

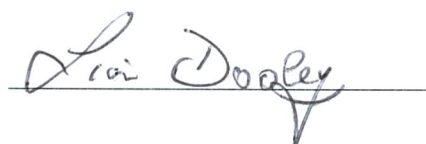
Plean Scoile
St Fiacc's NS

English Policy



Formulated/Ratified/Reviewed	By
Formulated 29/08/2018	Staff
Approved 18/09/2019	BOM

Signed Chairperson BOM

A handwritten signature in cursive script, appearing to read 'Lorraine Dooley', is written over a horizontal line.

English Policy St. Fiacc's NS
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Rationale

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

Aims of the English plan

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

Broad Objectives, Content and Methodologies

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document.

Oral Language

Broad Objectives

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

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

*Oral Language Content & Methodology - Infants - 2nd

See

<https://www.curriculumonline.ie/Primary/Curriculum-Areas/Language-New-Junior-in-fants-2nd-class>

A Whole School Approach to Oral Language

Year 1	Year 2
Partner & Small Group Work	Cooperative Group Work Roles
Arguments & Informal Debates	Conversations
Formal Debates	Storytelling/anecdotes
Giving Instructions/Procedures	Oral Reports
Questioning & Interviews	Interest talks

Partner and small group work

Partner and small group work provides an authentic learning context in which students can develop both speaking and listening skills. Pupils are allowed to become actively involved in the construction of their own knowledge. This can often lead to a greater understanding and internalisation of material. Pupils are allowed to use language to interact and plan, take on a particular role such as the manager, the recorder etc., develop a group activity and monitor and reflect on the task/learning. Small group learning allows the teacher to effectively scaffold students learning by providing guidance towards ensuring that the groups run smoothly, that allocated roles are working and that learning is being fostered.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • Yes/no • Ok • Right • I think • It's my/your turn • Who's next? • Can you help me? • Would you like me to help? • What if...? 	<ul style="list-style-type: none"> • I see • I get it now • You're right • That's great • Let's try that • Maybe if we....then..... • Whose turn is it? • Who would like to go next? • Why does....? • How do you...? • How about...? • Why/how did that happen? • Why/what do you think...? • Can we try this? • What did you say again? • Could you say that again please? • Is everyone happy with...? • What do we think about...? • What if we....? 	<ul style="list-style-type: none"> • I think we should try... • This might work better if we..... • That's a great idea • We should experiment with • It might be better if..... • That could work if/when.... • The result of that would be... • Would you mind if I...? • What caused this? • What might this be the result of? • Why do you think so? • Can you think of another reason? • Can you explain how...? • Would you mind repeating that for me? • Can I just clarify....? • Just to be clear...? • Is what you meant that....? • So just to be clear....what we are saying is... • What might the outcome be if...?

Arguments and Informal Debates

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • I think/I don't think • Because • Yes/No • I like/I don't like • I agree/disagree • My favourite 	<ul style="list-style-type: none"> • I have mixed feelings • I prefer • I strongly agree/disagree • In my opinion • I believe • I feel • For instance • Unless • However • Except 	<ul style="list-style-type: none"> • I strongly/thoroughly/firmly believe • I agree/disagree that • It is believed/widely believed that • It has been found/discovered/proven • On one hand/other hand • Consider the following • To begin • Furthermore • In fact • As with • Likewise • Owing to • Equally • Alternatively • Significantly • Indeed • In particular • In the case of • Firstly, secondly, next • For example • However/although • To further illustrate my point • To reinforce my point • The problem with _____ is.... • Similarly, conversely • Finally • Therefore • Because of that • Overall • In conclusion • In summary • Consequently

Formal Debates

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduction			
Greeting	<ul style="list-style-type: none"> • Good morning/afternoon • Hello everybody 	<ul style="list-style-type: none"> • Hello ladies and gentlemen • You are all very welcome to 	<ul style="list-style-type: none"> • Good afternoon esteemed guests • Welcome to todays • I would like to take this opportunity to welcome you all to • On behalf of _____ I would like to welcome you to • Chairperson, adjudicators and fellow debaters...
Thesis	<ul style="list-style-type: none"> • My name is _____ and today I will talk about 	<ul style="list-style-type: none"> • I am and today I would like to talk to you about..... • The topic for today's debate is.... 	<ul style="list-style-type: none"> • I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about • Today we are proposing/opposing the motion... • The topic for today's debate is..... • The motion being debated today is....
State position	<ul style="list-style-type: none"> • I think/I don't think • Yes/No • I like/I don't like • I agree/disagree • My favourite 	<ul style="list-style-type: none"> • I have mixed feelings • I prefer • I strongly agree/disagree • In my opinion • I believe • I feel 	<ul style="list-style-type: none"> • I strongly/thoroughly/firmly believe • I agree/disagree that • Firstly, secondly, next • I would like to start off by saying... • I propose the following.... • The problem with _____ is.... • To begin • In my opinion....
Provide supporting evidence	<ul style="list-style-type: none"> • Because 	<ul style="list-style-type: none"> • For instance • Unless 	<ul style="list-style-type: none"> • It is believed/widely believed that • It has been found/discovered/proven • On one hand/other hand • Consider the following • To further illustrate my point • To reinforce my point • Furthermore • In fact • As with

			<ul style="list-style-type: none"> • Likewise • Owing to • Equally • Significantly • Indeed • In particular • For instance • An example of this can be found... • In other words... • That is to say... • What is important to remember... • I'd like to emphasise.... • I like to stress the importance of... • I would like to highlight.... • Here I'd like to refer to.... • As you may well know.... • As you are probably already aware.....
Present alternative position		<ul style="list-style-type: none"> • Can be found..... • For example • However/although • Except 	<ul style="list-style-type: none"> • Similarly, conversely • Alternatively • In the case of • Others believe... • According to.... • Although others believe.... • Regardless of.... • Contrary to.... • _____ stated that..... however....
Conclusion	<ul style="list-style-type: none"> • Thank you for listening 	<ul style="list-style-type: none"> • Thank you for your attention • To summarise.... • In conclusion.... 	<ul style="list-style-type: none"> • Therefore • Because of that • Overall • In conclusion • In summary • Consequently • As I have already said earlier... • As previously stated... • I'd like to summarize/sum up • Let me summarise by saying... • So that concludes my • At this stage I would like to run through/over the main points... • So, as we have seen today.... • In conclusion I would like to say that... • My final comments concern... • I would like to finish by reminding everyone that...

			<ul style="list-style-type: none">• I am confident that you will all agree that
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Giving Instructions/Procedures

Giving instructions and outlining procedures involve communicating a series of steps in order to accomplish an end. The language used for this spoken text includes the use of dictate verbs such as *put, go, turn, take* etc.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • First • Next • After that • Then • Here • Later • Now • In the end 	<ul style="list-style-type: none"> • You will need • Remember • Firstly, secondly • In the beginning • To begin with • To start • Following • After a while • At this point • Before that • Finally • Lastly • To end • To finish 	<ul style="list-style-type: none"> • In order to • The process involved • The steps taken were • First of all • In the first instance • Initially • To begin the process • Starting out • Meanwhile • Previously • Additionally • Alternatively • Eventually • Accordingly • Consequently • While • In summation • To conclude • In conclusion • The final step • On completion

Questioning and Interviews

Questioning encourages higher order thinking and forms the basis of inquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between pupils and teachers and influences pupil's use of questioning to promote their own learning. Self-questioning enables pupils to reflect and assess their own results and efforts with a view to making them better.

