

Castleplunkett N.S.



Castleplunkett NS

Whole School Plan English

Primary Language Curriculum

Content of Plan

1. Introduction
2. Rationale
3. Aims and objectives

Curriculum planning

1. Language programme
2. Strands and elements
3. Broad Objectives, Content and Methodologies
 - a. Oral Language Objectives
 - b. Reading Objectives
 - c. Writing Objectives
 - d. Spelling
4. Planning, teaching and assessing for learning
5. Assessment and record keeping
6. Children with additional needs

Organisational planning

1. Timetable
2. Resources and ICT
3. Individual teachers' planning and reporting
4. Staff development
5. Parental involvement
6. Community links

Appendices

English - Whole School Plan

1. Introduction

This plan was prepared by the staff of Castleplunkett NS in Autumn of 2020. This policy is intended to guide teachers in their individual planning for English and to ensure a consistent approach in the teaching of the English curriculum. It also takes into account the revised Primary Language Curriculum.

2. Rationale

In Castleplunkett NS, we are committed to the holistic development of all pupils and language is key to the development of the child as a person. In developing this whole school plan for English we hope:

- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the new Primary Language Curriculum
- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

Aims of the English Plan

We aim through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language learning. This plan will form the basis for teachers' long and short-term planning.

The Primary Language Curriculum aims to support teachers to:

- 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 to 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.
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
- 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.
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal text 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 and acquire a basic understanding of the history of languages and other cultures.

The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.

Curricular Planning

1. Language:

The two fundamental principles of the English language curriculum are:

- Children learn language and learn through language (Curriculum p. 3)
- Language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing. For example, a lesson in oral language may have related activities in reading and writing and may also address a number of strands e.g. Competence and confidence in using language and Developing cognitive abilities through language (Curriculum p. 2)

The three strands of Oral language, Reading and Writing, as outlined in English: Additional Support Material (2005), remain unchanged as do all of the content objectives. The content objectives for each strand are represented under two categories: development and skills.

Strands and elements:

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

Exploring and Using language:

3. 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. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy.

a. Oral Language

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

- Gain pleasure and fulfilment from language activity e.g. (play/integration) theme language
- 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.
- Develop fluency, explicitness and confidence in communication.
- Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

b. Reading

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

- Develop reading fluency through print awareness, phonemic awareness, word identification strategies and sight vocabulary. (**Appendix 1**)
- Develop their comprehension and analytical strategies.
- Expand their understanding and usage of grammar, syntax and punctuation. (**Appendix 3**)
- Develop their appreciation of the richness and diversity of reading material.
- Experience the pleasure and fulfilment to be gained from reading.

The following strategies are implemented in Castleplunkett NS to supplement and encourage enjoyment of reading:

- DEAR Time - Children are given opportunities to select reading material and read for pleasure for a sustained period during the day.
- Shared Reading/ Buddy Reading
- Class Library-Each classroom has a library, stocked with age appropriate books and curriculum relevant books. Children are encouraged to choose freely **and** often from the library.

c. Writing

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

- Write clearly, correctly and fluently.

- Use a wide range of vocabulary.
- Use grammar and punctuation appropriately. (**Appendix 3**)
- Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality. (**Appendix 2**)
- Develop creativity and story-telling ability.
- Experience opportunities to develop presentation, editing and publishing skills.
- Engage in collaborative writing experiences.
- Edit, self-correct work and redraft writing.
- Develop a high standard of penmanship. Children will be taught joined writing from 3rd class onwards. Print script to be used in Junior classroom.

d. Spelling

Regular class time will be timetabled for the teaching of spelling strategies. Jolly Phonics and Grammar is used for the teaching of spelling strategies in the Junior Room. The Senior Room implement Words their Way as a system for teaching spelling strategies. This is divided into the five stages of spelling and orthographic development and children are levelled based on need and assessment. Children have access to an online programmes such as Nessy to support the learning of spellings in an interactive/fun way.

The convention of spelling will be achieved progressively through a multidimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness .
- Linking it with onset and rime.
- Building up a bank of commonly used words.
- Having a rich experience of environmental print.
- Compiling word walls and personal word banks, e.g. personal names, local place, names, seasonal words.
- Using dictionaries and thesauruses

Using strategies such as:

- Predict, look, say, cover, write,
- check Mnemonics
- Rhythm and rhyme
- Creation of word searches
- Spelling buddies
- Breaking words into syllables
- Exaggeration of the word.
- Becoming familiar with common spelling rules
- Accepting approximate spelling in creative writing.

Use of Dictionaries

Dictionaries will be used from first/second class. 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 provided by the school (Fallon's Children's Oxford Dictionary, Irish Edition)

The Senior Room also have some class copies of a more sophisticated dictionary and an appropriate thesaurus, and pupils are encouraged to use these.

4. Planning, teaching and assessing for learning:

The Primary Language Curriculum helps teachers to support children's language learning and development through the process of planning, teaching and assessing for learning in English. Four parts (components) of the Primary Language Curriculum work together to support teachers' planning, teaching and assessment for language learning: Learning Outcomes, Progression Continua (Appendix), Examples of children's learning and development, and Support Material for teachers.

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgements about, children's language learning.

5. Assessment and Record Keeping:

Teachers are encouraged to use a wide range of assessment methodologies such as:

- Teacher observations
- Teacher designed tasks
- Simple projects
- Responses the child makes to question and answer situations
- Child participation
- Interaction and reaction of the child

Standardised tests are administered in May of each year. Currently we used the Drumcondra Reading Test from 1st- 6th class. Further screening, diagnostic and cognitive testing is carried out if necessary. NRIT is also administered.

6. Children with Additional Needs:

It is the policy of our school that all children will participate in English lessons and activities. The English programme will be differentiated in order to meet the needs of all the children in the class. Every attempt, with the valued assistance of additional staff (SET teacher, future S.N.A.s) will be made to ensure that all children are accessing the English Curriculum at their own level. Differentiation will be outlined in our Cúntas Míósúil each month to enable the teachers to reflect how effectively and successfully they have differentiated for children with different needs in each subject area.

We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for learning in the classroom and is complemented by the provisions of the SET teacher.

Organisational Planning:

1. Timetable:

Time is allocated for English as laid out in the Curriculum and as amended by the Literacy and Numeracy Strategy. Time spent on English has been increased by a half hour overall per week (i.e. to 3.5 hours for infants with a shorter day, and to 4.5 hours per week for students with a full day). This is **40 mins per day for Infants** and **55mins per day for all other classes**. The process of language learning is naturally developed through integrated activities and through a thematic/cross curricular approach.

2. Resources and ICT:

Please see the relevant appendices for an outline of the programmes we use in our school. As well as the core materials used, we have a range of complementary and supplementary materials in each classroom.

We have a selection of reading texts in each classroom. We also have access to a wide selection of class novels. When selecting a class novel, the following factors 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.

3. Individual Teachers' Planning and Reporting:

The whole school plan and the curriculum documents for English will seek to

provide information and guidance to individual teachers for their long and short term planning. