



English Curriculum Plan

Riverview Educate Together National
School

2021



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Introductory Statement

This whole school plan for English was drafted in consultation with teaching staff in Riverview ETNS N.S. in 2019/20 school year. Currently we are a single stream developing school, with classes from Junior Infants to Second. This whole-school English plan is being developed for Junior Infants - Third Class and will be added to as our children move into the senior classes.

Rationale

We prioritised this area of the curriculum because we now have classes from Junior Infants to Third Class and are at the stage in the school's development, when we need to provide a clear programme for teachers at each class level. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016.

We believe that a consistent, structured and intensive oral language, phonics and reading programme will improve learning and teaching in all areas of the curriculum. This plan, drawn up in accordance with the Primary Language Curriculum, sets out our approach to language teaching: it will form the basis for teachers' long and short-term planning and inform new teachers of the approaches and methodologies used in our school.

Vision

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, their families and friends, members of the school community and the wider school community with clarity, confidence and fluency; that they will understand the power of words as well-springs of imagination and action in the world; and their responsibility to use language in a kind and respectful manner.

Aims

We endorse the aims of the [New Primary Language Curriculum](#), which are presented in three groups (p. 12):

1. Children and their Lives

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of, and share, their heritage
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships

2. Children's communications and connections with others

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults

3. Children's language learning and development

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages

Curriculum Overview

Strands and Elements of the [Primary Language Curriculum](#) (p.19):

Strand 1: Oral language

Element	Learning Outcomes
Communicating	-Engagement, listening and attention (intentionality, verbal memory) -Motivation and choice -Social conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills)
Understanding	-Sentence structure and grammar (syntax, morphology) -Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) -Demonstration of understanding (semantics)
Exploring & Using	-Requests and questions -Categorisation -Retelling and elaborating (narrative text and response) -Playful and creative use of language (aesthetic dimension of language) -Information giving, explanation and justification (expository text) -Description, prediction and reflection

Strand 2: Reading

Element	Learning Outcome
Communicating	-Engagement (intentionality) -Motivation and choice (relevance)
Understanding	-Conventions of print (meaning and understanding of text/illustration) -Phonological and phonemic awareness -Phonics and word recognition (alphabetic principle, word identification strategies)

	-Reading vocabulary (semantics)
Exploring & Using	-Purpose, genre and voice -Response and author's intent -Comprehension -Fluency and self-correction

Strand 3: Writing

Element	Learning Outcome
Communicating	-Engagement (intentionality) -Motivation and choice (relevance)
Understanding	-Conventions of print and sentence structure (syntax) -Spelling (and word study: 3rd - 6th class) -Vocabulary (semantics)
Exploring & Using	-Purpose, genre and voice (sense of voice, aesthetic dimension of text) -Writing process and creating text -Writing process (using processes, structures and language register) -Response and author's intent (author's purpose and responding) -Handwriting (and presentation: 3rd - 6th class)

Approaches in our School

1. Oral Language

1.1 Whole School Strategies

Assemblies

- Whole school weekly assembly and whole school singing
- Appropriate and respectful language is modelled
- Good listening and appropriate responses are encouraged
- Common social functions are taught
- Positive non-verbal behaviour is encouraged

Yard

- Using words to communicate and solve problems – Restorative Practices, MindUp
- Model positive and respectful language

School Related Functions

- Etiquette for children visiting classes, speaking to adults and school visitors

Play

- Aistear activities daily (40 mins - 1 hour) in Junior and Senior Infants classes
- Aistear at other class levels at the discretion of class teachers

1.2 Activities/Methodologies modelled and practised at all class levels:

- Using words for common social functions in a polite and respectful manner (on-going, daily)
- Communicating to meet personal needs (on-going, daily)
- Listening (rhymes, jingles, riddles, listening activities, bingo, news)
- Recalling (re-telling stories, class trips/visits, news)
- Naming (name, address, days, months, seasons, family members, things you need for/find in)
- Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- Describing (colour, shape, feelings, characters)
- Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
- Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- Reporting (reporting back from a group activity or project)
- Speaking out clearly (on going, daily)
- Predicting (hear part of a story, what do you think will happen next?, picture sequences)

- Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- Imagining (a new planet, a newly discovered species of animal)
- Questioning (20 questions, the Yes/No game show)
- Interpreting and using appropriate non-verbal language
- Taking turns in speaking and listening (circle-time, news time)
- Showing tolerance for views of others (circle-time, debating)

1.3 Teacher's planning for Oral Language

- English oral language and Gaeilge ó bhéal are integrated thematically through Aistear and through teaching topics at the same time and discussing language
- New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) and word walls are displayed from 1st class upwards.
- Key vocabulary for pupils is identified for all subject areas and listed in teachers' short-term planning

2. Reading

2.1 Whole School Initiatives for Reading

- World Book Day
- D.E.A.R. time
- Buddy Reading
- Study of Authors and Visiting Authors
- Visits from the mobile library
- Literacy Stations
- Whole class reading support
- Reading tasks in all other subjects
- School Library: When we have access to our full building we hope to have a library for the children run by the parents.

Rhymes, Poetry and Story

- Rhymes in Infants (See Appendix for Infant Nursery Rhyme scheme)
- Poetry: Children learn at least one poem/song per month in English or other languages (see Appendix for guidelines for each class level). Poetry integrated into Starlight.
- Story (see Appendix for Story Scheme for each class level). The children will explore the following types of story between Infants and Third class:
 - Picture books
 - Class novels for read aloud and private reading
 - Fairytales, Fables, Myths, Legends, Folklore

2.2 Phonological Awareness

Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. The school uses the **Jolly Phonics** scheme.

Phonological Awareness Methodologies:

- Identification of words as units within sentences.
- Identification and manipulation of syllables
- Phoneme blending
- Identification and supply of rhyming words
- Identification and discrimination of phonemes
- Phoneme segmentation
- Phoneme deletion
- Phoneme substitution
- Phoneme transposition

Timetable for Phonics and Phonological Awareness

Junior Infants	<p>Phonics: Letter names as well as sounds are taught. Children are taught to recite the alphabet. Sept-Dec 3 sounds per week/10 minutes daily Jan-April 2/3 sounds per week/10minutes daily May/June Revision of all sounds Initial sounds and simple digraphs (sh, ch, th), no vowel digraphs. CVC blends. Phonological awareness: Syllabic awareness: syllable blending, syllable segmentation, syllable isolation. Onset-rime awareness/rhyming: eg. nursery rhymes, rhyming poems, stories, discriminating and selecting rhyming words etc.</p>
Senior Infants	<p>2 sounds per week/10 minutes daily, including vowel digraphs. Continue blending. Phonological awareness, as above. P. A. T. programme, from 2nd term.</p>

2.3 Word identification strategies and sight vocabulary in junior classes

	Word recognition strategies	Sight vocabulary
Junior Infants	Sounding out Pictorial clues Chunking Context	Jolly phonics tricky words, red and yellow lists.

Senior Infants	<i>as above plus:</i> Reading on Syntactic knowledge	Jolly phonics tricky words, revise red and yellow lists, also green, blue lists and colour and number words.
First class onwards	<i>as above plus:</i> Using analogy Consulting a reference	Revise all Jolly phonics tricky words Sound as spelling/dictation Sound as comprehension

2.4 Reading Comprehension

Comprehension, Building Bridges of Understanding

Class Level	Comprehension strategies
Junior Infants	Connecting Creating Images Predicting
Senior Infants	Summarising Connecting Predicting Creating Images
First Class	Connecting Comparing Creating Images & Predicting
Second Class	Determining Importance Predicting Making connections Visualisation Questioning Thinking Aloud