Purpose	Infants	1 st /2 nd	3 rd – 6 th
<i>To recall</i>	<ul style="list-style-type: none"> Who? What? Where? When? 	<ul style="list-style-type: none"> How many? What happened next? 	<ul style="list-style-type: none"> What is the name of...? Which is true or false?
<i>To understand</i>	<ul style="list-style-type: none"> How did...? 	<ul style="list-style-type: none"> What do you think will happen? How are they different/similar? How about...? Can you tell me? Can you show me? 	<ul style="list-style-type: none"> What is meant by...? How would you describe..? What is the main idea? Can you tell me about...? Can you provide an example of...? Can you explain exactly why..?
<i>To solve</i>	<ul style="list-style-type: none"> Why is...? In what other way can these be sorted? 	<ul style="list-style-type: none"> What would happen if...? What other reasons might there be for..? How would you...? What does this remind you of? 	<ul style="list-style-type: none"> How might you use this? What information would you need to...? What would you do next time? If you had to.....what would you do? Why is ____ significant? Where have you seen something like this before?
<i>To reason</i>	<ul style="list-style-type: none"> Why did....? 	<ul style="list-style-type: none"> What was the purpose of...? What are the parts...? What might have happened if...? 	<ul style="list-style-type: none"> Which were the facts and which were opinions? What do you see as other possible outcomes? What were the causes of...? What were the effects of...? How are these the same? What is the difference between...?
<i>To create</i>	<ul style="list-style-type: none"> How could you...? Pretend that.... 	<ul style="list-style-type: none"> Can you design a ____ to...? What ways might there be to...? If you were ____ what would you have done? 	<ul style="list-style-type: none"> What conclusions are you making? Can you see possible solutions? Can you develop an idea which...? What other ideas do you have for...? How can you use what you have learned to....?
<i>To judge</i>	<ul style="list-style-type: none"> Should...? Why? Why not? 	<ul style="list-style-type: none"> Do you agree/disagree? Do you think that ____ should....? Which is better? Why? 	<ul style="list-style-type: none"> How could this be improved? How would you rank order...? What is the most important...?

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			<ul style="list-style-type: none">• How did you come to that conclusion?• How did you make your decision?• What is your top priority?
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Co-operative Group Work Roles

Role in co-operative group	Function	Language Required
Manager	Keep the group on task, ensure contributions from all and guide discussion or activity	<ul style="list-style-type: none"> • <i>Let's take it in turns to...</i> • <i>We have ____ left to get this done</i> • <i>Let's make a decision on...</i> • <i>So what you're saying is...</i> • <i>How do you think we should approach this?</i> • <i>Has anyone got any ideas about?</i> • <i>What do you think about...?</i> • <i>What about if we...?</i> • <i>Are we getting there with...?</i> • <i>How's _____ going?</i> • <i>Can I check in with you on...?</i> • <i>Are we happy with progress?</i>
Encourager	Encourage speakers and promote tolerance within the group	<ul style="list-style-type: none"> • <i>That's a great idea</i> • <i>Well done</i> • <i>Brilliant</i> • <i>That's super</i> • <i>We are doing really well</i> • <i>Keep it up</i> • <i>Just to remind you that....</i> • <i>Let's listen to _____'s opinion</i> • <i>Let's see what _____ has to say about....</i> • <i>Is there anything I can do?</i> • <i>Would you like me to...?</i> • <i>Are we all happy with..?</i> • <i>Is everyone ready to....?</i>
Record keeper/Data gatherer	Take notes or summarise ideas, clarify ideas, read aloud from material when appropriate	<ul style="list-style-type: none"> • <i>Am I right in saying that....?</i> • <i>So are you happy with me saying....?</i> • <i>Can I clarify _____ with you?</i> • <i>Can I ask you to check this with me?</i> • <i>Have I heard you correctly?</i> • <i>Is that accurate?</i> • <i>Just to be clear....</i> • <i>So what you're saying is.....</i> • <i>I hear what you are saying</i>
Spokesperson	Act as spokesperson when reporting to the class	<ul style="list-style-type: none"> • <i>Our group worked on...</i> • <i>We discovered that...</i> • <i>In order to....we...</i> • <i>In doing this, we learned that....</i> • <i>_____ had responsibility for</i> • <i>Our findings were....</i> • <i>In summary</i>

Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> You said.... I said.... I think.... But.... So.... Because.... What if....? So why....? But what about....? 	<ul style="list-style-type: none"> I get it I see what you mean Now I have it Does that mean...? Can I ask....? What do you think....? So if....then.... What if.....? Could we try.....? 	<ul style="list-style-type: none"> That was a good point about....it could also.... I would like to add to what ____ said by.... Yes! And then you could..... Am I right in thinking that you mean.....? Are you saying....? Have I got it right? You think....? What is it about...that makes you say....? Can you tell us a little more about....? What do you mean when you say.....? Can you give us an example? Is that the same as....? Can you explain a little more about....?

Storytelling and Anecdotes

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate information through stories e.g. *Wait until I tell you a good one about ...* Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend storytelling skills into performance opportunities such as play, recital in drama

Structure	Infants	1 st / 2 nd	3 rd – 6 th
Beginning			
Introduction	<ul style="list-style-type: none"> Once upon a time... Long, long ago... One day... 	<ul style="list-style-type: none"> In a faraway land... Many years ago... Fadó, fadó... In the beginning... Once there lived.... Remember when... Wait until I tell you... 	<ul style="list-style-type: none"> Long ago in the mists of time... This is a story I heard a long time ago... We were I the ____ one morning when... It was a dark and dismal night.... It all started when... Once upon a time, when the world was young.... I'm going to tell you a tale about... One day, not too long ago... It had all happened so quickly... That reminds me of... I have a story to tell you about.... Did you hear the one about...
Describing Characters	<ul style="list-style-type: none"> Big/small Long/short Thin/fat Tall/small Happy/sad Nice/nasty 	<ul style="list-style-type: none"> Flat/lean/thick/wide/round Skinny/slim/straight Annoyed/pleased Horrible/nasty/mean Crazy/wild Awful/cross/mean/evil/nasty Fine/lovely Clever/excellent/friendly Amazing/brilliant/fantastic 	<ul style="list-style-type: none"> Bloated/broad/bulky/curved/crooked Delicate/gangly/gaunt/lanky/plump Stocky/stout/symmetrical Berserk/enraged/furious/hysterical Appalling/beastly/pessimistic/revolting shameful/shocking/vicious Attractive/desirable/pleasant/delightful Admired/affectionate/appreciated/considerate/compassionate/enthusiastic generous/genuine/gracious/obedient Exceptional/fabulous/glorious/superb
Describing setting	<ul style="list-style-type: none"> Above/below Behind/beside Up/down Hot/cold 	<ul style="list-style-type: none"> At the end To the left/to the right Inside/middle Outside Calm/clear/cool 	<ul style="list-style-type: none"> Among/across/against/around Between/beneath Beyond/closely Throughout/underneath/toward Balmy/humid/muggy/overcast

	<ul style="list-style-type: none"> Wet/dry Big/small/little Loud/quiet 	<ul style="list-style-type: none"> Foggy/misty/icy Freezing/warm/wet High/huge/large/long/tall Little/low/short/tiny Banging/crashing/hissing howling/hooting Blast/noisy/roar/scream Low/gentle/silent/soft 	<ul style="list-style-type: none"> Blazing/scorching/tropical Blizzard/gust/severe/squall Dense/drizzly/gale/heavy Colossal/enormous/immense/gigantic massive/vast Microscopic/miniature/miniscule narrow/shallow/slight Babbling/buzz/clatter/high-pitched screeching/shrieking/snarling/whining Deafening/ear-splitting/shrill/uproar Dull/faint/inaudible/mumble/murmur rustle/whisper
Middle			
Time connectives	<ul style="list-style-type: none"> Then Next 	<ul style="list-style-type: none"> Firstly, secondly While/since Then one day.... Now when.... The next day/morning.... On his way.... Suddenly... 	<ul style="list-style-type: none"> Meanwhile/eventually But as soon as.... It wasn't long before.... Soon afterwards.... Along came.... That very morning/day.... All at once.... All of a sudden.... Out of the blue....
Words instead of went	<ul style="list-style-type: none"> Drove Flew Cycled Ran Walked 	<ul style="list-style-type: none"> Climbed Crawled Jumped/hopped 	<ul style="list-style-type: none"> Crept/tip-toed/roamed/meandered Floated/drifted/slithered Screeched/skidded/squeezed Strode/stormed/thumped/thundered Tumbled/zoomed/ambled/trekking
Words instead of said	<ul style="list-style-type: none"> Said Shouted Roared 	<ul style="list-style-type: none"> Answered Called Cried Screamed Thought 	<ul style="list-style-type: none"> Added/admitted/announced/agreed Boasted/bragged/ Complained/concluded/confessed Denied/described/discussed Encouraged/explained/exclaimed Informed/interrupted Moaned/pleaded/protested Remarked/replied/reminded Sighed/suggested/urged/uttered Commanded/declared/directed Examined/inquired
End			
Connectives	<ul style="list-style-type: none"> So 	<ul style="list-style-type: none"> After Although Even though As 	<ul style="list-style-type: none"> Even though/lest/provided/unless In order that/since/so that Except/however/save

			<ul style="list-style-type: none"> As though/neither/otherwise/whereas/whenever/whereby
Conclusion	<ul style="list-style-type: none"> They all lived happily ever after 	<ul style="list-style-type: none"> ...and nothing was heard of the _____ ever again And that was the last that was seen/heard of.... And that was the end of that 	<ul style="list-style-type: none"> ...and so we'll never know what really happened ...it had finished, at last ... and so it was over ...and now we could all have a well-earned rest ...and I can't wait to do it again!

Oral Reports

Oral reports give pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. Reports can be planned such as reporting on a project and unplanned such as the plenary part of a lessons. Oral reports are those based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organising reports.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduction			
<i>Greet audience</i>	<ul style="list-style-type: none"> • Good morning/afternoon • Hello everybody 	<ul style="list-style-type: none"> • Hello ladies and gentlemen • You are all very welcome to 	<ul style="list-style-type: none"> • Good afternoon esteemed guests • Welcome to todays • I would like to take this opportunity to welcome you all to • On behalf of _____ I would like to welcome you to
<i>Introduce self & subject</i>	<ul style="list-style-type: none"> • My name is _____ and today I will talk about 	<ul style="list-style-type: none"> • I am and today I would like to tell you all about/talk to you about..... • The topic for my report is..... 	<ul style="list-style-type: none"> • I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about • I plan to speak about..... • Today I'm going to talk about.... • The subject of my presentation is..... • I would like to give you an overview of.....
<i>State purpose</i>	<ul style="list-style-type: none"> • I want to talk about this because 	<ul style="list-style-type: none"> • What I would like to do today is • At the end of this report I hope you will... 	<ul style="list-style-type: none"> • I have chosen to speak about this because..... • I have been asked to speak about _____ because • Have you ever heard of? • You may already know.... • Every day you encounter.... • The purpose of my talk today is..
<i>Provide outline</i>			<ul style="list-style-type: none"> • To illustrate... • To give you the essential background information on... • To outline... • To have a look at... • What I want my listeners to get out of my speech is...

			<ul style="list-style-type: none"> • If there is one thing I'd like to get across to you today it is that... • What I would like to do today is to explain • In the first part I give a few basic definitions. • In the next section I will explain • In part three, I am going to show... • In the last part I would like/want to give a practical example...
Body of report	<ul style="list-style-type: none"> • _____ is a • _____'s are 	<ul style="list-style-type: none"> • This is.... • These are.... • Can be found..... • For example 	<ul style="list-style-type: none"> • For instance • An example of this can be found... • In other words... • That is to say... • What is important to remember... • I'd like to emphasise.... • I like to stress the importance of... • I would like to highlight.... • As I have already said earlier... • As previously stated.... • In the words of.... • According to.... • Here I'd like to refer to.... • There is a famous quotation that goes.... • As you may well know.... • As you are probably already aware.....
Conclusion	<ul style="list-style-type: none"> • Thank you for listening • I hope you enjoyed my report 	<ul style="list-style-type: none"> • Thank you for your attention • To summarise.... • In conclusion.... 	<ul style="list-style-type: none"> • I'd like to summarize/sum up • Let me summarise by saying... • So that concludes my • At this stage I would like to run through/over the main points... • So, as we have seen today.... • As I have tried to explain • In conclusion I would like to say that... • My final comments concern... • I would like to finish by reminding everyone that...

Interest Talks

Interest talks are a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. Interest talks contain information that is used to describe and they can also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduce the topic	<ul style="list-style-type: none"> I would like to talk about.... This is.... Here is.... 	<ul style="list-style-type: none"> I would like to tell you all about.... I am very interested in... 	<ul style="list-style-type: none"> I would like to take this opportunity to talk to you about... I first became interested in.... I have a passion for.... Today I would like to talk to you about....
State reasons for an interest in the topic	<ul style="list-style-type: none"> I like... I enjoy... 	<ul style="list-style-type: none"> I find _____ interesting because.... My hobby is.... I like to spend my time.... One of the things I like to spend my time doing is.... 	<ul style="list-style-type: none"> I am passionate about... I have a passion for.... I have, for many years, enjoyed... I like challenging myself to.... It is a creative pastime that.... I enjoy the feeling of.... It gives me great satisfaction to.... I have enjoyed many successes
Provide relevant information	<ul style="list-style-type: none"> I want to talk about this because This is.... These are... 	<ul style="list-style-type: none"> What I would like to do today is As you may already know... Many of you may already... 	<ul style="list-style-type: none"> I have chosen to speak about this because..... Have you ever heard of? You may already know.... Every day you encounter.... You may already be familiar with
Explain technical terms to the audience	<ul style="list-style-type: none"> This works 	<ul style="list-style-type: none"> The purpose of _____ is... This is called the _____ and it is for 	<ul style="list-style-type: none"> To illustrate... To give you the essential background information on... To outline... To have a look at... What I would like to do today is to explain We use the word _____ to describe.... The function of _____ is....
Conclusion	<ul style="list-style-type: none"> Thank you for listening Any questions? 	<ul style="list-style-type: none"> Thank you for your attention To summarise.... 	<ul style="list-style-type: none"> I'd like to summarize/sum up Let me summarise by saying... So that concludes my

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		<ul style="list-style-type: none">• In conclusion....• Does anybody have any questions?	<ul style="list-style-type: none">• Would anybody like to ask me any questions?• I welcome any questions or comments that you may have
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Reading

Broad Objectives

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

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

Phonics

General Principles

- This programme is based on *Jolly Phonics*
- A systematic phonic programme with daily instruction is recommended.
- It is desirable that the phonic programme should be integrated with the spelling programme

Assessment

Assessment in phonics will mainly be informal teacher observation. Jolly Phonics is formally assessed at the end of Junior and Senior Infants.

Phonics Teaching Schedule for Junior Infants					
Month	Week	Sounds to be covered	Blending	Tricky Words	
September	1	s, a			
	2	t, i			
	3	p, n			
	4	Revision			
October	1	c, k, ck	Introduce blending CVC words as a whole class activity during the teaching of phonics		
	2	e, h			
	3	r, m			
	4	d and revision			
November	1	g, o	*Word list 1		
	2	u, l	Word list 2		
	3	f, b	Word list 3		
	4	revision	Word list 4		
December	1	ai, j	Word list 5	*Begin teaching the first 10 tricky words during Phonics lessons	
	2	oa, ie	Word list 6		
	3	revision	Word list 7		
January	1	ee, or	Word list 8	Tricky Words 1-5	
	2	z, w	Word list 9	Tricky Words 6-10	
	3	ng, v	Word list 10	Tricky Words 11-15	

St. Fiacc's English Plan

	4	oo, oo	Word list 11	Tricky Words 16-20	
February	1	Revision	Word list 12	Tricky Words 21-25	
	2	y, x	Word list 13	Tricky Words 26-30	
	3	ch, sh	Word list 14	Tricky Words 31-35	
	4	th, th	Word list 15	Tricky Words 36-40	
March	1	Revision	Word list 16	Tricky Words 41-45	
	2	qu, ou	Word list 17	Tricky Words 46-50	
	3	oi, ue	Word list 18	Tricky Words 51-55	
	4	er, ar	Word list 19	Tricky Words 56-60	
April	1	No new sounds. Revision to the end of the year with a bigger focus on blending for reading and writing	Begin readers		Begin Jolly phonics Red readers and progress as required through the set, although one per week is recommended
May June	2				

Phonics Teaching schedule for Senior Infants*						
Month	Week	Sounds to be revised/covered	Blending	Tricky words	Readers	
September	1	s ,a,t, i, p, n	Word lists of decodable words to be given for reading/writing practice with a focus on the sounds being revised/ learned	Revise : Tricky words 1-5	Children to work their way through the Jolly Phonic reading programme by colour band and by completing one reader per week	
	2	c/k,e, h, r, m, d		Tricky words 6-10		
	3	g, o, u, l, f, b		Tricky words 11-15		
	4	ai, j		Tricky words 16-20		
October	1	oa, ie		Tricky words 21-25		
	2	ee, or		Tricky words 26-30		
	3	z, w		Tricky words 31-35		
	4	ng, v		Tricky words 36-40		
November	1	oo/oo		Tricky words 41-45		
	2	y, x		Tricky words 46-50		
	3	ch, sh		Tricky words 51-55		
	4	th/th, qu		Tricky words 56-60		
December	1	ou, oi		Children to receive 5 general tricky words linked to topics being covered in class		
	2	ue, er				
	3	ar				
January	1	ai – ay - a-e				
	2	ee – ea				
	3	ie – y – i-e – igh				
	4	revision of alternative sounds				
February	1	oa – o-e – ow				
	2	ue – u-e – ew				
	3	er – ir – ur				
	4	Revision of alternative sounds				
March	1	or – au – al – aw				
	2	oi – oy				
	3	ou – ow				
	4	Revision of alterative sounds				
April May June	1 2	No new sounds. Revision to the end of the year with a bigger focus on blending for reading and writing	General word lists to include all sounds and tricky words for dictation			

Phonics Teaching Schedule for First Class															
Month	Week	Sounds to be revised/covered	Blending	Tricky words	Readers										
September	1	s, a, t, i, p, n, c/k, e, h, r, m	Word lists of decodable words to be given for	Revise set 1 tricky words - Blue words	Children work their way through the PM + level books completing one reader per day (Mon-Thurs)										
	2	d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, w, z	reading/writing practice with a focus on the sounds												
	3	oo/oo, y, x, ch, sh, th, qu, ou, oi, ue	being revised/learned												
	4	sh													
October	1	ch	Dictation based on sounds revised/learned each week												
	2	th													
	3	revision													
	4	ng													
November	1	qu						Revise set 2 tricky words – Yellow words							
	2	ar													
	3	short vowels (a, e, i, o, u)													
	4	ff													
December	1	ss, zz													
	2	ll													
	3	ck													
January	1	y (making ee sound)											Revise set 3 tricky words – Red words		
	2	short and long vowels													
	3	a_e (magic e)													
	4	i_e (magic e)													
February	1	o_e (magic e)													
	2	u_e (magic e)													
	3	wh													

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	4	ay		Revise set 4 tricky words – Green words
March	1	ea		
	2	igh		
	3	y (making ie sound)		
	4	ow (oa sound)		
April	1	ew (making ue sound)		Revise set 5 tricky words – Pink words
	2	ou, ow (making ou sound)		
May	1	oi, oy (making oi sound)		
	2	or, al, aw (making or sound)		
	3	nk		
	4	er, ie (making er sound), ur (making er sound)		Revise set 6 tricky words – Brown words
June	1	au (making or sound)		
	2	revision to the end of year		
	3			
	4			

Phonological Awareness - Junior & Senior Infants

	Junior Infants	Senior Infants
Rhyme Awareness and Construction	<ul style="list-style-type: none"> • Wide variety of nursery rhymes, poems and tongue twisters throughout the year. • Identify words that rhyme e.g. does man rhyme with pan? • Matching rhyming words e.g. which of these rhymes with man – pin, mat, fan? 	<ul style="list-style-type: none"> • Wide variety of nursery rhymes, poems and tongue twisters throughout the year. • Identify words that rhyme e.g. does man rhyme with pan? • Matching rhyming words e.g. which of these rhymes with man – pin, mat, fan • Distinguish – which of these does not rhyme? pan, man, ball • Generate- Can you think of a word that rhyme with rat?
Alliteration and Discrimination	<ul style="list-style-type: none"> • Identifying words with the same initial phoneme - e.g. bag, bin, ball • Discriminating between initial phonemes from a selection of words – e.g. which word has a different initial sound – fan, fish, cat, fog? 	<ul style="list-style-type: none"> • Identifying words with the same initial phoneme - e.g. bag, bin, ball • Discriminating between initial phonemes from a selection of words – e.g. which word has a different initial sound – fan, fish, cat, fog? • Experience or and enjoyment of alliteration in stories and in Oral Language activities
Sound and Word Discrimination	<ul style="list-style-type: none"> • Segment sentence into words by clapping/counting the words e.g. Today is Monday = 3 words • Isolating words in sentences e.g. what is the first/last/third word in the sentence? 	<ul style="list-style-type: none"> • Segment sentence into words by clapping/counting the words e.g. Today is Monday = 3 words • Isolating words in sentences e.g. what is the first/last/third word in the sentence? • Manipulate- Say this sentence after me- Tom has a new bike. Now change Tom to Jason. Change bike to wheelbarrow.
Syllable Segmenting	<ul style="list-style-type: none"> • Clap syllables in two and three syllable words • Tell how many syllables are in a word 	<ul style="list-style-type: none"> • Clap syllables in two and three syllable words • Tell how many syllables are in a word
Syllable Blending	<ul style="list-style-type: none"> • Says the word as a whole when given two syllables 	<ul style="list-style-type: none"> • Says the word as a whole when given two syllables
Onset, Rhyme and Blending	<ul style="list-style-type: none"> • Blends onset and rhyme to make a word – e.g. /m/ /at/ = mat 	<ul style="list-style-type: none"> • Blends onset and rhyme to make a word – e.g. /m/ /at/ = mat • Isolate- Say mat, what is the first sound.

