English Whole School Plan

Ratified by the BOM: _____

Signed: _____(Chairperson, BOM)

Signed: _____ (Principal)

Introductory Statement

This revised Whole School English Plan was drawn up in consultation with the staff of Oylegate N.S. This school is a co-educational, DEIS rural, six teacher school. This revised plan also takes into account the Primary Language Curriculum and the changing needs of children in the area of language and literacy. We welcome the broad definition of text that includes all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital as this is more representative of the world the children are now living in.

Rational

Oylegate N.S. are committed to the holistic development of all pupils and we see language as being central to each child's development. Language learning enables children to understand the world around them and to communicate effectively with others. Communication

takes many forms, from the non-verbal and verbal to print-based and digital texts. Through interacting with adults, children are initiated into, and engage in communicative relationships through which they come to understand, interpret, construct meaning and critically appreciate the communication of others. Language enables children to engage emotionally, socially, cognitively, imaginatively and aesthetically in relationships and cultural experiences. It empowers children to develop their thinking, expression, reflection, critique and empathy, and it supports the development of self-efficacy, identity and full participation in society.

Motivation and Choice

Aims

The Primary Language Curriculum sets out a vision of children as communicators, readers, writers and thinkers.The aims of the Primary Language Curriculum are presented in three groups: focusing on children and their lives, children's communications and connections with others, and children's language learning and development. In line with the Primary Language curriculum we aim to

1. Children and their lives

 • enable children to build on prior knowledge and experience of language to enhance their language learning

• encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language

• encourage children of different languages and cultures to be proud of and to share their heritage

• recognise the wide variation in experience, ability and language style that children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships

2. Children's communications and connections with others

• embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations

• encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes

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

3. Children's language learning and development

• promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment

• broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment

• enable children to use language imaginatively and creatively and to appreciate its aesthetic aspects

• encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts

• support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing

• nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages

Content

The Primary Language Curriculum sets out the curriculum using Strands and Elements. There are three strands in the Primary Language Curriculum — Oral language, Reading and Writing in both English and Irish. Across the strands, the elements describe essential language learning. Each element has a set of Learning Outcomes,

which describe important language learning in terms of concepts, dispositions and skills. The elements are interdependent.

Approaches and Methodologies

Oral Language

Spoken text types

Oral Language	Stage 1	Stage 2	Stage 3	Stage 4
Demonstration of Understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.	Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate.

Respond creatively and critically to what they have heard and experienced. | Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

Respond creatively and critically to what they have heard and experienced. |

Repeat and use information – This can be done very simply by

asking a pupil to repeat an instruction

Additional useful activities to develop auditory memory include;

Recite poems, songs, tales, rhymes - The skill of learning off is still valid. We tend to use a lot of rhymes in the junior classes.

In senior classes pupils should have a repertoire of poems and songs that they can recite. OR with pupils working in pairs, information could be shared orally with one of the pairs and this person is then tasked with sharing the information with their partner. Pupils may also be asked to complete a task based on a complex set of instructions.

Memorise and sequence – playing simple memory games, both oral and visual is important for pupils' development. (Examples: Kim's Game, Item missing etc.) Completing sequencing activities, visually or orally, including retells, develops comprehension skills and can also be used to assess pupils' understanding of a text.

Recall verbal messages or phone numbers – where appropriate a pupil could be asked to deliver an oral, rather than a written message within the school. Can pupils provide you with a contact number orally for their parents/guardian? Do pupils know their home address from memory?

Use visual cues and mnemonics – the use of visual cues will provide aid for those with auditory difficulties and are also very useful for pupils with English as a second language. Mnemonics are a specific tool to aid memory e.g. My Very Educated Mother Just Showed Us Nine Planets as a mnemonic for remembering the names of the 9 planets.

Approaches and Methodologies from the NEPS Receptive Language and Comprehension Skills can be used to support the teaching and learning of auditory processing skills.

A variety of Oral language programmes will be used across all classes. E.g. Chatterbox, Rainbow, Over the Moon

Vocabulary

To teach vocabulary we must:

Foster Word Consciousness, teaching individual words, teaching word learning strategies and have frequent, varied and extensive language experiences.

Juniors , Seniors , 1st and 2nd	3rd and 4th class	5th and 6th Class
Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language	Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.

