



# English Plan

Lurga National School

## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

We have fully implemented the new Primary Language Curriculum 2017 from Junior infants to second class. As of September 2019, it will be phased into the senior classes. Following this, a full review of the school plan for English will be undertaken in 2025 to reflect the new curricular changes in all classes. This plan was formulated by members of the teaching staff of Lurga NS and contains the elements and learning outcomes of the new Primary Language Curriculum for stages 1, 2 3 and 4.

### **(b) Rationale**

This plan is a record of our decisions regarding English, and it reflects both the new Primary Language Curriculum and the Primary Curriculum, 1999. It is intended to guide teachers in their individual planning for English.

## **Vision and Aims**

### **(a) Vision**

Our plan envisages the school's characteristic spirit, which is that all pupils are cherished equally and, to aid them in-achieving their true potential. We recognise that English plays a huge part in every child's life, not only as their spoken language, but as a medium through which all other aspects of the Curriculum subjects are taught.

### **(b) Aims**

Our school continues to endorse the aims of the Primary School Curriculum 1999 for English until the new Primary Language Curriculum is fully implemented.

- To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written.
- To create, foster and maintain the child's interest in expression and communication.
- To develop the child's ability to engage appropriately in listener-speaker relationships.
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
- To enable the child to read and write independently.
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

It is acknowledged that Ireland is linguistically and culturally diverse-our school includes children with another language as their first language

## **Curriculum Planning**

Elements and Learning Outcomes of the Primary Language Curriculum for Stages 1 , 2 , 3 & 4

### **1. ORAL LANGUAGE**

Element: Communicating

### **1. Engagement, listening and attention**

Children should be able to

- Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose. (Stage 1 & 2)
- Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.
- Express their individuality through their knowledge and use of various languages. Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages. TF1, C3+4 (stage 3)
- Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent. (Stage 4)

### **2. Motivation and choice**

- Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest. TF2, C1+2+3 (Stage 1 & 2)
- Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. TF2, C4 (stage 3 & 4)

### **3. Social conventions and awareness of others**

Children should be able to

- Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally. (Stage 1)
- Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and nonverbally. (Stage 1)
- Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences. (Stage 1 & 2)
- Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience (Stage 2)
- Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. (Stage 3)
- Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. (Stage 3)
- Explore how culture and identity can influence how people communicate with others, verbally and nonverbally. (Stage 4)
- Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences. (Stage 4)

Element: Understanding

**4. Sentence structure and grammar**

- Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately (Stages 1 & 2).
- Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. (Stage 3 & 4)
- Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. (Stage 3 & 4)

**5. Vocabulary**

- 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. (Stages 1 & 2).
- Use sophisticated oral vocabulary and phrases, including the language of text, topic and subjects' specific language, and express and use decontextualized language. (Stages 1 & 2).
- 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. (Stage 3)
- 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. (Stage 4)

**6. Demonstration of understanding**

- Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining. (Stage 1 & 2)
- 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. (Stage 3)
- Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate. (Stage 4)
- Respond creatively and critically to what they have heard and experienced. (Stage 3 & 4)

Element: Exploring and using

**7. Requests, questions and interactions**

- Express personal needs and preferences and make requests with confidence. (Stage 1 & 2)  
Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. (Stage 1 & 2)
- Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading. (Stage 3)
- Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes. (Stage 4)
- Express personal needs, opinions and preferences, explaining and justifying their perspective. (Stage 3 & 4)

## **8. Categorisation**

- Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding. (Stage 1 & 2)
- Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate.
- understanding that categories are fluid and can vary. (Stage 3 & 4)

## **9. Retelling and elaborating**

- Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. (Stage 1 & 2)
- Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. (Stage 3 & 4)

## **10. Playful and creative use of language**

- Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively. (Stage 1 & 2)
- Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. (Stage 3 & 4)
- Use language playfully and creatively in their own conversations and texts and across other languages as appropriate. (Stage 3 & 4)

## **11. Information giving, explanation and justification**

- Supply, explain and justify points of information to familiar and unfamiliar audiences using topic specific language. (Stage 1 & 2)
- Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. (Stage 3 & 4)

## **12. Description, prediction and reflection**

- Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. (Stage 1 & 2)
- Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts. (Stage 3 & 4)

# **READING**

Element: Communicating

## **1.Engagement**

- Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers. (Stage 1 & 2)
- Discover and explore texts in various languages. (Stage 1 & 2)
- Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. (Stage 3 & 4)
- Engage with texts of increasing complexity and discover and explore texts in various languages. (Stage 3 & 4)