		<ul style="list-style-type: none"> ● Segment- Say this word- moon. Now say it without the m
Phoneme	<ul style="list-style-type: none"> ● Isolates the beginning and/or final sound in given words ● Isolates the medial sounds in given words ● Blends phonemes to make a word (number of phonemes dependant on ability) 	<ul style="list-style-type: none"> ● Isolates the beginning and/or final sound in given words ● Isolates the medial sounds in given words ● Blends phonemes to make a word (number of phonemes dependant on ability) ● Segment- Say this word one sound at a time – stop- s/t/o/p

Phonological Awareness - First & Second Classes

	First Class	Second Class
Rhyme Awareness and Construction	<ul style="list-style-type: none"> • Wide variety of nursery rhymes, poems and tongue twisters throughout the year. • Identify words that rhyme e.g. does man rhyme with pan? • Matching rhyming words e.g. which of these rhymes with man – pin, mat, fan • Distinguish – which of these does not rhyme? pan, man, ball • Generate- Can you think of a word that rhymes with rat? 	<ul style="list-style-type: none"> • Learn and recite rhymes as part of classroom routines and transitions • Use rhymes within lessons and as part of lessons • Read and discuss rhyming books as part of daily read-alouds • Oral rhyming snap: Using words from a read-aloud, the children snap their fingers or say 'snap' when they hear two rhyming words • A Feely Bag can be used containing rhyming objects. Children must try guess the other objects in the bag by feeling them and using rhyme • Oddity task: Present children with three different objects and ask them to identify the odd one out • An assessment to see if children grasp the concept that speech is made up of sentences and those sentences in turn are made up of words. For example, say a sentence such as 'That is a dog.' Ask the children to place a counter in a cup as they say the sentence, one counter for every word. (Sentence segmentation) • Listening Games: Chinese whispers; Headbandz; Simon says; I went to the shop and I bought a.....; Clapping commands: One clap means stand, two means march and three means sit. Children sit in a circle and one child claps the commands for the rest of the group
Alliteration and Discrimination	<ul style="list-style-type: none"> • Experience or and enjoyment of alliteration in stories and in Oral Language activities • Identifying words with the same initial phoneme - e.g. bag, bin, ball • Discriminating between initial phonemes from a selection of words – e.g. which word has a different initial sound – fan, fish, cat, fog? 	
Sound and Word Discrimination	<ul style="list-style-type: none"> • Segment sentence into words by clapping/counting the words e.g. Today is Monday = 3 words • Isolating words in sentences e.g. what is the first/last/third word in the sentence? • Manipulate- Say this sentence after me- Tom has a new bike. Now change Tom to Jason. Change bike to wheelbarrow. 	<p>Rhyme production:</p> <ul style="list-style-type: none"> • What rhymes with hen? Oral cloze text – Have you ever seen a fox in a ... • Rhyming I Spy – I spy with my little eye something that rhymes with blue Activities to support the development of alliteration • Identify alliteration in text. Echo and choral read a section of text with alliteration, once it has been identified • Listen to, recite and respond to tongue twisters

		<ul style="list-style-type: none"> • Children create their own tongue twisters • Deliberately substitute a word/sound in a tongue twister and ask children to identify the incorrect word/sound
Syllable Segmenting	<ul style="list-style-type: none"> • Clap syllables in two and three syllable words • Tell how many syllables are in a word 	<ul style="list-style-type: none"> • asking children to identify the number of syllables in a word and to break up the word into syllables e.g clapping the syllables in a word or by using three boxes with the numbers 1, 2, 3 on them and children sort words (or pictures of the words) into the correct box according to the syllables. • get the children to use their two hands and to touch their heads for the first syllable, their shoulders for the second syllable, their hips for the third, knees for the fourth, toes for the fifth and heels if there is a sixth syllable
Syllable Blending	<ul style="list-style-type: none"> • Says the word as a whole when given two syllables 	<ul style="list-style-type: none"> • listening to syllables in a word and putting them together to identify the word, e.g., cow + boy = cowboy
Syllable deletion.		<ul style="list-style-type: none"> • deleting the initial and final syllables in words, e.g., say baker without the /ba/, say farmer without the /mer/.'
Onset, Rhyme and Blending	<ul style="list-style-type: none"> • Blends onset and rhyme to make a word – e.g. /m/ /at/ = mat • Isolate- Say mat, what is the first sound. • Segment- Say this word- moon. Now say it without the m 	<ul style="list-style-type: none"> • practise blending and segmenting onset and rime in a variety of words
Phonemic Awareness	<ul style="list-style-type: none"> • Isolates the beginning and/or final sound in given words • Isolates the medial sounds in given words • Blends phonemes to make a word (number of phonemes dependant on ability) • Segment- Say this word one sound at a time – stop- s/t/o/p 	<ul style="list-style-type: none"> • Phoneme isolation: Children recognise individual sounds in words, e.g., What is the first sound in van? • Phoneme identity: Children recognise the same sounds in different words, e.g., What sound is the same in fix, fall, and fun? • Phoneme categorisation: Children recognise the word in a set of three or four words that has the odd sound. Use initial, final and medial sounds. • Phoneme blending: Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. • Phoneme segmentation: Children break a word into its separate sounds, saying each sound as they tap out or count it. Children listen to a word and move a coloured token

		<p>(counter/cube) into a box for each phoneme they hear in the word. If a phoneme is repeated in a word, children should use a token of the same colour.</p> <ul style="list-style-type: none"> • Phoneme manipulation: Children change or delete the initial, final or medial phoneme in words, add phonemes to words and substitute one phoneme for another to make a new word.
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Reading Resources

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

School Library

All classes are timetabled to visit the school library on a weekly basis. Mr Bolton coordinates the school library and promotes reading activities such as bookfairs.

All classes are supplied with a class library, and Mr Bolton co-ordinates these class libraries.

Class Novels

Class novels will be used from Rang 1 to Rang 6. There are several sets of novels currently available in the school, and a full list of these is available. When selecting a class novel, the following issues will be considered

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

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

Miss Hanratty will assist any teacher wishing to select a new novel. St. Fiacc's aims to read three novels per year from 2nd to 6th.

Use of Dictionaries

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

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

Spellings (and Grammar)

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

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

- Linking spelling with the development of phonological and phonemic awareness (see page 58 Teacher Guidelines)
- Linking it with onset and rime, see page 58
- Building up a bank of commonly used words
- Having a rich experience of environmental print
- Compiling personal word banks, eg personal names, local place names, seasonal words
- Using dictionaries and thesauruses
- Using strategies such as
 1. Predict, look, say, cover, write, check
 2. Music
 3. ICT
 4. Mnemonics
 5. Rhythm and rhyme
 6. Creation of word searches
 7. Aide memoires
 8. Spelling buddies
 9. Breaking words into syllables
 10. Exaggeration of the word
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing

Junior Infants : Spellings

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

Homework

Homework in Infants will consist of letter/word recognition and formation.

Assessment

Informal teacher assessment of knowledge of letter and word structure.. MIST & BIAP

Senior Infants : Spellings

- Copy letters and words informally and from signs in the classroom
- Write own name, Christian name and surname
- Use labels to name familiar people and things
- Write letters and simple words from memory
- Become aware of lower case and capital letters
- Develop the confidence to use approximate spelling
- Begin to develop conventional spelling of simple words, eg 3 letter words using onset and rime, e.g. c-at, b-at, r-at
- Simple spellings based on phonic programmes
- Word banks will consist of pupil's own name, teacher's name, simpler words from Dolch Lists 1 and 2
- Weekly spelling book based on Jolly Phonics, produced by the class teacher.

Homework

Seniors spellings will consist of letter/word recognition and formation. Teacher designed Word reading book used in conjunction with spellings. Begin in October.

Assessment

Informal teacher assessment of knowledge of letter and word structure.