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Reading

<u>Reading Interventions :</u>

Paired reading/Buddy reading

Teacher Modelling

- Literacy Stations/ Decodable readers - Dandelion Launchers & Readers,The Beanies- Beanstalk books Rainbow readers & Flying Start readers

Guided reading Wonderland, Starlight, Rainbow, Over the Moon

Novels: Roald Dahl novels, The Owl Who Was Afraid of the Dark, The Adventures of Huckleberry Finn, The Guns of Easter, Under the Hawthorn Tree, The Hobbit, The Lion, the Witch and the Wardrobe, GoodNight Mister Tom, Faraway Home

Fluency intervention - Repeated reading of texts , Readers theatre scripts

Reading Eggs

Phonological Awareness and Phonics

Reading	Stage 1	Stage 2	Stage 3	Stage 4
Phonological/Phonemic Awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.		Compare sounds and patterns in words found in texts in various genres across the curriculum. Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.	
Phonics, Word Recognition and Word	Recognise, name	Use phonic knowledge	Use a range of word identification	

Study	and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading instructional and independent-level texts.	and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.	strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. Use existing language skills and knowledge to decipher text in other languages.

Phonological Awareness

Word level - Rhyming, alliteration, Sentence Segmentation
Syllable level
Onset and Rime
Phonemic Awareness -most advanced skill

Infant classes :

- Blend syllables e.g. post/man, black/bird, win/dow, doc/tor, vid/e/o etc…
- Clap, stamp, tap out the syllables in 2 and 3 syllable words
- Recite rhymes, songs, tongue twisters and alliteration sentences
- Understand the meaning of terms such as word, letter, letter names, letter sound
- Identify words that rhyme
- Supply a rhyming word for another
- Supply a word that has the same initial sound as another
- Recognise and name the letters of the alphabet
- Associate initial sounds in words with letters
- Tap a rhythm in response to the syllables in a word
- Divide spoken cvc, ccvc words into onset and rime
- Identify first and last sound in a spoken word
- Identify the medial vowel in spoken cvc words
- Blend 2 or 3 phonemes e.g. a-t, i-f, c-a-l.
- Delete initial sound/phoneme from words e.g. gold/old, bus/us.

First and Second Classes:

- Use analogy to spell unfamiliar words (take, rake bake …)
- Identify and blend onset and rhyme in phonetically regular words (t-ill, b-un, s-old etc)
- Blend 2, 3 or 4 phonemes to make real words and nonsense words
- Recognise common endings (-ed, -ly, -ing, -er, -est)

Third to Sixth Classes:

- Continue to refine their ability to encode and decode words phonemically
- Identify common prefixes and suffixes and how they affect meaning
- Become proficient in learning to recognise and pronounce words by using root words, prefixes, suffixes and syllabication
- Use the pronunciation key in the dictionary
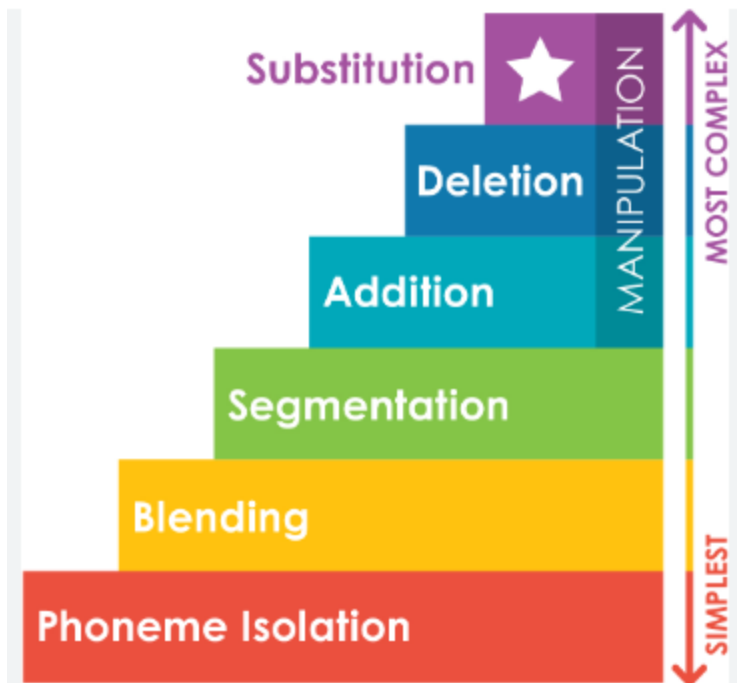
Activities to develop Phonological Awareness