## **2. Motivation and choice**

- Choose, read and communicate about text in a range of genres for pleasure and interest. (Stage 1)
- Choose, read and talk about text in a range of genres for pleasure, interest and specific purposes. (Stage 2)
- Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. (Stage 3 & 4)

## **Element: Understanding**

### **3. Conventions of print**

- Identify and use basic conventions of print in text. (Stage 1)
- Use conventions of print to help understand text. (Stage 2)
- Analyse and compare conventions of print in texts of increasing complexity. (Stage 3 & 4)
- Analyse sentence structures, including simple, compound and complex sentences in texts.
- Compare sentence structures and texts in various languages. (Stage 3 & 4)

### **4. Phonological and phonemic awareness**

- Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words (Stage 1 & 2)
- Compare sounds and patterns in words found in texts in various genres across the curriculum. (Stage 3 & 4)
- Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. (Stage 3 & 4)

### **5. Phonics and word recognition**

- Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts. (Stage 1)
- Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. (Stage 2)
- Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. (Stage 3 & 4)

- Use existing language skills and knowledge to decipher text in other languages. (Stage 3 & 4)

## **6. Reading vocabulary**

- Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. (Stage 1)
- Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. (Stage 1)
- Acquire appropriate vocabulary to support the independent comprehension of text. (Stage 2)
- Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. (Stage 2)
- Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding.
- Use a range of vocabulary strategies and knowledge of synonyms, antonyms and homonyms, affixes and root words to clarify and discuss the meaning of unknown words and phrases as they arise.
- Acquire a deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts. (Stage 3 & 4)
- Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary. (Stage 3 & 4)
- Use appropriate reference materials to independently uncover the meaning of unknown words. (Stage 3 & 4)

### **Element: Exploring and using**

## **7. Purpose, genre and voice**

- Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing preferences and opinions.
- Experience and respond to the aesthetic, creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions. (Stage 2)
- Identify and discuss features of texts, which convey a particular purpose, genre, or voice and infer meanings, which are not explicitly stated. (Stage 3)
- Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. (Stage 3) +
- Recognise and examine the implications of culture and identity on the creation of texts across a range of genres. (Stage 4)
- Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum. (Stage 4)

## **8. Response and authors intent**

- Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. (Stage 1 & 2)
- Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres. (Stage 3 & 4)

## **9. Comprehension**

- Recall, discuss and sequence significant details and identify key points of information in text. (Stage 1 & 2)
- Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. (Stage 1)
- Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. (Stage 2)
- Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively. (Stage 3)
- Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge. (Stage 4)
- Compare and synthesise information, thoughts, and ideas from a variety of text sources. (Stage 4)

## **10. Fluency and self-correction**

- Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently. (Stage 1 & 2)
- Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences. (Stage 3 & 4)

# **WRITING**

## **Element: Communicating**

### **1.Engagement**

- Take part in and have fun mark-making, drawing and writing to communicate with others. (Stage 1)
- Take part in and enjoy writing to communicate with others. (Stage 2)
- Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum. (Stage 3 & 4)
- Use writing as a tool to clarify and structure thought and to express individuality. (Stage 3 & 4)

## **2. Motivation and choice**

- Choose appropriate tools, content and topics for their own writing and select texts for sharing with
- others. (Stage 1 & 2)
- Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences. (Stage 3 & 4)

### **Element: Understanding**

## **3. Conventions of print and sentence structure**

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

## **4. Spelling**

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

## **5. Vocabulary**

- Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.
- Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. (Stage 2)
- Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences. (Stage 3)
- Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences. (Stage 4)
- Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.
- Evaluate how vocabulary is used in various contexts in their writing. (Stage 4)

## **6. Purpose, genre and voice**

- Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate. (Stage 1 & 2)
- Explore and use the typical text structure and language features associated with a variety of genres. (Stage 1 & 2)
- Develop an individual voice to share their thoughts, knowledge and experiences. (Stage 1 & 2)
- Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work. (Stage 3 & 4)
- Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum. (Stage 3 & 4)
- Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect. (Stage 3 & 4)

## **7. Writing process**

- Use the writing process when creating texts collaboratively or independently. (Stage 1 & 2)
- Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences. (Stage 3 & 4)
- Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences. (Stage 3 & 4)

## **8. Response and author's intent**

- Share the meaning of their own texts and demonstrate understanding through responding to the texts of others. (Stage 1)
- Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent. (Stage 2)
- Examine and critically reflect on their own intent and influences as authors. (Stage 3 & 4)
- Discuss and evaluate others' interpretation of their texts. (Stage 3 & 4)

## **9. Handwriting**

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

## 2. Approaches and Methodologies

The five contexts for discrete oral language as outlined in the English curriculum are used to direct teachers planning

- Talk and discussion
- Play and games
- Story
- Poetry and rhyme
- Improvisational drama
  - Oral Language is taught as an explicit weekly lesson or as part of station teaching
  - Oral language is taught explicitly through Aistear in junior and senior infants
  - Oral Language is integrated across the curriculum.

The 5 components of effective Oral Language instruction are promoted. These are

- The teaching a variety of spoken texts
- Promoting auditory memory
- Creating a language learning environment
- Teaching and extending vocabulary and conceptual knowledge
- Developing listening and speaking skills
- Every effort is made to afford pupils the opportunity to express themselves and develop their listening skills while interacting with others both formally and informally.
- To develop speaking skills, pair work, group work, role-play, debating, and drama, interviewing, reading text and poetry aloud and greeting visitors all feature in our delivery of the Oral Language
- curriculum.
- Vocabulary development is provided by the teacher. Teacher modelling of vocabulary and expression is pivotal to every Oral Language lesson
- An awareness of the broad rules that govern social interaction underpins most lessons e.g. eye contact, turn-taking, body language, tone of voice, clarity of expression intonation etc.

## Strategies to improve Reading in Lurga NS

- Team-teaching and/or station teaching in literacy sessions
- Annual LLO for Senior Infants to Second Class
- TTRS for pupils with specific difficulty with spelling and or reading e.g. pupils with dyslexia
- A variety of sets of novels are available from 3<sup>rd</sup> -6th classes
- The Book Fair (Children purchase books for personal pleasure) is also used to improve on and invest in our class libraries
- Class libraries
- The shelves opposite the office contains supplementary books and topic based books to allow teachers to update their class libraries
- ICT and apps
- Comprehension HILO Reading Comprehension SET 1 and SET 2
- Folens Book Pack Levels 1,2,3 and 4

The use of the Comprehension Strategies help to guide our Whole School Plan for Comprehension

1. Reading Procedures: Use a range of reading procedures each month

Reading to students; Modelled reading; Language Experience; Shared Reading Guided Reading Book; Discussion Groups; Independent Reading

2. Developing Fluency:

Echo Reading, Shadow Reading, Assisted Reading, Shared Reading, Choral Reading, Tape Assisted Reading, Readers' Theatre, Radio Reading, Poetry Reading, Buddy Reading

3. Reading strategies: Word identification

4.

Re-reading

Re-reading	Creating opportunities for deeper understanding, word identification and developing fluency	Practice during shared, guided and independent reading & book discussion groups Practice during shared, guided and independent reading & book discussion groups
Reading on	Skipping unfamiliar words and reading on to provide sufficient context to determine what the unfamiliar word may be	
Adjusting reading rate	Adjusting rate where appropriate	
Sounding out	Using knowledge of letter sound relationship to decode unknown words	Practice during shared, guided and independent reading
Chunking	Breaking multi-syllabic words into units larger than individual phonemes	
Using analogy	Transferring what they know about familiar words to help identify unfamiliar words	
Consulting & Reference	Using a dictionary, thesaurus, reference chart or glossary	

### Suggested Timeframe for Implementation of Comprehension Strategies

#### Infants to 1st class

**Term 1** Predicting - A reading strategy involving the use of prior knowledge to anticipate what is going to occur in a text before or during reading

Connecting - A reading strategy involving making links between what is read and other texts to oneself

Comparing - A reading strategy involving thinking about similarities and differences between what is known and what is portrayed in the texts

**Term 2** Inferring - A reading strategy involving combining what is reading in the text with the reader's own ideas to create their own unique interpretation of the text

Creating images - A reading strategy involving the reader using all five senses to create images before, during and after reading

Self-questioning - A reading strategy involving generating one's own questions before, during and after reading

Scanning - A reading strategy involving glancing quickly through material to locate specific information

**Term 3** Summarising and paraphrasing - A reading strategy involving condensing information to the most important ideas