Spelling test every Friday

Jolly Phonics Assessment

Rang 1

Spelling	Grammar
Sh	Capitals
Ch	Sentences
Th	Proper Nouns
Ng	Common Nouns
Qu	Alphabetical Order
Ar	"a" or "an"
Short Vowels	Plurals
Ff	Pronouns
Ll	Initial Blends
Ss and zz	Verbs
Ck	Conjugating verbs
-y	Past Tense
A_e	Future
I_e	Adjectives
O_e	Final blends
U_e	Compound words
Wh	Adverbs
ay	Plurals
Ea	Antonyms
Igh	Speech marks
Y	Word Webs
Ow	Questions

Ew	
Ou	
Oi	
Oy	
Or	
Al	
Nk	
Er	
Ir	
Ur	
Au	
aw	

Rang 2

Spelling	Grammar
Silent b	Alphabetical Order
Silent w	Sentence writing
Silent k	Speech Marks
wh-	Questions
ph-	Commas in lists
-ea-	Exclamation marks
soft c	Proper nouns
soft g	Adjectives
wa-	plurals
-ou-	Possessive adjectives
-air-	Homophones
ch-	verbs
-ai-	adverbs
-ee-	verb "to be"
-ie-	Past tense
-ao-	Irregular past tense
-ue-	Using a dictionary
-k	Proofreading
-er	verb "to be" - past
-oi-	expanding a sentence
-ou-	conjunctions
-or	word webs
-ey	prefixes
-ear	apostrophe
Silent h	contractions
Silent c	prepositions
-are	suffixes
-ear	comparatives & superlatives
-ti-	interesting words
-si-	commas in speech

-ei(gh)-	Parsing
-o-	
-ture	
-ie	
-ore	
-le	

Rang 3

Spelling	Grammar
Digraphs	Using a Dictionary
-ai- -ay- a_e	Parts of Speech and parsing
-ee- -ea- e_e	Simple Tenses
-ie- y -igh i_e	3 rd person singular/verbs ending in -y
-oa- -ow o_e	Verb "to be": past/present/future
-ue- -ew u_e	Syllables
E_e	Present participle
N for /ng/	Present continuous
Soft c	Past continuous
Soft g	Proper Nouns
-tch	Proper Adjectives
-dge	Syllables
-le	Paragraphs
-qu	Paragraphs
S for z	Speech Marks
Se and ze for z	Speech Marks
Suffix -less	Future Continuous
Suffix -able	Suffixes -less and -ful
A for -ai	Contractions
E for -ee	Comparatives & Superlatives
I for -ie	Adverbs
O for -oa	Nouns acting as adjectives
-o for -oa-	Adjectives: Made adding y to nouns
U for -ue	Irregular plurals
A for -ar	The subject of a sentence
Ie for ee	The object of a sentence
Y for i	Subject and object pronouns
A for o	Possessive pronouns
Aw au al	Homophones
Ear eer ere	Questions and exclamation marks
Ure	Prefixes
Gn for n	Collective nouns
Ph and gh for f	Sentences and phrases
Air are ear ere	Subject and object of a sentence

Ex	Verb tenses
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- Spelling lists will not normally be taken from reader
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

Pupil Resource

Each pupil will have a folder/copy, where spelling lists and worksheets will be stored.

Homework

- Adequate time will be given to learn spellings and spelling strategies in class
- Words will be based on phonics, word strings, Spelling lists etc as above, and will not normally be based on reader
- Lists of spellings to be memorised will be divided into daily segments, eg 3 / 4 per night

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 16.
- Full sentence testing will occasionally be used at this level
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.
- Marking – children may occasionally be involved in marking their own work or the work of their peers at this stage, under the guidance of the teacher
- Children will enjoy recording their progress on a graph template

Rang 4

Spelling	Grammar
-ch- sh- th-	Verb tenses
Homophones	Identify Verb Tenses
-nch	The subject and object of a sentence
-se for s	Homophones – your and you're
Ve for v	Antonymns
Plurals –ves	Plural nouns
Schwa -a	Synonyms
Schwa -o	Concrete nouns
Schwa -u	Abstract nouns
Schwa -ar	Possessive nouns: Singular
Schwa -or	Present Participles as Adjectives
Schwa -er	Comparatives and Superlatives: more/less
Or for er	Changing verb tenses
Ear for er	Homophones It's and its
U for long oo	Grammatical Agreement: subject and verb
Gh/ough/augh	Comparatives and Superlatives: good/bad

Ive for iv	Homophones too/two/to
Suffix –ic	Homophones: where/wear/were
St for s	Suffix –al Making nouns into adjectives
Silent letters	Possessive Nouns: Plurals
Suffix –ically	Root words: Prefixes & Suffixes
Schwa -al	Grammatical Person
Schwa -el	Changing Grammatical Person
Schwa -il	Parsing Verbs
Suffix –ery	Questions and Statements
Suffix –ary	Changing a Statement into a question
Suffix –ory	Simple and compound Sentences
Suffix –ant	More homophone mix ups
Suffix –ent	Noun phrases
Suffix –ist	Phrases, clauses and Sentences
Prefix pre-	Infinitives
Prefix sub-	Onomatopoeia
Prefix anti-	Hyphens
Prefix trans-	Antonyms and Synonyms
Prefix inter-	More homophone Mix-Ups
Prefix tele-	Changing verb tenses.

- Spelling lists will not normally be taken from reader
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists

Pupil Resource

Each pupil will have a folder/copy, where spelling lists and worksheets will be stored

Homework

- Adequate class time will be given to learn spellings and spelling strategies
- Lists of spellings to be memorised will be divided into daily segments, eg 4/5 per night
- Words will be based on phonics, word strings, Spelling lists etc as above, and will not normally be based on reader

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 16
- Full sentence testing will occasionally be used at this level
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher
- Children may enjoy recording their progress on a graph template

Rang 5 and Rang 6

- Increased use of dictionary
- Use of thesaurus

- Study word derivation. eg octagon, century etc
- Learn about an increasingly more complex set common word endings, word families and roots of words
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns (page 58, Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling
- Children will be grouped according to spelling ability in order to achieve success. This will be achieved by either reducing the number of spellings or by the provision of easier lists
- Vocab from novels and curricular topics.

Homework

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

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 18 in Rang 5 and 20 in Rang 6
- All children will be given the opportunity to experience success, and will learn spellings at own ability level as above.
- Full sentence testing will occasionally be used at this level
- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher
- Children may enjoy recording their progress on a graph template

Rang 5

Spelling	Grammar
-age -ege	Parts of speech & parsing
-nge	One word – different parts of speech
Suffix -ance	Sentence Walls
Suffix -ancy	Simple and continuous Tenses
Suffix -ence	Verb -to have Past/present/future
Suffix -ency	Past participles: Regular
Prefix multi-	Perfect Tense: Past/present/future
Prefix auto-	Contractions and the verb -to have
Prefix mega- micro-	Past participles -irregular
Prefix super-	Identifying verb tenses
Prefix cent- kilo- milli-	Adverb Placement
Prefix post-	Proofreading
Suffix -tion	Prepositions
Suffix -sion	Prepositional Phrases
-ssion	Noun phrases as subjects and object

-cian	Compound subjects and objects
Suffix -ation	Transitive and intransitive verbs
-ch and -che for sh-	Prepositional phrases as adverbs
-sure-	Phrasal verbs
-ture-	More phrasal verbs
Suffix -ible	Making verbs from nouns and adjectives
Suffix -ate	Nouns & Verbs -ce -se -cy -sy
Suffixes -ise – ize	Adjective Order
Suffix -ify	Writing adjectives in the correct order
Suffix -ous	Adverbs of Manner
Suffix -ious	Adverbs of degree and place
-tious	Adverbs of Time and Frequency
-cial	Adverbs describing other adverbs
-tial	Adverbs describing Adjectives
Word endings in -I	Irregular Plurals -i
-graph-	Using a Colon and Bullet points in a list
Suffix -ology	Parentheses (Round brackets)
Suffix -ment	Homophone Mix ups
Suffix -ship	Homographs and Homonymns
Suffix -ward	Homographs and Heteronymns
-sch-	Antonymns and Synonyms

Rang 6

Spelling	Grammar
Numerical Prefixes for 1	Homophone Mix ups
Numerical Prefixes for 2	Simple, continuous and Perfect tenses
Numerical Prefixes for 3	Definite & indefinite articles
Numerical Prefixes for 4, 5, 6	Countable & Uncountable nouns
Numerical Prefixes for 7,8,9	Parts of Speech
Numerical Prefixes for 10	Direct & indirect objects
-ei- and -eigh- for /ai/	Indirect objects and sentence walls
-ei- and -eigh- for /ee/	Linking verbs “to be”
-ei- , -eigh- and -eir-	Prepositional phrases as adverbs
-ci- for /sh/	Prepositional phrases as adjectives
-cious	Relative clauses
-eous	Relative Clauses in sentences
Double letters	Coordinating conjunctions
-cc- for /k/	Semicolons and compound sentences
Doubling rule for -fer-	Colons in sentences
Spellings for Long /oo/	Subordinating Conjunctions
Spellings for /ai/	Complex sentences
Silent -h- Digraphs	Simple, compound and complex sentences
-bt -te- -tte- -th- cht- for /t/	Adverbials
-mb- -mn- -me- for /m/	Past participle as Adjectives
Silent -p- Digraphs	The Active and passive voice
-ui- and -u- for /i/	The passive voice
-gh- and -gue-	Gerunds
-gu-	Idioms
-ough-	Verb “to do”: past present and future
Schwa: -ure	Statements and the verb “to do”
Schwa: -our	Questions and the verb “to do”
Suffixes -ity -ety	Modal verbs

Suffix -ial	Modal Adverbs
Suffix -able	Imperatives
-que for /k/	Using paragraphs and cohesion
-ne- for /n/	Formal and informal writing
Word mix ups	Alliteration
Suffix -ly	Homophone mix ups
-ere- and /oa/	Antonyms and Synonyms
Schwas	Grammar consequences game

Comprehension

Discrete Teaching of Comprehension Strategies

St. Fiacc's in September 2016 decided to teach comprehension strategies discretely using books selected from *Building Bridges of Understanding* (MIC:2012)

Class	Term 1	Term 2	Term 3
Junior Infants	Prediction	Creating Images/Visualising;	Making Connections
Senior Infants:	Prediction	Creating Images/Visualising; Making Connections;	questioning
First/Second	Prediction Creating Images/Visualising	Making Connections; questioning;	determining importance
Third/Fourth	Prediction Creating Images/Visualising	Making Connections; questioning;	Summarising and Paraphrasing/Clarifying; determining importance
Fifth/Sixth	Prediction Creating Images/Visualising Making Connections	questioning; Summarising and paraphrasing/Clarifying; determining importance;	inferring; Synthesising

Comprehension Strategies – Books Year One

Declunking, skimming and scanning can be taught through any form of text

Class	Predicting	Visualising	Making Connections	Questioning	Determining Importance	Clarifying	Inferring	Synthesising
Junior Infants	Introducing: Killer Gorilla Supporting: Piper	Introducing: The Hidden Forest Supporting: One Tiny Turtle Dandelions	Introducing: Can't you Sleep Little Bear? Supporting: Emma's Lamb Camille and The Sunflowers					
Senior Infants	Introducing: One Year With Kipper Supporting: The Lamb Who Came for Dinner	Introducing: The Snowy Day Supporting: The Smartest Giant in Town	Introducing: Five Minutes Peace Supporting: The Sulky Vulture	Introducing: Lost & Found Supporting: Farmer Duck				
1 st /2 nd	Introducing: Floss Gentle Giant Supporting: Dolphin Boy	Introducing: Where the Wild Things Are Supporting: A Piece of cake	Introducing: Tatty Ratty Supporting: Peace at Last	Introducing: Leon and Bob Supporting: Alexander and the Terrible....	Introducing: The Emperor's Egg Supporting: Helen Keller			
3 rd /4 th	Introducing: Wonder Goal Into the Forest Supporting: I believe in Unicorns	Introducing: Home Place The Popcorn Book Supporting: This Morning I met a Whale	Introducing: Barack Obama Supporting: Mr Peabody's Apples	Introducing: The Wall Applemando's Dreams Supporting: Train to Somewhere	Introducing: Anne Frank Supporting: Hungry, Hungry Sharks	Introducing: So Far From the Sea Fly Away Home Supporting: The Man Who Walked Between Towers		
5 th /6 th	Introducing: The Donkey of Gallipoli Christmas Miracle of Jonathon Twomey Supporting: One Boy's War	Introducing: Pain ted Words and Spoken Memories Brother Eagle, Sister Sky Supporting: Through Grandpa's Eyes	Introducing: The Memory Coat One Candle Supporting: Going Home	Introducing: Star of Fear, Star of Hope Tuesday Supporting: Grandfather's Journey Moses When Harriet Tubman led her People	Introducing: Ape Dateline: Troy Supporting: Billy the Kid	Introducing: Baseball Saved Us The Butterfly Supporting: Under the Quilt of Night The Stranger	Introducing: The Garden of Abdul Gasazi Fireflies Supporting: My Lucky Day Babushka's Doll Voices in the Park	Introducing: The Rag Coat Henry's Freedom Box Supporting: The Table Where Rich People Sit Oliver Button is a Sissy

Comprehension Strategies Big Books Year Two.

Class	Predicting	Visualising	Making Connections	Questioning	Determining Importance	Clarifying	Inferring	Synthesising
Junior Infants	Introducing: The Tiger Who Came For Tea Supporting: Peepo	Introducing: The Little Albatross (Snow Tales) Supporting: We're Going on a Bear Hunt Grandfather Twilight	Introducing: Don't Let the Pigeon Stay Up Late Supporting: The Rainbow Fish Lily's Purple Plastic Purse					
Senior Infants	Introducing: Dear Zoo Supporting: Tiddler	Introducing: The Big Big Sea Supporting: Snow Music	Introducing: My Brother Supporting: Not Now Bernard	Introducing: Zoo Supporting: Silly Billy				
1 st /2 nd	Introducing: Handa's Surprise Supporting: The Enormous Crocodile	Introducing: Hurricane Supporting: Owl Moon Snow Tales	Introducing: Oscar Got the Blame Supporting: Seven for a Secret	Introducing: Willy the Wimp Supporting: Amelia's Road The Sleeping Giant	Introducing: Ice Bear Supporting: Two Bad Ants			
3 rd /4 th	Introducing: The True Story of the Three Little Pigs The Tear Thief Supporting: The Wolves in the Walls	Introducing: Twilight Comes Twice The Whale Song Supporting: Night in the Country	Introducing: If a Bus Could Talk Martin's Bog Words Supporting: The Polar Express	Introducing: The Lotus Seed Weslandia Supporting: The Mary Celeste	Introducing: Bat Loves the Night Supporting: Grandma Elephant's in Charge	Introducing: The Sign Painter The Three Questions Supporting: The Wednesday Surprise		
5 th /6 th	Introducing: The Silver Swan How to Live Forever Supporting: On Angel Wings	Introducing: Something Beautiful See the Ocean Supporting: Dream Weaver The Stories Julian Tells	Introducing: When Jessie Came Across the Sea The Tunnel Supporting: The Keeping Quilt Her Mother's Face	Introducing: Probuditi! The Mozart Question Supporting: An Angel for Solomon Singer	Introducing: Big Blue Whale The Cloud Book Supporting: Amazing Grace	Introducing: The Memory String Supporting: Thank You Mr Falker A Bad Case of Stripes	Introducing: The Cats in Krasinski Square Gentle Giant Supporting: Teammates Tar Beach Bull Run	Introducing: Tea with Milk Rose Blanche Supporting: Jumanji Smoky Night

Writing: Broad Objectives

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

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

St. Fiacc's National School-Writing Genre Plan

Year 1

Term	Genre
Term 1	Recount
Term 2	Persuasive
Term 3	Procedural

Year 2

Term	Genre
Term 1	Report
Term 2	Narrative
Term 3	Explanatory

*At least one Free Writing Session per Week.