1. Syllabic Awareness
   - Beating out syllables: Children can clap, tap or stamp rhythmically as they say nursery rhymes.
   - Blending syllables: Imaginary Robbie the Robot says words in a funny way. (Breaks words into syllables, pauses for 1 sec. Between syllables) Children figure out the word. E.g. Mar-y, dus-ter, black-board.
   - Segmenting syllables: As above, except that children pretend that they are Robbie Robot, and segment the words themselves. Present words for segmentation by supplying real objects or by showing pictures.
   - Kinaesthetic reinforcement: Get children to touch their heads for the first syllable, shoulders for the second, hips for the third, knees for the fourth and toes for the fifth.
   - Supply a set of real objects; A child picks one, keeps it while saying the first syllable and passes it on to the next child for the next syllable.
   - Counting Syllables: Have children put up one finger for each syllable (starting with the thumb for the first syllable) and let the fingers displayed until counting is completed.
   - Isolating syllables: Start with two-syllable words which also happen to be compound words e.g. postman. Present the word orally and ask pupils to say the first part on its own. Proceed to two-syllable words which are not compound words.
     Similarly the second syllable can be isolated. Later, syllables can be isolated in longer words.

2. Onset-Rime Awareness
- Learning and saying rhymes

- Listening to stories with explicit rhyming patterns

- Supplying rhyming words with orally rhyming patterns – e.g. Dr. Seuss books, Each, Peach, Pear, Plum.

- Rhyme Discrimination exercises – looking at pictures, listening to words and testing them for rhyme
- Matching rhyming pictures together.
- Discrimination of orally presented rhyming pairs (e.g. hair/pair, Hot/big)
- Rhyme completion e.g. "I have a shoe, It's colour is ...."
- Rhyme Box – children pick out an object, name it and supply three rhyming Words
- Rhyme-time game
  a. Show picture (e.g. cat). Ask for rhyming words
  b. List correct responses on the whiteboard
  c. Then show each flashcard. If children have guessed that word, they keep the flashcard. If not, the teacher keeps it. If the teacher manages to keep 4 or more card, she/he wins,
  d. Elicit from children what sounds the words have in common. Then establish what letters they have in common. (This is the beginning of training in analogy)

3. Phonemic Awareness

Substitution ⭐

Deletion

Addition

Segmentation

Blending

Phoneme Isolation

MANIPULATION

MOST COMPLEX

SIMPLEST

Phonemic Awareness
- Same or different exercises: Present pairs of words. Let some pairs differ by one phoneme. Let children say if they are the same or different.
- Identifying words which begin with the same initial sounds
    - ⌐ .... end sounds
    - ⌐ ....middle sounds
    Song for sound-matching activities: To the tune of "Old Macdonald"
- What's the sound that starts these words?
    Turtle, time and teeth (wait for children to respond!)
    /t/ is the sound that starts these words:
    Turtle, time and teeth.
    With a /t/, /t/ here and a /t/, /t/ there,
    Here a /t/, there a /t/, everywhere a /t/, /t/.
    /t/is the sound that starts these words:
    Turtle, time and teeth.
- Producing sounds with given initial sounds – I spy games, I went shopping and I bought...
    Phoneme blending - Start with two-phoneme words and pause between phonemes. Initially incorporate the words into sentences, e.g. "My favourite food is apple p-ie.
    Song Games: To the tune of ' If you're happy and you know it'
    If you think you know this word, shout it out!
    If you think you know this word, shout it out!
    If you think you know this word,
    Then tell me what you've heard,
    If you think you know this word , shout it out!