Revision

### **Suggested Timeframe for Implementation of Comprehension Strategies**

#### **2nd to 6th class**

**Term 1** Predicting & Connecting - A reading strategy involving the use of prior knowledge to anticipate what is going to occur in a text before or during reading & A reading strategy involving making links between what is read and other texts to oneself

Comparing - A reading strategy involving thinking about similarities and differences between what is known and what is portrayed in the texts

Scanning & Skimming - A reading strategy involving glancing quickly through material to locate specific information

Determining importance - A reading strategy involving making decisions about what is important and what is not

**Term 2** Inferring - A reading strategy involving combining what is reading in the text with the reader's own ideas to create their own unique interpretation of the text

Synthesising - A reading strategy involving merging new information with prior knowledge to create new complete ideas, thoughts, perspectives and options. Synthesis is the most complex and highest form of comprehension.

Creating images - A reading strategy involving the reader using all five senses to create images before, during and after reading

Self-questioning - A reading strategy involving generating one's own questions before, during and after reading

**Term 3** Summarising and paraphrasing - A reading strategy involving condensing information to the most important ideas

Revision

Strategies to improve Writing in Lurga National School

Through writing activities based on the genres the children will develop concepts, dispositions and skills in relation to:

- Motivation and choice
- Conventions of print and sentence structure
- Purpose, genre and voice
- Writing process
- Response

- Children are encouraged to clarify their thoughts through writing. This may be done following a language lesson or writing about any decisions they made about a particular topic.
- We use different genres of writing {Formal/informal} to develop the ability to use different registers of language. The writing genres are explicitly taught using the gradual release of responsibility model across the school as per the template below.

## **Suggested Timeframe for Implementation of Writing Genres**

### **Infants to Sixth Class**

**Term 1 Narrative** - Generally tells an imaginative story, although some narratives may be based on fact. The focus is specific sequential events and actions. The aim is to engage the reader in an imaginative experience.

**Recount** - Recount: Generally based on the direct experiences of the author but may also be imaginative or outside the author's experiences.

The focus is on sequencing.

Writing to socialise

**Term 2 Report writing** - Reports are factual texts that present information clearly. The purpose of a report is to systematically organise and record factual information to classify and describe things.

**Procedural writing** - Procedural texts follow a discernible pattern – listing sequencing of actions or steps to show the way to do something. Procedures can be oral or written. The focus is on ordered sequences.

**Term 3 Explanatory writing** - Explanations are written to explain how something works or the process involved in actions, events or behaviour. The purpose is to explain the processes involved in natural and social phenomena, or to explain how something works.

**Exposition/ Persuasive writing** - An exposition is a critical evaluation of ideas involving persuasion or debate. The purpose is to present a logical argument from a particular point of view, analysing the arguments and concluding with an overriding opinion or conclusive argument.

### **Key points on teaching a new writing genre**

- Children should have a clear understanding of the purpose of a genre
- Engage in free writing
- Writing opportunities through play
- Creating an audience and purpose for writing
- Children discover framework/structure of a genre
- Teach key features of a genre through mini-lessons
- Teacher modelling writing genre
- Shared writing with the children
- Guided writing using a framework or guide
- Independent writing - Using the writing process through the writing workshop
- Children do not need to re-edit every piece
- Enable children to assess their own writing
- We try to encourage pupils to write from their own experiences and ideas.
- In planning writing, children are introduced to a variety of strategies, e.g. Brainstorming/mind mapping, webbing and research
- There is planning for continuity and progression from Junior Infants to Sixth Class.

**The child's written work is valued by:**

- Displaying on walls of classroom
- Displaying on billboard in corridor
- Giving constructive criticism
- Being read aloud in class
- Being typed out{Integrated with ICT }for display
- Being included in anthologies for in-class reading
- Being included in the school website

**Key elements in the Early Writing Stage in the school**

*1. Early writing/ Free writing*

Through appropriately playful learning experiences, children should be able to

- Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.
- Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.
- Use basic conventions of print and sentence structure

**This approach aims to**

- develop children's confidence by giving them the skills from which they can write
- focus on pre-writing skills
- engage in free writing consistently
- practice and develop their writing skills in their copies and on our whiteboard
- facilitate and encourage writing through Aistear

**Structure of Early Writing in Infants**

- Infants will have access to writing materials such as paper, cards, labels, post-its and pens, pencils, markers etc. to be used during free play times.
- During free play and in discrete lessons pupils will be encouraged to draw and label plans for construction projects in blocks, Lego and junk art. Children will make signs for socio-dramatic areas. Children will be supplied with materials to suit each particular theme such as appointment books and notepads to suit each particular Aistear topic.

