabulary Part 1): <https://express.adobe.com/page/ZsgIk331DBoB7/>
* E-bulletin 10 (Vocabulary Part 2): <https://express.adobe.com/page/IOwPwvzxvpAyt/>
* Word of the Day
* Word play activities e.g. Hink Pink, Riddles, Spoonerisms, Rebus puzzles
* Word wall - introducing new vocabulary
* Peer reading intervention

Further resources to enhance vocabulary development:

* [www.onceuponatime.co.uk](http://www.onceuponatime.co.uk)
* [www.literacyshed.com](http://www.literacyshed.com) Film Clips and resources to aid writing
* [www.wordhippo.com](http://www.wordhippo.com) Thesaurus and word tool
* [www.readingeggs.com](http://www.readingeggs.com)
* [www.nessy.co.uk](http://www.nessy.co.uk)
* <https://www.getepic.com/>
* <https://fcrr.org/student-center-activities/kindergarten-and-first-grade#sca9>
* <https://fcrr.org/student-center-activities/second-and-third-grade#sca9>
* <https://fcrr.org/student-center-activities/fourth-and-fifth-grade#sca9>
* <https://explorify.uk/> Science vocabulary resource
* [Sample vocabulary for teaching spoken text types | PDST](https://pdst.ie/node/5899) English vocabulary text type resource

# **Spellings**

***Regular class time will be timetabled for the teaching of spelling strategies.***

***The convention of spelling will be achieved progressively through a multi-dimensional approach. This will include:***

* Linking spelling with the development of phonological and phonemic awareness
* Linking spelling with onset and rime
* Having a rich experience of environmental print
* Compiling personal word banks, eg personal names, local place names, seasonal words
* Using dictionaries and thesauruses
* Whole school approach to spelling using the SWST programme. Each class adapts the programme to cater to individuals in the classroom.
* Using strategies such as

1. Predict, look, say, cover, write, check
2. Music
3. ICT
4. Mnemonics
5. Rhythm and rhyme
6. Creation of word searches
7. Breaking words into syllables
8. Exaggeration of the word

* Becoming familiar with common spelling rules
* Accepting approximate spelling in creative writing

## **Junior Infants : Spellings**

* Learn to form and name individual letters using various materials
* Understand left-right orientation when forming words
* Copy letters and words informally and from signs and labels in the classroom
* Write own first name
* Use labels to name familiar people and things

## **Homework**

Homework will consist of letter/word recognition and formation.

Spelling lists will not be given at this stage

## **Assessment**

Informal teacher assessment of knowledge of letter and word structure.

# **Senior Infants : Spellings**

* Learn to form and name individual letters using various materials
* Understand left-right orientation when forming words
* Copy letters and words informally and from signs and labels in the classroom
* Write own name, first name and surname
* Copy words and sentences from the whiteboard
* Use labels to name familiar people and things
* Write letters and simple words from memory
* Become aware of lower case and capital letters
* Develop the confidence to use approximate spelling
* Begin to develop conventional spelling of simple words, eg 3 letter words using onset and rime, e.g. c-at, b-at, r-at
* Simple spellings based on phonic programmes
* Word banks will consist of pupil’s own name, teacher’s name, simpler words from Dolch Lists

## **Homework**

Homework in spellings will consist of letter/word recognition and formation. Spelling lists will not be given at this stage

## **Assessment**

Informal teacher assessment of knowledge of letter and word structure.

MIST Standardised Test

## **Rang 1**

* Learn about common word endings, word families and roots of words
* Spell words in a recognisable way based on an awareness of the most common word strings and patterns
* Use approximate spelling as an interim measure in mastering the convention of spelling
* Break longer words into their constituent syllables - maximum 2 syllable words
* Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
* Spelling lists will not be taken from reader
* Children will be grouped according to spelling ability in order to achieve success. This will be achieved by the provision of easier lists for different groups.

## **Homework**

* Formal learning of spellings begins in Rang 1.
* Adequate class time will be given to teach spelling strategies
* Words will be based on phonics, word strings , Spelling book etc as above,. and will not be based on reader
* Lists of spellings to be learned will be divided into daily segments, eg 4 per night

## **Assessment**

* Weekly testing will take place
* Spelling tests will be marked by the teacher, and records of progress kept.
* All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

## **Rang 2**

* Learn about common word endings, word families and roots of words
* Spell words in a recognisable way based on an awareness of the most common word strings and patterns
* Use approximate spelling as an interim measure in mastering the convention of spelling
* Break longer words into their constituent syllables - maximum 3 syllable words
* Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
* Spelling lists will not be taken from reader
* Children will be grouped according to spelling ability in order to achieve success. This will be achieved by the provision of easier lists for different groups

## **Homework**

* Adequate class time will be given to teach spelling strategies
* Words will be based on phonics, word strings , Spelling book etc as above,. and will not be based on reader
* Lists of spellings to be learned will be divided into daily segments, eg 4 per night

## **Assessment**

* Testing will take place weekly
* All children will be given the opportunity to experience success, and will learn spellings at own ability level as above
* Spellings will be marked by the teacher

## **Rang 3**

* Learn about common word endings, word families and roots of word.
* Spell words in a recognisable way based on an awareness of the most common word strings and patterns
* Use approximate spelling as an interim measure in mastering the convention of spelling
* Break longer words into their constituent syllables
* Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
* Children will be grouped according to spelling ability in order to achieve success.

## **Homework**

* Adequate time will be given to learn spellings and spelling strategies in class
* Words will be based on phonics, word strings , Spelling lists etc as above,. and will not normally be based on reader
* Lists of spellings to be memorised will be divided into daily segments, eg 4 per night

## **Assessment**

* Weekly testing will take place
* Total of words to be tested in a test will not exceed 10
* All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.
* Marking – Teacher

## **Rang 4**

* Learn about an increasing more complex set of word endings, word families and roots of words
* Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
* Use approximate spelling as an interim measure in mastering the convention of spelling
* Break longer words into their constituent syllables - maximum 4 syllable words
* Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
* Spelling lists will not normally be taken from reader
* Children will be grouped according to spelling ability in order to achieve success.

## **Homework**

* Adequate class time will be given to learn spellings and spelling strategies
* Lists of spellings to be memorised will be divided into daily segments, eg 4 per night
* Words will be based on phonics, word strings , Spelling lists etc as above,. and will not normally be based on reader

## **Assessment**

* Weekly testing will take place
* Total of words to be tested in a test will not exceed 10
* All children will be given the opportunity to experience success, and will learn spellings at own ability level as above

## **Rang 5 and Rang 6**

* Increased use of dictionary
* Use of thesaurus
* Study word derivation. eg octagon, century etc
* Learn about an increasingly more complex set common word endings, word families and roots of words
* Spell words in a recognisable way based on an awareness of the most common word strings and patterns
* Use approximate spelling as an interim measure in mastering the convention of spelling
* Break longer words into their constituent syllables
* Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
* Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

## **Homework**

* Adequate class time will be given to learn spellings and spelling strategies
* Lists of spellings to be memorised will be divided into daily segments, eg 4/5 per night

## **Assessment**

* Weekly testing will take place
* Total of words to be tested in a test will not exceed 18 in Rang 5 and 20 in Rang 6
* All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.l
* Children at this stage may be occasionally involved in marking the work of their peers, under the guidance of the teacher.