- The teacher says a segmented work such as /k/-/a/-/t/ and the children respond by saying the blended word.
- Phoneme Segmentation and counting : Using idea of an imaginary sound-stretcher, show children how to stretch words. Good idea to use cardboard squares or counters to represent sounds. (Later, letters could be pencilled onto the card squares)
- Sound dominoes: Child says a word. Next child says a word beginning with the final sound of the previous word, etc. etc. e.g sun, neck, cup, page, joy, Oil..
- Phoneme deletion: Puppet character, Ms. Sound Snatcher snatches initial sounds, children must identify missing sounds......(f)ox. (h)at, (p)late, (s)mile, (p)each etc.
  Children's names. When Ms. Sound Snatcher took away the first sounds from these words, she was left with children's names. What are they?
  Pan(Ann), Teddy(Eddie), Gemma(Emma), Skim (Kim) etc.
  Parts of the body: Snail(nail), Stow (toe), Farm (arm), Pie (eye)etc.
  Deleting end sounds: Ms. Sound Snatcher can delete end sounds, e.g. pain (pay), train(tray) tent(ten), bone(bow)
  Children's names: Joke (Joe), Soon (Sue), Cake (Kay), Face(Faye), Rain (Ray), Dance (Dan)
- Phoneme substitution: Children can have fun changing the initial phonemes of their own names, eg. Nicola, Ticola, Bicola, etc.
- Identification of sound positions, initial, final and medial: Display a picture fo a train composed of an engine, a passenger car and a caboose. Three connecting boxes can be drawn under each component. Explain that like the train, each word has a beginning, middle and end part. Demonstrate by slowly articulating a CVC word and pointing to the box corresponding to each sound in the word. Repeat the word and ask the children to identify where they hear the different sounds.(e..g.Where do you hear the /g/in pig?) Have them mark the box under the train that indicates the position of the sound you specify.

Below are suggested possibilities for both phonological awareness and phonics. However, teachers will decide on the content to be developed and specific approaches to be used each year based on class ability ,interests and needs.

Jolly phonics sequence

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Mon	Junior Infants	Senior Infants	First Class	Second Class
September	Pre-reading activities, phonological awareness and phonemic awareness	Revisions of jolly phonics groups 1, 2, 3, ai and j	sh, ch, th, ng	Silent b, k, w wh
October	s, a ,t, i phonological awareness and phonemic awareness	oa, ie, ee, or, z, w, ng, v	qu, ar, ff	ph ea for /e/ Soft c Soft g
November	p, n, ck, e, h, r phonological awareness and phonemic awareness	oo/**oo**, y, x, ch, sh, th/**th**, qu	ll, ss/zz, ck, y at end	wa for /wo/ ou for /u/ air ch for /k/
December	m, d, g, o, u, phonological	ou, oi, ue, er, ar	Vowels- magic e, i-e, a-e, o-e	ai ee

	Junior Infants	Senior Infants	First Class	Second Class
	awareness and phonemic awareness			ie oa
January	l, f, b, ai, j phonological awareness and phonemic awareness	ai/ay, a-e, ee, ea, ie, y, i-e, igh	u-e, wh, ay, ea	ue k er oi
February	oa, ie, ee, or, z, w phonological awareness and phonemic awareness	oa, -o-e, ow, ue, u-e, ew, er, ir, ur	igh, y (fly), ow, ew	ou or ey ear
March	ng, v, oo, 00, y, x, ch, sh phonological awareness and phonemic awareness	or, au, al, aw, oi, oy, ou, ow Revision	ou, ow, oi/oy	Silent h, c are for /air/ ear for /air/
April	th, Th, qu, ou, oi, ue, phonological awareness and phonemic awareness	Revision of all sounds	oy, al	ti for /sh/ si for /sh/ and /zh/
May	er, ar, revision phonological awareness and phonemic awareness	Revision- focus on blending	or, nk, er	ei for /eigh/ o for /u/ ture ie for /ee/
June	Revision phonological awareness and phonemic awareness	Revision- building on blending	ir, ur, au, aw	ore le Revision

Tricky Words

Mon	Junior Infants	Senior Infants	First Class	Second Class
September		Why, which, who, where,	I, the, he, she, me, we, be,	Father, Mother Sister, Brother

