

Whole School Plan for Teaching of English

Introductory Statement:

This plan was reviewed and updated in 2024. It is intended to support and guide staff with the implementation of the curriculum and in meeting the intended learning outcomes for children.

Rationale:

This plan is intended:

- To support the implementation of the new Primary Language Curriculum.
- To guide teachers in their individual planning of English.
- To re-affirm and promote a thorough, balanced and relevant approach to the teaching and learning of English in our school as outlined in the Primary Language Curriculum.

Vision:

In our school we are committed to the holistic development of all pupils. We see the development of the pupil's ability through oral language, reading and writing as being central to this process. We believe that the ability of our pupils to communicate confidently, to read fluently with understanding and to write legibly and creatively will contribute greatly to the development of their self-esteem. The children will gain more enjoyment with an increased emphasis on oral language, the introduction of a wider range of reading sources and new emphasis on the writing process. This will enable the children to speak, read and write more independently and effectively. The children will be helped to achieve their potential and be prepared to contribute and play a meaningful role in their community.

Aims:

We endorse the aims of the Primary School Curriculum for English

- 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

Strands and Elements

The content is presented under three strands:

1. Oral language
2. Reading
3. Writing

- List of Talk Time words should be inside the door of the Teacher's cupboard. (Teachers will also be provided with a list of last year's Talk Time vocab to encourage use of language outside of specific lesson)
- Talk Time words need to be included in fortnightly plans
- Talk Time vocab to be sent home with the weekly email.
- Dojo Points awarded to children using the words in context outside of the lesson
- Share Talk Time vocab with their SNAs and SET team, and encourage SNAs and SET to use this vocab informally.
- Talk Time words should be displayed in classrooms.
- Bank of resources are available on Literacy Google Drive.

Reading:

Broad Objectives:

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

1. Promote positive attitudes and develop an appreciation of reading
2. Develop print awareness, phonetic awareness, word identification strategies and sight vocabulary.
3. Develop their comprehension and analytical strategies.
4. Expand their understanding and usage of grammar, syntax and punctuation.
5. Expose them to and develop their appreciation of the richness and diversity of reading material.
6. Engage in and enjoy sustained silent reading (D.E.A.R Time)

Infant Classes

- Children will listen to, enjoy and respond to stories, nursery rhymes, poems and songs.
- Play with language to develop an awareness of sounds.
- Enjoy a print rich environment
- Learn to recognise letter sounds and name the letters of the alphabet.
- Use big books to model the reading process and collaborative reading.
- Build up sight vocabulary from Jolly Phonics "Tricky Words" and Dolch Words.
- Develop phonemic awareness following the Jolly Phonics Scheme.
- Engage in shared reading.
- Re-read, retell, recall, analyse, interpret and talk about parts of stories and poems.
- Pursue and develop initial interests through reading.
- Build sight vocabulary from the English Reading scheme: Over the Moon
- Paired Readers (Eg : Oxford Reading Tree, Ladybird, Songbirds, Jolly Phonics, Engage Literacy) are given out to children each night.

First and Second Class

- Children will continue to build sight vocabulary from the English Reading scheme and other books read, personal experience and literacy intervention.
- Develop phonemic awareness.
- Build up a sight vocabulary from Dolch List and Over the Moon.

- Children will continue to build sight vocabulary from English Reading scheme, other books and personal experiences.
- Achieve proficiency in word identification by refining the different word identification skills e.g. phonic, syntactic and contextual.
- Use root words, prefixes, suffixes, syllabication to recognise and understand words
- Read as an independent reader from a range of different materials e.g. stories, poems, myths, legends, novels and non-fiction texts
- Continue to keep a record of his/her reading
- Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlation to aid deduction, problem solving and prediction.
- Develop study skills such as scanning, skimming, note-taking and summarising
- Read and interpret different types of functional text e.g. forms, menus, timetables, recipes and appropriate non-fiction texts.
- Respond to poetry, fiction, novels, plays and stories read
- Browse through, handle, discuss, recommend and select books for independent reading
- D.E.A.R.
- Paired Reading
 - Dictionary: Oxford School Edco (keep in school to be carried over to the following year)

Literacy Intervention (where possible & where needed)

- Teacher works with 4-6 students in each group.
- Children are grouped according to similarities in reading development and instructional reading levels.
- Teacher introduces strategies, and concepts to support independent reading.
- Every child reads and is supported by teacher.
- Emphasis is on strategic problem solving within appropriate levelled text.

Reading Comprehension

- Comprehension Strategies are taught using the Building Bridges of Understanding Programme and Over the Moon programme.
- Building Bridges of Understanding is available on the school Literacy Resources Google Drive.
- All Comprehension Strategies highlighted in blue are new to this class level.
- See attached **Appendix 3** for strategies to be taught at each class level.

Phonics and Spellings:

Junior Infants Phonics

Grammar:

- See **Appendix 4** for Grammar to be taught by each year group.

Novels to be completed by each year group: (Choice of 2)

3rd Class	4th Class	5th Class	6th Class
Fantastic Mr Fox The Worst Boy in the World	Matilda Gangsta Granny Stanley	War Horse Under the Hawthorn Tree Holes	The Boy in the Striped Pyjamas The Guns of Easter

Writing:

Broad Objectives:

The aim of this plan is to provide a structured 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.

Writing Genres:

	1st, 3rd & 5th Class	2nd, 4th & 6th Class
Term 1	Recount	Recount
Term 2	To Socialise	Procedure
Term 3	Report	Narrative

- Each genre to be taught over the course of a term and children should be given lots of exposure to examples in reading and lots of opportunities to write using the genre.
- Teaching instruction should be scaffolded with a gradual release towards independent writing with very clear success criteria in each genre.
- Writing to Socialise to be taught incidentally as opportunities arise.
- JI and SI follow the Over the Moon Programme

Handwriting:

- Our aim is for pupils to achieve legible, flexible and efficient cursive handwriting at an early stage and to hone this skill through primary school.

Essential Skills Taught:

1. How to write from left to right and top to bottom.
2. Pencil grip and how to hold a pen or pencil correctly – pick up the pencil between the thumb and index finger, flick it back and place the middle finger underneath.
3. Correct posture – sit at the table with both feet on the floor. Pull your chair in and sit up straight. Your non-writing hand should steady the paper.
4. Using correct and consistent shape and size of letters.
5. The importance of using appropriate and consistent spacing of letters and words.

Third Class:

- Go with the Flow E is the book used in this year group.
- Focus on copying complete sentences – all difficult joins, all lower and upper case letters are again practised.

Fourth Class:

- Go with the Flow F is the book used in this year group.
- Pen Licence
- Attention is drawn to letter size, spacing between words & basic punctuation.
- Practicing complete sentences will enable children to improve uniformity of letter size.

Fifth and Sixth Class:

Revision and consolidation of work done in Third and Fourth Class. Children are encouraged to assess their written work and to continue to develop their Handwriting style.

General:

- The school recognises that left-handers have different needs from right-handers. Care should be taken in lighting, seating and correct writing tools. Allowance needs to be made for appropriate space and for the paper to be placed to the left of the writer.
- Cursive writing must be modelled by teacher at all times – on whiteboard & for corrections.
- See Appendix 5 for checklist on writing behaviours.

Assessment and Record Keeping:

Assessment in Reading:

- Teacher observation
- Checklists
- Standardised Testing
- Diagnostic Tests
- Teacher designed tasks

Standardised test

- Drumcondra Test administered in May/June to 1st-6th.
- M.I.S.T is administered towards the end of Term 2 in Senior Infants.
- N.R.I.T. test administered in 1st and 3rd.
- YARC diagnostic assessment of reading accuracy, fluency and comprehension.

Specific time for discrete oral language will be implemented at each teacher's discretion as necessary. Discretionary time can also be used when necessary. Language learning can be developed through integrated activities and cross curricular themes.

Homework:

- Children engage in English homework assignments.
- Reading Homework will always be a priority.
- They may be given oral reading and writing activities.
- Children with differing needs are assigned work suitable to their needs and abilities.
- The class teacher and Learning Support/Resource/EAL teacher may work together in setting assignments for children with differing needs.

Library:

- Children are encouraged to become members of Kilcock Library.
- Teachers may bring their classes to the library as part of the English Curriculum.
- Children select books for their own use in class when they visit the library.
- A wide range of books are available in the class and school libraries. A range of abilities are catered for at all levels.
- Children are encouraged to read books from class library.

ICT Software:

- Over the Moon website
- Children are encouraged to use ICT to present some of their work.
- Authors, poets etc. can be researched using the internet. Children are monitored when using the internet to ensure safe usage.

Individual Teachers Planning and Reporting:

- The whole school plan and curriculum documents provide information and guidance for individual teachers for their long and short term planning.
- The Cuntas Miosúil enables the teacher to review what they have done and it will allow them to plan for the following terms. It will help the teacher who will have the children the following year to know what is covered and avoid repetition.

Staff Development:

- Teachers have access to current research, resource materials and websites dealing with language and learning.
- There are many valuable courses offered in English in Kildare Education Centre as well as through online providers. These take place during the summer and also as evening courses during term time. Notices about these are displayed in the staffroom and teachers are encouraged to attend as part of their own professional development. Teachers are encouraged to share their expertise from these courses. They are discussed at staff meetings and on planning days.
- Teachers can avail of outside support in English from the PDST.
- Learning Support/Resource teacher/EAL Teacher shares ideas/expertise regularly in the classroom.

Implementation:

This plan will be supported, developed and implemented by the teaching staff of St. Joseph's N.S.

It will be co-ordinated by English/
hostholder who will accept feedback on it, monitor it and discuss with staff.

Review:

This plan will be reviewed at the end of every two school years.

Those involved in the review will be:

- Teachers
- Pupils
- Parents
- Plan co-ordinator and Literacy Team
- Board of Management/Department of Education

Ratification and Communication:

Ratification by Board of Management at Board Meeting on 28/11/24

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Chairperson

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Principal

Appendix 2: Talk Time Lists

Talk Time Vocabulary

Class: Junior Infants

	Week 1	Week 2	Week 3	Week 4
September	1. 2.	1. 2.	1. 2.	1. delicious 2. leak
October	1. furious 2. customer	1. smash 2. carve	1. haunted 2. gobble	1. scales 2. shiver
November	1. sling 2. patient	1. thrilled 2. drip	1. thermometer 2. Emergency	1. popular 2. wailed
December	1. delivery 2. assemble	1. design 2. quality	Christmas Week	Christmas Holidays
January	Christmas Holidays	1. refund 2. stalls	1. canopy 2. tantrum	1. tangy 2. ripe
February	1. medication 2. vaccination	1. worried 2.	Midterm	1. wild 2. tame
March	1. refreshments 2. performance	1. audience 2. applause	1. notice 2. popular	1. interval 2.
April	Easter Break	Easter Break	1. equipment 2. rescue	1. startled 2. dangerous
May	1. humongous 2. sighed	1. arrival 2. travelling	1. nervous 2. daft	1. expert 2. slimy
June	1. refreshing 2. security	1. humid 2. beautiful	1. gloomy 2. oozy	Summer Break

Talk Time Vocabulary

Class: 1st Class

	Week 1	Week 2	Week 3	Week 4
September	1. doodle 2. strict	1. slot 2. smudge	1. fantastic 2. fewer	1. celebrate 2. proud
October	1. scuttle 2. hover	1. wise 2. active	1. squeeze 2. soar	
November	1. scamper 2. success	1. boogie 2. complain	1. boost 2. agreed	1. volunteer 2. character
December	1. practise 2. clung	1. experiment 2. rehearse	1. eager 2. glee	
January		1. nuisance 2. traces	1. shrug 2. scurry	1. announce 2. incredible
February	1. nervous 2. squished	1. wonder 2. leap		1. rumble 2. puncture
March	1. community 2. raise	1. despair 2. ecstatic	1. challenged 2. inspired	1. gloomy 2. tearful
April	1. unknown 2. popular	1. accidentally 2. national		
May	1. tradition 2. discolour r	2. collection 3. scavenger	1. dunk 2. permanent	1. central 2. remind
June	1. fortunate 2. confident	1. thrilled 2. glum		

Talk Time Vocabulary

Class: 3rd Class

	Week 1	Week 2	Week 3	Week 4
September	1. bewildered 2. valuable	1. grotesque 2. elegant	1. aggressive 2. caked	1. cram 2. envy
October	1. savoury 2. stroll	1. ancient 2. wealthy	1. observe 2. nervous	Midterm
November	1. demolish 2. damp	1. curious 2. courage	1. amusing 2. exceptional	1. appetizing 2. exquisite
December	1. essential 2. complimentary	1. awestruck 2. thermal	Christmas	Christmas
January	1. beastly 2. lean	1. creep 2. lurk	1. tenderly 2. glum	1. gloomy 2. prowl
February	1. endless 2. clog	1. complex 2. fascinating	1. endurance 2. embark	1. trek 2. vicious
March	1. fascinated 2. discarded	1. compose 2. compress	1. intense 2. express	1. dazzling 2. inspire
April	1. admire 2. lament	1. enrage 2. dismal	Easter	Easter
May	1. astonish 2. convince	1. ecstatic 2. bizarre	1. wailed 2. adapt	1. contract 2. submerge
June	1. modern 2. mild	1. atrocious 2. marvellous	Revision	Revision

Talk Time Vocabulary

Class: 5th class

	Week 1	Week 2	Week 3	Week 4
September	1. particle 2. obsess	1. barrier 2. obstruct	1. modest 2. co-operation	1. vacation 2. communicate
October	1. imitate 2. undermine	1. abysmal 2. ignorant	1. inclusion 2. mimic	1. startle 2. scowl
November	1. splendid 2. inquisitive	1. gracious 2. temper	1. manipulate 2. infuriate	1. inherit 2. amend
December	1. endeavour 2. anonymous	1. idle 2. melancholy	Christmas	Christmas
January	1. necessary 2. deprivation	1. optimistic 2. irritable	1. quarrel 2. scarce	1. visible 2. habitable
February	1. majestic 2. ooze	1. scarred 2. vents	Midterm	
March	1. temporary 2. oblige	1. distress 2. ventilate	1. memorise 2. detect	1. unintelligible 2. irrelevant
April	Easter	Easter	1. official 2. suspense	1. preparation 2. requirements
May	1. transparent 2. cumbersome	1. monumental 2. breach	1. outskirts 2. foundation	1. reconcile 2. commission
June	1. perilous 2. stamina	1. perseverance 2. fateful	1. debut 2. amateur	1. sensational 2. remarkable

June	1. Curiosity 2. constant	1. deteriorated 2. perched	1. indicate 2. gingerly	1. commentary 2. chaotic
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Appendix 3: Comprehension Strategies

	Comprehension Strategy	Over the Moon/ Suggested Books
Junior Infants	Predicting	Cave Baby Ready Steady Ghost
	Visualising	The Wolf's Story Grandad's Secret Giant
	Making Connections	Baby Brains Dear Father Christmas
Senior Infants	Predicting	The Tiger Who Came to Tea -Tiddler
	Visualising	-Where the Wild Things are
	Connecting	-Can't you sleep little bear?
	Questioning	-Zoo -Silly Billy
First Class	Predicting	-Piper -The Lamb who came for Dinner
	Visualising	-Ratty Tatty -Grandfather Twilight
	Connecting	Emma's Lamb
	Questioning	
	Monitoring comprehension: declunking	
Second Class	Predicting	- Gentle Giant - My Lucky Day - Gorilla!
	Visualising	- A Bad case of Stripes
	Connecting	Gentle Giant - The Most Loved Bear - Amazing Grace
	Questioning	The Tear Thief
	Monitoring comprehension: declunking	The Watchmaker who saved Christmas

Appendix 4: Grammar Topics

Grammar Topics

Class Level	Topic	Class Level	Topic
Senior Infants	Capital Letters Full Stops Question Marks	First Class	Full Stops Capital Letters Alphabetical Order Verbs / Past Tense Verbs / Future Tense Verbs Irregular Verbs Nouns Adjectives A / an Plurals
Second Class	Capital letters Verbs Alphabetical order Doubling rule Past tense verbs Irregular verbs Nouns Bossy verbs Plurals Tired words Speech marks	Third Class	Punctuation Common and Proper Nouns Adjectives Alphabetical Order Verbs: Present + ing Adverbs Exclamation marks Speech marks Verb tenses Plurals Pronouns Contractions Plurals Conjunctions Apostrophe Prepositions
Fourth Class	Punctuation Nouns Verbs Adverbs Speech Marks Adjectives Verbs: Simple and Continuous Plurals	Fifth Class	Capital Letters Nouns Verbs Verb Tenses Adverbs Commas Pronouns Singular & Plural nouns

Appendix 6 : Free Writing

Free Writing

What is Free Writing?

1. Allow 10 – 15 minutes of *free writing* once per week.
2. *Free writing* should be just that, 10 – 15 minutes when the children can write freely.
 - It should be in a special copy.
 - It should be dated.
 - Children should be told beforehand that it will not be marked, corrected or criticised.
 - Children may be given an opportunity to read what they have written to the teacher.
 - There should be no pressure on children to “*produce*” an amount of writing.
 - The reluctant writer may use pictures to convey a message.

What is the purpose of free writing?

Free writing allows the teacher to assess and monitor where the learner is at. It indicates what the common writing behaviours in my class are and provides me with a starting point for my teaching. I can use the children’s common writing errors as focus/ teaching emphases when modelling writing.

Sample Letter for Parents in Free Writing copy

Children in our school keep a “Free Writing copy”. They are encouraged to write freely on a number of occasions during the week in school in this copy.

Having an audience is an important part of the writing process. Children are encouraged to read their free writing to the teacher, to the class, or to you at home. Children’s writing may be published in our newsletter and on our website.

The free writing copy will not be marked or corrected by the teacher, but will be read by the teacher.

The children enjoy this approach to writing and are very proud of their work. Free writing allows the teacher to assess and monitor their progress. It gives children confidence to write.

Children learn to walk by walking; children learn to talk by talking and children learn to write by writing. We hope you enjoy their writing.