2.5 Resources for Reading

- Class specific recommended resources (see Appendix)
- Big Books
- Guided reading books (PM, Storyworlds, Flying Start, Big Cat)
- Class Libraries
- Local library services
- Poetry Books
- Rhyme Books
- Story Books
- Fairytales
- Books of Myths and Legends
- Scrapbooks

- Posters
- CDs/Interactive whiteboard resources
- Nursery Rhyme Scheme for Infant Classes
- Phonics Scheme for Infant Classes (Jolly phonics)
- Games
- Activities

3. Writing

3.1 Writing Genres

Class Level	New Genre	Consolidation of Genre
Junior Infants	Procedure	N/A
Senior Infants	Recount Narrative	Procedure
First Class	Report	Recount Narrative Procedure
Second Class onwards		Recount Narrative Procedure Report

3.2 Spelling

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitional stage of spelling. Teachers use the Jolly Grammar spelling programme.

Objectives for Spelling:

- Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
- Spelling must be taught
- Spelling must be fun
- Realisation that not all spelling is phonetically based
- Spelling activities should be written
- Spelling lessons should be daily; short and snappy
- Spelling strategies are taught to all children especially those who experience difficulty
- Self-checking is continuously encouraged to foster a more independent approach

- Spelling must never be a barrier to children’s writing as it is vital not to dampen a child’s enthusiasm to write by always insisting on accurate spelling
- Children are encouraged to take risks and attempt unknown words
- Provide opportunities for children to ‘problem-solve’ the rules themselves
- Children begin spelling informally in Senior Infants through exposure to phonics. Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils’ years in the school.

Source of Spellings lists:

- Dolch list
- Jolly Phonics and Jolly Grammar
- Children’s Writing Needs
- Extension Work: Themed Spelling
- Dictionaries
- Spellings for Me website (personalised)

Approach to the Teaching and Learning of Spelling

Our school uses a synthetic phonic approach to spellings, based on the children’s phonics work. In this multi-sensory approach children learn:

- that words are a sequence of sounds: F/O/G
- these sounds are represented by spellings
- that spellings can be made up of one or more than one letter e.g. sh/o/p, th/a/t.
- that some sounds can be written in a variety of ways eg, the oe in go; toe; dough; (sound the same but look different)
- A spelling can carry more than one sound eg “a”; at, apron, all and what, (look the same but sound different)
- Children are taught the skills of blending, segmenting and manipulating the various phonemes through lots of drill.
- Some spellings that the child may not have the skill to sound out yet are called tricky words. In the junior classes these words will be displayed on the “Tricky-Words-Wall). In the senior classes children will be encouraged to devise their own strategies to remember these spellings/words.

Assessment of Spelling

At the discretion of the teacher, children may be assessed by way of a spelling/dictation test every Friday. This will consist of a selection of words from their spelling list of that week and/or sentence dictation. This is combined with regular assessment of the child’s independent writing.

- Teachers will correct the spelling/dictation tests and return them to the children.
- Teachers are encouraged to avoid marking every spelling wrong, instead guide the child in spotting their errors.
- We do not make public any child’s results
- Children are encouraged to say the sounds as they write the words.

- The children must have their test signed by parents/carers

Parental Involvement and Spelling

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework. This can be done by using the Look, Say, Cover, Write (saying the sounds as they write), Check Method and by practising sentence dictation.

3.3 Grammar & Punctuation

Grammar and punctuation are introduced formally in first and second class through the Starlight programme. See each class level for resources

3.4 Handwriting/Penmanship

Throughout the school there is an emphasis on penmanship. The pupils begin cursive script from Junior Infants and continue this style of writing through all classes. The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise.

In Junior Infants, the pupils learn one letter per week in lower case letters only. In Senior Infants they learn how to form upper case letters. Junior Infants to Second Class use follow the *Go With the Flow* handwriting programme.