		what, when, I, the, he, she, me, we, be, was	was	Grandma, Grandpa
October		Only, old, little, down, other, more, to, do, are, all, you, your,	to, do, are, all, you, your,	Aunt, Uncle Nephew, Niece Cousin, Friend January, February
November		Any, many, before, from, were, because, come, some, said, here, there, they, go, no	come, some, said, here, there, they, go, no	March, April May, June July, August September, October
December		want, saw, put, could, so, my, one, by, like, have, Revision of all	so, my, one, by, like, have, Revision of all	November, December Half, Quarter Eleven, twelve Thirteen, fourteen
January	the, was, she, I	should, would, right, too, four, goes	live, give, only, old, little, down, what, when	Fifteen, sixteenth Seventeen, eighteen, nineteen, twenty, thirty, Forty
February	We, me, said, to	does, made, their, into, came, over	why, where, who, which, any, many, more, before,	Fifty, sixty Seventy, eighty Ninety, hundred, thousand, million
March	he, be, are, all	other, were, because, want, saw, put, could, should	other, were, because, want, saw, put, could, should	Zero, equals Centimetre, metre gram, kilogram Millilitre, litre

April	do, they, you, your, some, come	would, right, two, four	would, right, two, four	Weight, volume Minute second Fraction, estimate Child, children
May	there, that, one, my, by, go, no, so, like	goes, does, made, their, once, upon, always, also	goes, does, made, their, once, upon, always, also	Woman, women Mouse, mice Library, computer English, language
June	for, have, give, live, revision	eight, love, cover, after, every, mother, father	eight, love, cover, after, every, mother, father	Continent, world Revision

Phonics(This is adapted from The Jolly Phonics programme):

Junior Infants:

Single letter phonemes

Senior Infants:

Revision of single letter phonemes and introduction of digraphs.

First Class:

Revision of single letter phonemes and digraphs and introduction of alternative digraphs and word families.

Second -Sixth

R controlled vowels ,word endings ,three letter blends ,silent letters, prefixes, suffixes, homophones, soft letters, word families, word chunks.

Specific Approaches

In Oylegate National School, we will use a variety of approaches to support the teaching of phonological awareness. These have been taken from the support for the curriculum and resources from the PDST.

<u>Specific Approaches</u>:

-Story

-Song

-Kinesthetic approaches :air writing ,sand tray ,etc.

-Tablets/laptops/ICT

-Whiteboards

-Magnetic letters

-Stile trays

<u>Assessment</u>

Regular assessment of children's reading using checklists, conferences and rubrics can help teachers determine children's progression with comprehension, in line with the Progression Continuum for Reading in the Primary Language Curriculum. Children should also be encouraged to self- and peer-assess, using appropriate child and teacher-designed rubrics and checklists.

Comprehension Strategies

Predicting

Connecting

Visualising

Questioning

Activating Prior Knowledge

Inferring

Determining Importance

Clarifying

Synthesising

In Oylegate N.S., the comprehension strategies will be developed at each class level.

Exposure to all but explicitly teach the strategy bi-monthly.

	J/S Infants	1st/2nd	3rd/4th	5th/6th
September/ October	Predicting	Predicting	Clarifying	Clarifying
November/ December	Visualising	Visualising	Determining Importance	Determining Importance
January/ February/March	Making Connections (Text to self)	Making Connections (Text to Text & World)	Inferring	Inferring
March/April/May	Questioning	Questioning	Synthesising	Synthesising
June	Revision	Revision	Revision	Revision

Specific Approaches

In Oylegate N.S, we will use a variety of approaches to support the teaching of comprehension strategies. These have been taken from the support for the curriculum and resources from the PDST. For example:

- https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/
- **Gradual Release of Responsibility**

Teachers will use this approach when introducing a new strategy. The initial steps are crucial as they give pupils the opportunity to become familiar with the strategy and listen to the teacher's think-aloud process.

- Building Bridges Comprehension Strategies
- Use of English language schemes e.g. Over the Moon, Rainbow etc.
- Literacy Stations

Assessment

Regular assessment of children's reading using teacher observation, checklists, conferences and rubrics can help teachers determine children's progression with comprehension, in line with the Progression Continuum for Reading in the Primary Language Curriculum. Children should also be encouraged to self- and peer-assess, using appropriate child and teacher-designed rubrics and checklists. PM reading assessment, Senior infant/First Class teacher designed Reading assessment, Standardised Drumcondra Reading Test.

Writing

L.O 9 Handwriting and Presentation

Where they are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Handwriting and Presentation	Write upper and lower case letters as separate, flowing letters and present texts in a range of formats.	Write legibly and fluently in a chosen script and present texts in a range of formats.	Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.	Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.

Specific Approaches

In Oylegate N.S., we will use a variety of approaches to support the teaching of handwriting and presentation. These have been taken from the supports for the curriculum and resources from the PDST.

- **Motor Development –** Fine-motor and gross-motor activities are used to build hand strength and dexterity. These include working with Play-Doh, playing with construction toys and fine-motor games, tearing and sticking, colouring with crayons etc.

- **Core Development –** A good posture is essential for the development of handwriting. Through the PE curriculum and in other contexts, pupils will build their core strength.

- **Pre-writing –** Pupils in the younger classes will undertake many prewriting activities before learning to form their letters. These will include drawing wavy and pointed patterns. These help build the dexterity needed for letter formation.

- **Pencil Grip –** The pencil is grasped between the tips of the thumb and the index finger and is supported against the side of the middle finger (tripod grip). The last two fingers are curved and rested against the table surfaces. The wrist is bent back slightly and the pencil is held about 2cm from the tip (slightly more for left-handed children).

- **Sensory Play –** Pupils will experience sensory play to help learn the formation of their letters and writing. These activities include writing letters in sand or rice.

- **Modelling** – The teacher shows pupils how to form the letters/handwriting being taught.

- **Video** – Showing how to form letters correctly.

- **Hand-over-hand** – The teacher assists the pupil in the formation of their letters.

- **Workbook Practice** – New Wave handwriting

- **Copybook Practice** - can be used where necessary

Progression of Handwriting

Lowercase letters are taught in Junior and Senior Infants. Junior Infants will begin letter formation in conjunction with the Jolly Phonics programme. They learn to form their letters with a tail out at the end of the letter.

 In Senior Infants, they learn to form their letters with a tail out and upper case letters are introduced. In 1st and 2nd, lowercase and uppercase letters are reinforced and joined print script and cursive is introduced.

 From 3rd to 6th, pupils practice the formation of their letters regularly to form a cursive script. Pupils will be expected to title and date their work. They also explore presentation styles that link in with the different writing genres.

Language

Language is a central part of all teaching in Oylegate NS.The correct use of terminology for each letter formation will be used and modelled through lessons. This is particularly important in the junior end of the school.

Assessment

Regular assessment of children's handwriting using checklists, conferences and observation will be used to determine children's progression. Conventions of print will be included in these. Other specific assessment modes may be used by teachers to assess pupils' progress. These include:

- Self and peer assessment
- Specific handwriting checklists
- Analysis of copy work and book work

Please see attached appendix for Language of letter formation.

CONVENTIONS OF PRINT – GRAMMAR AND PUNCTUATION

Where they are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Conventions of print and sentence structure	Use basic conventions of print and sentence structure.	Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.	Use increasingly nuanced print conventions in their independent writing. Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.	

The conventions of print, grammar and punctuation topics used in Oylegate N.S. are sourced from the Primary Language Curriculum and the PDST.

Specific Approaches

In Oylegate NS , we will use a variety of approaches to support the teaching of conventions of print, grammar and punctuation. These have been taken from the supports for the curriculum and resources from the PDST.

1. **Videos** – Use of videos to illustrate and support learning.
2. **Explicit Teaching** – The teacher shows pupils how to use concepts being taught.
3. **Identifying In Text** – Discuss concepts being taught as they arise in class texts.

4. **Games** – Using games to practice and reinforce learning.
5. **Modelling** – Showing how to use the concepts correctly.
6. **Writing Conferences** – Discussing the use of concepts through the pupils own writing.
7. **Textbook Practice**

Whole School Plan for Punctuation Topics for each Class

Punctuation	
Class	**Topic**
Senior Infants	● Use of Capital Letters ● Use of Full Stops
First Class	● Revision of work to date ● Capital Letters in day's, titles, places etc. ● Speech marks ● Question marks ● Capital letters

Second Class	● Revision of work to date ● Commas for writing lists ● Commas not before 'and' ● Recognition of speech marks, explanation marks and question marks ● Apostrophes ● Commas in speech
Third Class	● Revision of work to date ● Use of speech marks ● Contractions
Fourth Class	● Revision of work to date ● Use of hyphens ● Use of apostrophe for possession including plural nouns ending in s, to shorten words ● Use of brackets in sentences
Fifth Class	● Revision of work to date ● Direct and indirect speech
Sixth Class	● The Colon ● Use of Semi colon ● Revision of work to date