**Introduction of formal letter formation**

- The lower case letters (excluding q) are taught in Junior Infants as .per the table below in accordance with our phonics programme
- Letter formation sheet demonstrates attached in the appendix shows how letters are formed

Term	Letter Formation Taught
Sept – Dec.	Pre-writing/ Fine motor activities
Jan – March	s, a, t, i, p, n, c, k, e, h, r, m, d
April – June	g, o, u, l, f, b, j, z, w, v, y, x

**2. Concept of Writing**

Children are introduced to the concept of writing by observing the teacher model the process.

*Key elements in the development of Handwriting Skills in the school*

### **Handwriting scheme**

The development of Lurga's Handwriting Scheme is supported by school-devised resources and/or commercial material/workbooks.

### **Size and formation of all lower-case and capital letters & introduction of Cursive Writing**

There is agreement on the size and formation of all lower-case and capital letters throughout the school as illustrated by Appendix 3.

Junior infants are taught 26 lower case letters in print format with tails.

Senior infants are introduced to joining vowel digraphs in cursive print and this skill is mastered in first class.

Cursive writing is introduced in 2nd Class.

Cursive writing is continued from 3rd to 6th class and all presentation exercises are to be written in cursive print.

### **Pencil grip**

We encourage children to hold pencil properly using the tripod grip and we provide a pencil grip and extended fine-motor activities and exercises for children that find it difficult to hold the pencil. See Appendix 4 for images of correct pencil grip and posture.

### **Pencil type**

In the early stages of writing a chunky 3-sided pencil is encouraged. Once the teacher is satisfied that proper pencil grip has been achieved, then the child may use an ordinary pencil.

### **Introduction of pens**

Children are introduced to writing formally with pen in 4th Class, where the Pen Licence is used as an incentive.

### **Left handed children**

We have a left-handed scissors for children.

### **Fine Motor Skills Development**

The infant teachers incorporate a variety of fine motor skills activities into their daily teaching.

Children with poor fine motor skills are provided with additional supports and if necessary the advice of an Occupational Therapist may be sought.

### **Allocated time**

Allocated time	Infants	1st, 2nd & 3rd	4th & 5th class	6th class
	20-30 mins per day integrated across the curriculum	30-40 mins per week	30 min per week	15min per week

### **The development of Spellings Skills**

The focus of planning is on the child's acquisition of spelling skills and his/her progress with spelling.

#### **Key elements in the development of spelling skills**

Spelling lists are introduced formally in 1st class. Infants may be given word boxes, word lists or letter sounds in order to practise segmenting and writing letter sounds and words. My Spelling Workbook is used from 3rd to 6th class. There is a consistent multi-dimensional approach to teaching spellings as we work with the same spelling book so there is continuity from class to class.

#### **Approaches to promote spellings**

We use a variety of approaches to promote spellings phonics, ICT, Spelling Bee{Last one standing}, TTRS Learning.

#### **Monitoring of Spellings**

Spellings are monitored by each teacher throughout the school in order to plan for and ensure acquisition and progression. Children are given weekly spelling and dictation tests. Spellings are also monitored during independent writing activities.

#### **Pre-spelling activities**

Children engage in pre-spelling activities through the development of phonological and phonemic awareness in sounds like phonics programme..

#### **Resources**

Spellings are included from the textbooks, Phonics word lists, heart words, Dolch List and Word Families in Infants.

#### **Approximate Spelling**

We realise that all children have varying abilities and this becomes evident when it comes to spelling tests. We do not expect exact spelling in early writing and children that are weaker in this area are given support and spellings are appropriately differentiated. (eg SNIP Programme)

#### **Parental Awareness**

Parents are made aware of how they might help their children with spellings through home-school communication.

## **3. Assessment and Record Keeping**

### Assessment for Learning and of Learning

School Policy, in line with new Guidelines, will focus on two principal approaches to assessment:  
=Assessment for Learning (AfL): This is used on an ongoing basis to inform Teaching and Learning. It will include the Day-to-Day (minute-to-minute) interactions in the classroom and school grounds. The teacher can use AfL to evaluate his/her own teaching as well as interpreting the child's progress and how best to support the children in their work. ==Assessment of Learning (AoL): This is used to periodically record progress/achievement for the purpose of reporting to Parents and others. AoL focuses on medium and long term assessment.

The following methods of Assessment for Learning (AfL) are:

1	Teacher Observation	By recording details of the child says, does or makes things, the teacher can gather important information about the child's learning.
2	Teacher designed tests and tasks	<p>Weekly Spelling tests/ Dictation tests</p> <ul style="list-style-type: none"> <li>• Vocabulary tests: Sight vocabulary/high-frequency word tests are administered from Junior Infants – 2nd class. These are compiled using vocabulary from the phonics tricky word list and/or DOLCH list. The Phonics word boxes are used in Junior and Senior infants with ongoing assessment</li> <li>• Cloze Tests: Cloze test are given to children from 1st-6th class to develop their skills of using contextual clues in reading.</li> <li>• Comprehension Boxes 2 &amp; 4 Passage comprehensions which develop the following comprehension strategies: <ul style="list-style-type: none"> <li>○ Literal (Self-Questioning, Creating Images, Skimming, Scanning)</li> <li>○ Inferential ( Comparing, Connecting)</li> <li>○ Evaluative (Determining Importance, Summarising, Synthesising)</li> </ul> </li> </ul>
3	Teacher Questioning	<p>Make questioning more meaningful:</p> <ul style="list-style-type: none"> <li>• Involve the whole class</li> <li>• Think, pair, share</li> <li>• Provide think time</li> <li>• Try 'no hands up'</li> </ul> <p>Closed questions Open questions and probing questions should be used.</p>
4	Pupil Self-Assessment	<p>Self- Assessment is the means by which pupils take responsibility for their own learning. However, we need to train pupils to self-assess. The following strategies are used to aid self-assessment. Examples include the use of:</p> <p>Self-editing / drafting / redrafting in Creative Writing. KWL Chart with an informative text Junior &amp; Senior Infants self-assess their work pictorially. Oral feedback to teacher as self-reflection on their work. Two Stars and a wish This data can be found in children's copies, work samples i.e. portfolio</p>

5	<p>Conferencing Teacher/Child Conferencing Pupil/Pupil</p>	<p>Teacher/Child together reflect on items of the child's work and the child is allowed to express their own opinions and have them respected. Pupils work, including non-written work and homework is regularly monitored and corrected. Pupils are provided with constructive feedback on their learning. Teaching is amended in the light of feedback. Teachers check pupil understanding during and at the end of lessons. Pupils are provided with meaningful feedback on their work to improve their Learning. Station teaching facilitates teacher/pupil conferencing or pupil/pupil conferencing</p>
6	<p>Conferencing Teacher/Parent</p>	<p>Parent/Teacher conferencing is important for sharing information. It is important that parents feel welcome in the school. Meaningful information regarding pupil progress is effectively communicated to parents regularly during the year e.g. Reading logs, homework journals, AR home connect etc. Formal individual parent-teacher meetings take place in October and support plan meetings occur twice a year. At these meetings, parents are consulted to ascertain their perspective on their children's progress.</p>
7	<p>Assessment file/folder on individual children</p>	<p>An on-going record of student progress is kept on file in teachers' classrooms. This folder on each child supports the teacher in reporting on a child's learning progress and achievement to parents and others (AoL) while also helping the teacher identify the next steps to be taken to build on and develop the child's learning (AfL). The assessment folder is a key element in supporting effective teaching and learning rather than an end in itself. Gathering information about a child's learning is important, but of central importance is how this information is used to improve learning. The information regarding literacy kept in teacher's assessment folders includes :</p> <ul style="list-style-type: none"> <li>• Aistear assessment (junior and senior infants)</li> <li>• Independent writing samples</li> <li>• Teacher Observations/Notes</li> <li>• Vocabulary assessment</li> <li>• Oral report assessment rubric/checklist</li> </ul>

The following methods of Assessment of Learning (AoL) are:

### **1. Screening Tests**

The Continuum of Support as outlined in Special Educational Needs, A Continuum of Support, Guidelines for Teachers (DES 2007) will be followed. (See SEN Policy for further details)

Screening tests are used to facilitate the early identification of learning strengths / difficulties. Lists of tests include:

- Phonological Awareness Assessment (Sounds Abound/ Sound Linkage/ Phonics/Phonemic Awareness )
- Tricky words, Dolch lists, Class reader lists , HFW etc (Sight Vocabulary)
- LLO-Running Records
- Annual Middle Infant Screening Test (M.I.S.T) testing for children in senior infants, carried out in the
- second term of Senior Infants.
- Standardised tests
- Diagnostic tests

### **2. Standardised Tests**

- The Drumcondra Reading test is administered on individual children from 1st to 6th class in May /June
- All data is recorded on Aladdin: raw score, standard score, percentile rank, STEN, Reading age
- The Principal and staff are all involved in the analysis of scores relevant to their class or group.
- Specific discussion time is set aside in staff meetings/Croke Park hours.
- Teachers use the results to inform their teaching, to motivate children, to select children for further diagnostic testing and/or SEN or referral to outside agencies to access additional support for the child.
- SEN priority is decided on the basis of the results and other relevant factors i.e. the Continuum of Support process
- Reading groups are formulated largely on the results of the Drumcondra Reading Test in conjunction with other relevant observations or assessments

### **3. Diagnostic Tests that are also available**

- The Belfield Infant Assessment Profile (B.I.A.P) may be given to pupils in infants or to children up to first or early second class whose academic or developmental progress is of concern to the class teacher and Principal.
- Spelling Tests may be administered to assess the reading and spelling progress of specific children or class groups.
- The Neale Analysis Test of reading ability is available to the school and may be given, with parental consent, to any child whose reading fluency or comprehension is of particular concern or is above the standard expected for their age group.

## **4. Children with Different Needs**

### **Children with learning disabilities**

Teachers support and ensure the participation of all children in language activities through differentiation. All children are enabled to make an important contribution regardless of academic achievement.

- We have a collaborative approach in devising Support Plans and individual targets

### **Children with exceptional ability**

- The school supports children of exceptional ability by providing the opportunity for them to participate in the AR Programme, project work, small group ICT activities and through Team Teaching Approaches in literacy.

## **5. Equality of Participation and Access**

- There are equal opportunities given to boys and girls to participate in all aspects of the English programme.
- All children have access to services, facilities or amenities in the school environment.
- A Book Rental Scheme is in operation throughout the school for all.

## **6. Organisational Planning**

- The Primary Language Curriculum and the process of language learning is developed through discrete lessons, integrated activities, and a thematic/cross curricular approach.

## **7. Homework**

- English homework reflects the active learning approach as described in the curriculum.
- There is a balance in homework assignments between oral, reading and writing activities.
- Most pupils are assigned the same homework but there is differentiation when homework is assigned to a child, who may need special consideration.
- There is co-ordination between the class teacher and the SET in setting homework assignments

## **8. Library**

- We have class libraries in the classes and some additional books are available from the shelves opposite the office. There is a wide range of books available from the class libraries. There is a variety of fiction, non-fiction and poetry. A range of abilities is catered for at all levels.
- Juniors – big books, books with graded levels of difficulty, books covering a wide range of interests, audio books, rhyming books
- Seniors – books covering a wide interest level, fiction, factual, reference, poetry, joke books,
- puzzle books, books suitable for different reading ages
- Children are encouraged to do book reviews.
- Occasional visits from authors to the school are welcome.
- Classes visit the mobile library once a year

## **9. Resources and ICT**

Resources which are being utilised at our school include

- Beanstalk fiction and non fiction Decodables, Folens Reading Pack 1,2,3,4
- Wide range of novels
- Teacher chosen storybooks
- ICT and apps
- Software
- Prim-Ed Comprehension boxes
- Prim-Ed Cloze and Comprehension books
- Big CAT Books
- Licence for TTRTS website
- Comprehension Bo

### **10. Individual Teachers' Planning and Reporting**

It should be borne in mind that in planning for the teaching of English in the classroom, the teacher needs to take account of the integrated nature of the subject.

- The whole school plan and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning.
- The Cúntas Míósúil provides a great insight into the work done in English each month and so serves as a support in reviewing and developing the whole school plan/individual teacher preparation for following years.

### **11. Staff Development**

- Teachers have access to current research, reference books, resource materials, websites dealing with language learning.
- Teachers are always informed of and encouraged to attend courses available in relation to the English language.
- Time is allocated at various staff meetings throughout the year to discuss literacy issues, language development, specific language disorders.
- Teachers can avail of internal and/or external expertise e.g. from PDST to inform and upskill the school community on these issues.
- Whole staff training in the Primary Language Curriculum is in place.