Our Approach to Handwriting:

- The best way to ensure good handwriting is to learn it correctly from the beginning
- A good cursive style of handwriting will ultimately improve the speed and fluency of writing, which in turn will assist the child's written expression.
- Good penmanship also improves spelling since letter strings are connected when the child is writing a word.
- Good posture, pencil-grip and how the children form their letters are explicitly taught
- Children with poor motor control or little stamina need a cursive model that makes minimum demands on their physical abilities – when the brain has a visual image of the word then the hand takes over.
- Pre-writing patterns are taught before separate letter formations at infant level
- Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. 'a' – ate, at, eat, etc...
- A multi-sensory approach to handwriting is adopted in the school
- Where appropriate, all teachers will follow the same style/format of cursive handwriting throughout the school.

- Where appropriate, all teachers are encouraged to use cursive script on classroom displays, on the interactive boards/whiteboards and when correcting the children's work, etc.
- Cursive script is encouraged for all written activity and not just English.

Resources and approaches to introduce Letter Formation

- Jolly Phonics Programme
- Jolly Phonics Sound Boxes games
- Air pencil/magic dust
- Tracing: on table, on each other's backs
- Márla
- Sandpaper letters
- Large Letter in Crayon
- In Sand
- In paint bags

Pencil Grip

- Tripod Grip
- Use of triangular pencils for Junior and Senior Infants

Provisions for Left Handed Children

- Sit at the desk on the left hand side
- Letter writing worksheets designed for children who are left handed in infants when they are practising handwriting

Parental Awareness of Handwriting

- Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.
- Guidelines/instruction for parents will be provided at the teacher's discretion

3.5 Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children's years in the school.

Sources of topics for children's writing include:Narrative Genre

- Thematic Approach
- Personal Concerns
- Life at home and in school
- Stories
- Social Needs
- Personal Reading

- Poetry
- Drama
- Aistear
- Everyday Experiences: Emphasis is placed on writing from children's own experiences and ideas

Strategies for Planning Creative Writing

- Narrative Genre strategies and ideas
- Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
- Brainstorming
- Webbing
- Story Board
- Story Plans
- Story Templates
- Poetry/Drama/Story as stimulus
- Talk-for-Writing (telling a story with gestures)

Whole School Approaches to Writing and Drafting

- Planning, Drafting, Editing, Re-drafting Method
- Encouraging Self Correction and Self Checking

Correcting Creative Writing

Constructive comments are used by teachers when correcting the children's work.

Whole School Approaches to Valuing Creative Writing

- Displays
- Writer's Corner
- Newsletter
- Website
- Constructive and precise comments when possible
- Work included in anthologies
- Team Teaching

Assessment and Record Keeping

- Standardised testing: MIST, MICRA T
- Teachers will hear children reading formally
- Spelling tests (weekly from Senior infants)
- Teacher checklists
- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios
- Projects
- Diagnostic tests

Meeting all Needs

Children with special educational needs will receive support from our learning support teachers. English activities will be differentiated in order to meet the needs of the children in a particular class.

E.A.L. Provision

Children for whom English is an Additional Language at Riverview ETNS are supported by SET teachers, as necessary.

Homework

As a core subject, English homework should be assigned daily, both incorporated into cross-curricular homework projects and as a discrete subject. From first class spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Organisational Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011), as follows:

Class Level:	Time Allocation for English
Junior and Senior Infants	4 hours per week
First – Sixth Class	5 hours per week
<i>Discretionary time may also be used for the teaching and learning of English</i>	

The teaching of English will be organised on a both a **whole-class** and **team-teaching** level. A team teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. Such will be organised based on the needs of each class and will focus on specific areas of the curriculum.

Resources and ICT

As a developing school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise

resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers, including Jolly Phonics, PM+, Big Cat, Storyworlds, Flying Start and English as an Additional Language programmes.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, tablets, online programmes etc.

An appropriate amount of money may be requested from the Board of Management to fund our English programme. Parents may be requested to make a very small contribution should we find a shortfall in finances. Contributions may also be requested from the Parents Teacher Association, through fundraising events and sponsorship from local businesses.

Planning and Reporting

Class Teachers' Planning:

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on-going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such. They must also include English in their fortnightly (or weekly) plan. Such must include objectives, learning content and key vocabulary. The Cúntas Míósúil should document what has been covered in the teaching and learning of English each month.

Support Teachers' Planning:

Teaching of English for pupils with special educational needs will be documented in the planning documents of S.E.T. staff.

Staff development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum.

Parental Involvement/Community Links

Parents/carers have a crucial role to play in their children's language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children's language development that supports and compliments the school experience. Parents are informed of this at the beginning of the year.

Success Criteria

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback
- Children’s feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole-school plan.

Implementation

There is no one person responsible for the implementation of this English plan; each teacher is responsible for implementing this plan within her/his own class. The plan should be monitored by all staff and any feedback duly noted to the Principal, who has overall responsibility for leading teaching and learning in the school. Should an additional post be sanctioned for the school, English may be considered for this post holder’s curricular responsibility.

Review

This policy will be reviewed in September 2022 when it will be extended to incorporate 5th and 6th class.

Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school. A copy of it will be provided to the Parent Teacher Association and made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

Signed: _____ (Chairperson, BOM)

Signed: _____ (Principal)

Date: September 2021

Date of next review: September 2022

Appendix

Junior and Senior Infants

Aistear Themes (cross-curricular)

Junior Infants	Senior Infants
<ul style="list-style-type: none">● Myself and My Family / One Bed Apartment● The Community/ The Post Office● Food/ The Pizzeria● House & Homes/Materials / Builder's Yard● Healthy Living/ The Doctor's● The Farm● Spring/ The Garden Centre● Under the Sea/ Water● Summer/Teddy Bears Picnic	<ul style="list-style-type: none">● Myself● The world around us● Work● Winter● Shopping● School● Animals● Food● Holidays

Nursery Rhymes (Oral Language)

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● Pizza on the table ● Humpty Dumpty ● Twinkle twinkle ● Two little dickie birds ● Row, row, row your boat ● Incy, wincy spider ● Five little ducks ● I'm a little teapot ● Baa baa black sheep ● One, two, buckle my shoe ● Mary had a little lamb ● Hickory dickory dock ● The queen of hearts ● Miss polly ● Little boy blue ● Hey diddle diddle ● Little bo peep ● Rock a bye-baby ● Mix a pancake ● The man in the moon ● Little miss muffet ● Jack and Jill ● Old King Cole ● Hickety pickety ● There was a crooked man ● Mary, Mary quite contrary ● Polly put the kettle on ● Pussy cat, pussy cat ● Rub a dub dub ● One, two, three, four, five ● Three blind mice ● London bridge 	<ul style="list-style-type: none"> ● Revision of Junior Infant rhymes ● Ring a ring a roses ● See-saw Margery daw ● Peter Peter pumpkin eater ● Tom Tom the piper's son ● Ten green bottles ● I love little pussy ● Little jack horner ● One for a tangle ● Sing a song of sixpence ● One little baby ● A dillar, a dollar ● Girls and boys come out to play ● Sally go around the sun ● I had a little nut tree ● Pat-a-cake, pat-a-cake ● One potato ● Jelly on a plate ● Little Arabella miller ● What do you suppose? ● Diddle, diddle, dumpling ● Terence Mc Diddler ● The grand old Duke of York ● Diddlety, diddlety, dumpty ● Little tommy tucker ● Frère Jacques ● There was a little dog

Story (Oral Language and Reading)