Grammar Topics	
Class	**Topic**
Senior Infants	***Revision of work to date*** ● Word order ● Sentence structure
First Class	***Revision of work to date*** ● Sentence sticking ● Sentences ● Capital letters ● Proper nouns ● Common nouns ● Alphabetical order ● 'a' or 'an ● Plurals ● Pronouns ● Verbs ● Doubling rules ● Future tense ● Nouns ● Adjectives ● Compound words ● Adverbs ● -es plurals ● Antonyms ● Questions

Second Class	Revision of work to date
	- Alphabetical order - Sentence writing - Questions - Proper nouns - Adjectives - Plurals -s and -es - Possessive adjectives - Homophone mix ups - Sentences and verbs - Adverbs - Verb 'to be' - Regular / irregular past tense - Using a dictionary - Proof reading, sentences - Verb 'to be' past tense - Expanding a sentence - Conjunctions - plurals -s and -ies - Word webs - Proof reading a story - Contractions - Prepositions - Comparatives and superlatives - Interesting words - Parsing

Third Class	*Revision of work to date* ● Expanding bank of verbs ● Expanding bank of adjectives ● Personal pronouns ● Collective nouns ● Conjunctions ● Continuous present tense 　 e.g. polar bears eat seals
Fourth Class	*Revision of work to date* ● Adjectives – comparative and superlative ● Adverbs ● Use of negatives
Fifth Class	*Revision of work to date* ● Classifying nouns ● Clauses ● Direct and indirect speech ● Similes and Metaphors
Sixth Class	*Revision of the ten parts of speech: interjection, verb, noun, conjunction, pronoun, verb, adverb, preposition, article, adjective and noun*

Language

Language is a central part of all teaching in Oylegate National School. The correct use of terminology for each concept will be taught and modelled through lessons. Pupils will be expected to use the correct terminology as they progress through the school.

Assessment

Regular assessment of children's writing using checklists, conferences and rubrics will be used to determine children's progression with writing. Conventions of print will be included in these. Other specific assessment modes may be used by teachers to assess pupils' progress with conventions of print, grammar and punctuation. These include:

- Self and peer assessment
- Specific conventions of print checklists
- Teacher-designed tasks and tests
- Analysis of copy work

**This will be used as a guide for each class teacher but specific teaching and learning decisions will be based on needs , abilities and interests of each class.

Spoken Text types and Genres of Writing

	Spoken Text types
September	Conversations
October	Pair and Small Group Work
November	Questioning and interviews
December	Storytelling and anecdotes
January	Oral Reports

February	Giving and following instructions
March/April	Arguments, informal and formal debates
May	Formal Debates

Class	Selected Poems
Junior Infants	Classic Nursery Rhymes, Poetry from Over The Moon Programme
Senior Infants	Poetry from Over the Moon Programme
1st Class	Poetry from Over the Moon Programme
2nd Class	Poetry from Over the Moon Programme
3rd Class	Poetry from Wonderland/Rainbow/Starlight programmes
4th Class	Poetry from Wonderland/Rainbow/Starlight programmes
5th Class	Poetry from Wonderland/Rainbow/Starlight programmes
6th Class	Poetry from Wonderland/Rainbow/Starlight programmes

Junior and Senior Infants	1st and 2nd class	3rd and 4th class	5th and 6th class

Nursery Rhymes	Acrostic poems	Haiku	Limericks
Tongue Twisters	Senses poem	Shape poems	Kenning poems

Poetry Appreciation

Themes

Irish Poet

Historical Poem

Female Poet

Nature Poem

Multiple Text Types

Levelled readers -PM books
Decodable readers
Picture books/Big books
Novels
Images
Podcasts
Videos
Wordless Picture books
Poetry
Ebooks

Digital literacy

The curriculum recognises that technology can be used as a tool for literacy development and learning. The definition of 'text' in the curriculum refers to all products of language use including electronic and digital. Appropriate use of digital technologies in the classroom can help children to demonstrate knowledge, skills and understanding in accordance with the learning outcomes for all three strands of the curriculum. By enabling them to engage with digital technologies from the start of primary school, teachers can support children to foster a positive attitude towards the use of digital technologies and to use technology responsibly and appropriately. As children become digitally literate, they can use a variety of digital technologies to develop understanding and to source, critique and manage information as engaged thinkers and active learners.

Creating Podcast

Voiceover - screencasting

Beebots

Scratch

Book creator

Toontastic

Reading eggs

Writing Genre Plan

	Writing Genre Cycle	
	Year 1	Year 2
September/October	Narrative	Report
November/December	Procedural	Explanation
January/February/March	Socialise	Poetry
March/April/May	Recount	Persuasive
June	Revision	Revision

*The duration for focus on a genre will be between 6 - 8 weeks. The alternating year's genres will be revised each year for a period of approximately 2 weeks.

Learning Outcome 5: Spelling and Word Study

Where they are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Spelling and Word Study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.	Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words. Spell a wide range of high frequency words accurately and begin to use reference materials	Analyse how letter-sound correspondence, common spelling patterns and meaningful word parts and root impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling	

	Spell high frequency and high interest words accurately	to check and correct spelling.	

Specific Approaches

An inclusive approach:

Spellings begin in First Class. In 1st and 2nd class, words are chosen based on a similar sound pattern and some high frequency words following the Jolly Phonics Programme.This approach is differentiated based on the needs of the children.

In 3rd class children will continue with spellings based on word families using Spellbound, Word Wise, Spell Well spelling workbooks.

From 4th - 6th we use Spellings For Me. Spellings For Me is an individualised spelling programme. It tests each student's individual spelling ability, because of this, the student is working exactly at their own level on words they do not know how to spell, regardless of age or class.

Knowledge of sounds: Examples include syllables, onset and rhyme , individual phonemes.

Knowledge of pattern: Activities in Spellings For Me workbook and teacher designed tasks.

Knowledge of meaning: Activities in Spellings For Me workbook and teacher designed tasks.

Knowledge of origin: Activities in Spellings For Me workbook and teacher designed tasks.

Free Writing

Other spelling strategies and approaches such as mnemonics, word in a word, letter drawings, letter strings, board games, silly sentences, multi-sensory approach.

Progression of Spelling: As spelling is taught through an individualised spelling programme, progression occurs through acquisition of previously learned words.

Language

Language is a central part of all teaching in Oylegate NS. The correct use of terminology for each letter formation will be used and modelled through lessons.

Assessment

- Spelling test
- Teacher observation
- Analysis of copy work and book work

Morphology and Etymology Plan

Morphology & Etymology Plan	Prefix	Suffix	Root Words/word parts and word association
Stage 1 - JI and SI		Plurals - add s	
Stage 2 - 1st and 2nd	Un, dis, re, im	Plurals - add s, add es Ed ending Ing ending Er and est Er - baker, walker	Root word families such as: Walk e.g. walker, walking, walked etc. Talk Run Bake Compound words - Word ladder

	Year 1	Year 2	Year 3
Prefixes	Mis Non Ant Inter Auto Uni Im	Tri Bi De Fore Tele Trans Sub	Post Pre Over Under Co Extra In

Suffixes	-able -ible - ish - ly - full/less	-tion, sion, ssion - ious, ous - ic e.g. comic, heroic, angelic - ical e.g. musical - ness - ess e.g. princess	- ist e.g. florist, dentist - age e.g. drainage - ment - ship - ward e.g. towards, afterwards
Root Words	-rupt (to break, burst or tear) e.g. erupt - tract (to pull or draw) e.g. tractor -struct (to build/pile) - spect (to look, view) - fract/frag (to break) - pend, pens(e) (to hang or weigh)	-form (to shape, appearance, structure) - ject (to throw) - horr (to shudder, to bristle) - act (to drive/go) - capt (to take, seize or get) - ced(e), ceed, cess (to go toward, yield, withdraw)	- just (a right) - cept, ceiv(e) (taken) - dict, dic (to say, speak or tell) - duce, duct (to lead) - flect (to bend) - grate (pleasing, thankful) - mit, miss (to send)

Linkage and Integration

- Cross curricular

Differentiation

- Reduced expectation
- Teacher assistance
- Learning outcomes
- Time
- Multigrade tasks

Assessment

- Spelling tests/ dictation
- Free writing
- Teacher designed tasks
- Teacher observations

Resources

- Jolly phonics
- ICT
- Over the Moon Programme
- Picture books
- Flash cards
- Posters/ displays