### **12. Parental Involvement**

- Parents are made aware of the central importance of oral language in the learning process. Parents are informed of this during Parent-Teacher Meetings.
- Parents are made aware of the importance of involving children in purposeful language activity e.g. reading stories and discussing aspects of the story. Expanding their vocabulary by naming objects around the house, discussing favourite programmes /games.
- Parents are encouraged to support their child's reading by reading with them on a regular basis
- Parents can assist in the development of their child's writing by helping them with formation of letters at the initial stages of pre-writing. The teachers provide feedback to parents if their child needs further help with their writing skills.
- Information about pupils' progress in English is shared with parents during parent-teacher meetings and support plan meetings
-

### **13. Community Links**

- Children may be asked to interview local people as a basis for writing their own books, e.g. collecting ghost stories, life in the school thirty years ago.
- Children display their work locally
- Community members are asked to assist with the LLO Independent Station (e.g. Retired teachers)

### **Success Criteria**

This plan will make a difference to the teaching and learning of English in our school.

We know that the plan has been implemented when:

- Teachers' preparation is based on this plan.
- Procedures outlined in this plan are consistently followed.

We know that the plan has achieved its aims by the following indicators:

- Feedback from teachers/parents/pupils/community
- Inspectors' suggestions/report
- Feedback from second level schools.

The plan enhances pupil learning:

- Children have a positive attitude and appreciation of the value of language-spoken, read and written
- Children have an interest in expression and communication.
- Children have an ability to engage appropriately in listener-speaker relationships.
- Children have confidence and competence in listening, speaking, reading and writing.
- Children are engaging with a variety of genre in reading and writing.
- A process approach is evident in writing.
- Comprehension and higher order thinking skills are developed through oral language, reading and writing.
- Children's emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

### **Implementation**

#### **1. Roles and Responsibilities**

Each teacher will be responsible for overall development of the English Curriculum. Each teacher will be responsible for resources and it will be his/her job to liaise with other members of staff on the matter of English development in the school.

#### **2. Timeframe**

Following our training in the new Primary Language Curriculum, we will review this plan again to allow the full implementation of the PLC.

### **Review**

#### **3. Roles and Responsibilities**

It will be necessary to review this plan when our staff completes its training in the new Primary Language Curriculum. After the plan has been formalised, it will be reviewed by the Board of Management.

## **Ratification and Communication**

This school plan for English has been ratified by the Board of Management of Lurga National School on 18/10/22. It will be reviewed when our staff completes its training in the new Primary Language Curriculum and every 3 years in accordance with our policy formation. All teachers on the staff will be responsible for informing each other of any amendments they think should be included.

## **Reference Section**

- Guidelines for Teachers of Students with General Learning Disabilities (2002), NCCA
- Drumcondra English Profiles (2000), Gerry Shiel & Regina Murphy, Education Research Centre
- Helping Children with English as a Second Language: Suggestions for Teachers (1996),
- Learning-Support Guidelines (2000), Government Publications
- Looking at our School (2003), DES
- National Assessment of English Reading (1998), Educational Research Centre
- Primary School Curriculum. Your Child's Learning: Guidelines for Parents
- Primary School Curriculum: English (1999)
- Report of the Task Force on Dyslexia (2001), DES/ Inclusive Dyslexia-Friendly
- PracticeSpecial Educational Needs Cross-Border Professional Exchange Programme
- A Balanced Approach to Literacy Development in the Early Years by NEPS A Good Practice Guide
- Effective Interventions for Struggling Readers a Good Practice Guide
- Spelling and handwriting by Brendan Culligan
- White Paper on Early Childhood Education. Ready to Learn (1999), Government Publications
- First Steps Reading, Writing and Speaking and Listening Resource book and Map of Development
- Building Bridges of Understanding by Dr. Ann Courtney & Dr. Martin Gleeson (Mary I)

### **Websites:**

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

NCCA [www.ncca.ie](http://www.ncca.ie)

NCTE [www.ncte.ie/internetsafety](http://www.ncte.ie/internetsafety)

NCSE <https://ncse.ie/>

DES [www.education.ie](http://www.education.ie)

NPC Primary [www.npc.ie](http://www.npc.ie)

PDST <https://www.pdst.ie/>

### **Reviewed and ratified:**



Chairperson  
Board of Management

Date: 18/10/22