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● Display all Jolly Phonics Sounds (Print with pictures and Cursive) ● Build up class word wall with tricky words ● Dandelion Launchers ● PM+ readers <p>Big Books: Variety of titles</p> <p>Fairytales: Goldilocks and the Three Bears Jack and the Beanstalk Three little pigs The Giant Turnip The Gingerbread man</p>	<ul style="list-style-type: none"> ● Display all Jolly Phonics Sounds (Print and Cursive) ● Display tricky words ● Build up class word wall with new words ● Flying Start readers ● Big Cat readers ● PM+ readers <p>Big Books: Variety of titles</p> <p>Planning with Junior Infant teacher (no cross over)</p> <p>Fairytales: The Three Billy Goats Gruff Little Red Riding Hood The Ugly Duckling The Little Red Hen Hansel and Grettel</p>

Phonics (Reading)

Junior Infants	
September-October	<ul style="list-style-type: none"> ● JI Entry Assessment ● Pre Reading Skills ● Phonological Awareness
November - Dec	<ul style="list-style-type: none"> ● Teach groups 1-5 (see below) ● Teach 3 sounds per week (oral)
Jan - May	<ul style="list-style-type: none"> ● Teach 2 sounds per week (oral and writing) ● At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group <ol style="list-style-type: none"> 1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. j, z, w, v, y, x, qu 5. Ch, sh, th
June	Revision and Blending of all phonics

Senior Infants	
September-October	<ul style="list-style-type: none"> ● s, a, t, i, p, n ● ck, e, h, r, m, d ● g, o, u, l, f, b ● j, z, w, v, y, x, qu
November	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel
December	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel

January	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel 4. Double letters
February	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel
March	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel 4. Rhyming Families
April	<ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel 4. Rhyming Families 5. Capital letters
May - June	<p>Revision and Blending of all phonics</p> <ol style="list-style-type: none"> 1. Blending 2. Final letter sounds 3. Vowel 4. Rhyming Families 5. Capital letters

Reading High Frequency Words

Junior Infants	Senior Infants
<ul style="list-style-type: none"> ● High Frequency Words (at child's own level) ● Jolly Phonics tricky words (Red and Yellow) 	<ul style="list-style-type: none"> ● High Frequency Words (at child's own level) ● Jolly Phonics tricky words (Green and Blue) ● Colour and number words

Handwriting

Junior Infants	Senior Infants
Cursive Script (lower case letters only)	Cursive Script (revise lower case and teach upper case letters)

Grammar and Punctuation

Junior Infants	Senior Infants
<ul style="list-style-type: none">● Full stop● Question Mark● Exclamation Mark● Capital Letters <p>(All taught informally at Junior Infants level)</p>	<ul style="list-style-type: none">● Question Mark● Exclamation Mark● Capital Letters: Names, Days, Months, Beginning Sentences● Full Stop● Rewriting sentences and putting the words into the correct order● Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no)● Filling in the missing words in sentences● Selecting the correct word to complete a sentence, e.g. The cat was ___ the table (up/on)● Selecting the correct word to complete a sentence, using pictorial clues

Cursive Writing Rhymes for Letter Formation

Lower Case Letters

Group 1:

a: Up the hill, round the tummy, up, down and a flick

d: Up the hill, round the tummy, all the way up, down and a flick

o: Up the hill, round to the top, and a flick

q: Up the hill, round the tummy, up, all the way down and a flick

g: Up the hill, round the tummy, up, all the way down, and a loop

Group 2: Looping Letters

e: Up the hill, a low loop around, and a flick

l: Up the hill, a tall loop around, and a flick

h: Up the hill, a tall loop around, up, over and a flick

k: Up the hill, a tall loop around, up, tall belly, down and a flick

b: Up the hill, a tall loop around, half a belly and a flick

f: Up the hill, a tall loop around, down, low loop and a flick

Group 3: Straight Letters

i: Up the hill, straight line down, and a flick. Don't forget to dot.

j: Up the hill, all the way down, loop around and a flick. Don't forget to dot.

r: Up the hill, straight line down, back up, across and a flick

n: Up the hill, straight line down, back up, over and a flick

m: Up the hill, straight line down, back up and over, back up and over, and a flick

p: Up the hill, all the way down, back up, a belly and a flick

Group 4: Curly Letters

v: Up the hill, zigzag down, up and a flick

u: Up the hill, down, curl up, back down and a flick

w: Up the hill, zigzag down, up, down, up and a flick

y: Up the hill, down, curl up, all the way down, loop up and a flick

t: Up the hill, straight line up, back down, curl and a flick. Don't forget to cross.

Group 5: Tricky Letters

s: Up the hill, curl around, and a flick

x: Up the hill, curl around, lift, curl back around

z: Up the hill, curl around, curl down and loop up and a flick

Upper case letters

Group 1: Rockin' Round Letters

A: Start at the top, rock around, straight back up, straight down and finishing tail out

C: Start at the top, rock around and finishing tail out

O: Start at the top, rock around back to the top

Q: Start at the top, rock around back to the top, lift, and add a wiggly tail

Group 2: Looping Letters

E: Start halfway up, loop around and loop around again, finishing tail out

G: Starting tail up, loop around, straight down, curl back up, straight down under the ground, loop back up, finishing tail out

L: Start halfway up, loop around, straight back down, little loop and a finishing tail

S: Starting tail up all the way to the top, little loop back down to the bottom and curve

Group 3: Straight Letters

B: Start halfway up, straight down, straight back up, loop around, loop around again

D: Start at the top, straight down, little loop, big loop to the top and little loop

F: Start with a bendy bridge, all the way down, curve. Lift and across.

H: Start halfway up, straight down and curve. Lift, straight down, back up and loop and out

I: Start halfway up, straight down and curve.

J: Start halfway up, straight down under the ground, loop back up, finishing tail out.

K: Start halfway up, straight down and curve. Lift, slide to the middle, slide out to the bottom and finishing tail out

M: Start halfway up, straight down, back up, over the hump, back up, over the hump and finishing tail out.

N: Start halfway up, straight down, back up, over the hump and finishing tail out

P: Start halfway up, straight down, back up, loop around.

R: Start halfway up, straight down, back up, loop around, slide out to the bottom and finishing tail out.

T: Start with a bendy bridge, all the way down and curve.

Group 4: Curly Letters

U: Start halfway up, straight down, curl around and up, straight down and finishing tail out.

V: Start halfway up, down and curl, go up and finish with a bendy bridge

W: Start halfway up, straight down, curl around and halfway up, curl back down, straight up to the top, finish with a bendy bridge.

Y: Start halfway up, straight down, curl around and up, straight down under the ground, loop around and finishing tail out.

Group 5: Tricky Letters

X: Start halfway up, curl around. Lift, rock back around.

Z: Start with a bendy bridge, slide down and finish with a wiggly tail.

First and Second Class

Learning Outcomes: See pgs. 51-53 of Primary Language Curriculum

Themes Suggestions 1st - 2nd class – Oral Language (Aistear, Forest School, Gaeilge, Learn Together)	
September	Myself Autumn Friendship
October	Autumn / Trees Thankfulness
November	Respect
December	Generosity Winter
January	New Beginnings Courage Weather & Clothes
February	Responsibility Homes Spring
March	Respect for the Environment Growing
April	Perseverance Mini-beasts
May	Honesty Summer
June	Summer Cooperation

First - 6th class

Oral language Activities

3rd - 6th class	
Sept- June	Poetry Debate Oral reports Presentations Conversations Interviews Think Pair Share Retelling Giving instructions Vocab games Seasonal topics Hot seating Creative drama News Discussion of media Empathising with characters Character descriptions Comparing stories Retelling stories Predictions

Poetry (Oral Language)

First Class - sixth Class
<i>Selection of Poems from a variety of sources</i>

Phonics (Reading)

Jolly phonics Grammar

Story (Reading)

First Class - Sixth Class

- Myths and Legends
- Fables
- Fairytales
- Novels
- Class Readers
- Class Library
- Mobile Library
- DEAR
- ICT