Six main genres

• Recount

Purpose	To re-tell past experiences
Framework	
Setting	Who? What? Where? When? Why? How?
Events	In time order
Concluding statement	
Example	My school tour

• Report

Purpose	To present factual information
Framework	
Classification	What is it?
Description	Size, shape, features
Place/Time	Where? What?
Dynamics	What does it do?
Summarising comment	
Example	Frogs

• Explanatory

Purpose	To explain how things work or how things came to be
Framework	
Definition	What is it?
Parts	Describe
Operation	How it works
Application	When/where it works, how it's used
Interesting features	
Comment	
Evaluation	
Example	How erosion occurs

• **Procedural**

Purpose	To list steps to follow in making/doing something
Framework	
Aim	What is to be done
Requirements	What is needed (usually a list)
Method	How to do it (usually numbered)
Evaluation	Was it successful
Examples	How to make a sandwich Directions to the shop

• **Persuasive**

Purpose	To persuade others involving argument and debate
Framework	
State problem/argument	
Arguments for and supporting evidence	
Arguments against and supporting evidence	
Conclusion	
Examples	Mobile phones should be banned

• **Narrative**

Purpose	To tell an imaginative story (may be based on fact)
Framework	
Title	
Setting	Who? Where? When?
Initiating event	How did the characters get involved
Problem	What was the conflict/problem
Resolution	How was the problem solved
Examples	The three little pigs A space adventure

Adapted from First Steps

Seven steps to teaching writing

Step 1: Familiarisation with the genres

Integration with reading and oral language is vitally important, for example, comparing samples of the genre.

Step 2: Use an example to devise a framework

Use a problem-solving approach where the child is active in their own learning, when teaching a new genre of writing. Ask children to look at various examples and through teacher-questioning and paired discussion children figure out the framework.

Step 3: Modelled writing (teacher only)

The teacher 'thinks aloud' as he/she writes, while the class observe. The teacher justifies decisions, for example, in relation to the content or the language that is to be used, and also clarifies thoughts and ideas.

Step 4: Shared writing

The teacher has the pen and continues to 'think aloud' but uses children's ideas also. This is an effective and non-threatening way to support children's writing and involves the teacher and the children writing together. Children make suggestions and the teacher writes these down on a flip chart, thus modelling the writing conventions.

Step 5: Children plan their writing

Children compose with a partner, or in a small group, so that there is peer support as they write, using the framework they have devised. The teacher's role is to guide and encourage students by giving explicit feedback that refers to the structural or language features required in the text form.

Step 6: Independent writing

The child writes independently using the framework, as a reference. The teacher is always on-hand to facilitate this process through encouragement, feedback, guidance and affirmation.

Step 7: Presentation to an audience

The children present the writing to a variety of audiences, for example, read aloud to parents, publish in a school newsletter, e-mail to a friend, or display on a notice-board.

HANDWRITING.

Introduction:

Children must be able to write with ease, speed and legibility. Handwriting should be an automatic process, to allow the children to focus on the content of their work, not letter formation. Difficulty with letter formation limits the fluency of their movements and has a negative effect on the quality and quantity of the work produced.

In this policy we aim to

- Help develop a positive attitude to handwriting
- Assist the children in holding writing implements correctly
- Help the children achieve a script which can be read easily
- Ensure the children develop a fluent, joined handwriting style

Styles and Implements used:

Junior & Senior Infants:

The children begin to learn handwriting in Junior Infants. In the Infant Classroom, the children learn to form their letters using a style of writing that is a pre-cursor to cursive writing. Letters include 'flick-ups' in readiness for joining.

The following activities are used to develop fine motor skills and strengthen grip.

Activities:

Tracing, Playdoh, Sand,
Multi-kinesthetic activities,
Threading, Pegs & Pegboards,
Cutting Activities, Links,
Paint & Paintbrushes,
Chalk, Markers.

Procedure:

- Sit straight, feet on floor
- Free hand on the page
- Tilt page
- 'Crocodile goes snap' for pencil grip

Pupils will use / complete the following:

Junior Infants:

- Pattern Booklet
- Pattern Copy
- Tracing Booklet
- Dot to Dot
- Colouring
- Junior Sum 20mm. Copies
- Blank Copies with 1 - 2 lines draw

Senior Infants:

- Project 15A copies

- Headline copies
- Nexus Triangular Pencils

Letter Formation is taught after Hallowe'en, in the following order:

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

Children's attention is drawn to the **position of letters on the line** ie.

Letters that **drop below the line** eg, g, y, q, j

Tall Letters eg. d, h, l, t, b, h, k, f

Capital Letters (Senior Infants)

***Some letters are taught differently from the cursive writing throughout the school eg f, b, s, z, r.**

First Class

- Consolidation and reinforcement of Senior infant work
- Use of Nexus pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation

Resources

Handwriting Copy

Second Class

- Consolidation and reinforcement of above
- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- ***Joined writing will be introduced during the third term. Introduction of modified letters r, k, e, f, d, b, p and q.*** The children begin by learning to join groups of letters, such as cccccc, before moving on to words and then sentences.

Resources

B2 Handwriting Copy

Third Class

- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture

- Emphasis on proper letter formation
- Emphasis on quality presentation
- Revision and consolidation of joining

***Pen Writing Licence:** From the end of February or beginning of March in 3rd class, pupils whom class teachers deem to have reached an acceptable standard in cursive writing, may be awarded a Pen Writing Licence. The awarding of this licence is at the discretion of the class teacher and may also be withdrawn if standards drop.

Resources

Handwriting Copy

Fourth Class

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Use of brackets to correct errors.

Resources

Handwriting Copy

Fifth and Sixth Classes

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Develop a fluent personal style of handwriting
- Write for more sustained periods

Resources:

Copybooks.

*The children are not allowed to use tippex.

**Blue/black pen only for writing

***Pencil only for Maths.

Assessment:

Assessment will be carried out on a regular basis each time the teacher corrects written work. Pupils will also self-assess their work. Work samples will be collected from all year groups to analyse progress on a whole school level.

The children will be encouraged to

- Hold a pencil correctly
- Rule a margin, write a heading and date (where appropriate)

- Form each letter and number correctly
- Ensure the letters are of the correct size and in the correct place in their copies
- Number each sentence or sum when answering questions
- Only write 1 number in each square in their maths copy
- Write the date on top of each exercise. 4th to 6th classes will write the date in full in English or Irish (as appropriate), as a way of learning the days of the week and the months of the year. 1st class will write the day of the week, while 2nd and 3rd write the full date, as a way of learning the days of the week and the months of the year.

Copies:

1st class use Project Copy 15A for Irish, English and Homework for the whole year.

2nd class use them for the first term or until the copy runs out and then they move onto

A11 copies.

3rd – 6th classes use **A11** copies for all subjects.

Pupils with Difficulty:

Senior Pupils who have particular difficulty in producing clear legible writing may be referred to the SEN Team for advice.

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z