Reading Comprehension Strategies

First Class	Second Class
<ul style="list-style-type: none"> ● Visualisation (Revision) ● Predicting (Revision) ● Connecting 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning

Third class	Fourth class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance ● Questioning ● Summarising ● Clarifying

5th class	6th class
<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance 	<ul style="list-style-type: none"> ● Predicting (Revision) ● Connecting (Revision) ● Visualisation(Revision) ● Determining Importance

- Questioning
- Summarising
- Clarifying
- Inferring
- Synthesising

- Questioning
- Summarising
- Clarifying
- Inferring
- Synthesising

Grammar and Punctuation (Writing)

First Class	Second Class
<p><u>Jolly Phonics Grammar 1</u></p> <ul style="list-style-type: none"> ● Capital Letters <ul style="list-style-type: none"> ● Sentence writing ● Proper Nouns ● Common Nouns ● Alphabetical Order ● 'A' for 'An' ● Plurals ● Pronouns ● Conjugating Verbs ● Past tense ● Future tense ● Doubling rule – before adding –ed ● Adjectives ● Compound Words ● Adverbs ● Plurals –es ● Antonyms ● Speech Marks ● Questions 	<p><u>Jolly Phonics Grammar 2</u></p> <ul style="list-style-type: none"> ● Alphabetical Order <ul style="list-style-type: none"> ● Sentence Writing ● Speech Marks ● Questions ● Commas in Lists ● Exclamation Marks ● Proper Nouns ● Adjectives ● Plurals -s, -es, -ies ● Possessive Adjectives ● Homophone Mix-Ups ● Adverbs ● Present Tense Verbs ● Regular Past Tense Verbs ● Irregular Past Tense Verbs ● Using a Dictionary ● Proofreading Sentences ● Expanding a sentence ● Conjunctions ● Prefixes ● Apostrophe 's' ● Contractions ● Prepositions ● Suffixes -ing, -er, -est

3rd class	4th class
<p><u>Jolly Phonics Grammar 3</u></p> <ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Adjectives ● Verbs ● Adverbs ● Similes ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Homonyms 	<p><u>Jolly Phonics Grammar 4</u></p> <ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Adjectives ● Verbs ● Adverbs ● Similes ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Homonyms

<ul style="list-style-type: none"> ● Proverbs ● Apostrophe ● Contractions ● Commas ● Abbreviations ● Singular plural nouns ● Synonyms ● Antonyms ● Punctuation ● Prepositions 	<ul style="list-style-type: none"> ● Proverbs ● Apostrophe ● Contractions ● Commas ● Abbreviations ● Singular plural nouns ● Synonyms ● Antonyms ● Punctuation ● Prepositions
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5th class	6th class
<ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Abstract ● Adjectives ● Verbs ● Adverbs ● Similes ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Homonyms ● Proverbs ● Apostrophe ● Contractions ● Commas ● Abbreviations ● Singular plural nouns ● Synonyms ●Comparatives/ superlatives ● Antonyms ● Punctuation ● Prepositions 	<ul style="list-style-type: none"> ● Proper nouns ● Collective nouns ● Abstract ● Adjectives ● Verbs ● Adverbs ● Similes ● Alpha order ● Pronouns ● Common nouns ● Homophones ● Homonyms ● Proverbs ● Apostrophe ● Contractions ● Commas ● Abbreviations ● Singular plural nouns ● Synonyms ●Comparatives/ superlatives ● Antonyms ● Punctuation ● Prepositions

Handwriting

First Class - Sixth Class
<ul style="list-style-type: none">● <i>Go With the Flow</i> Programme● Cursive Script● Revise lower case and upper case letters.● Practise joining words.

Reading schemes for all classes

The school has invested in a variety of reading schemes for use in both team-teaching and for homework.

PM+ Readers/ Big Cats / Flying Start / Class Novels

PM+ levelled readers are for use in class for buddy reading, literacy stations and for homework. The books are assigned according to the child's reading level. Children choose their own books at a suitable level.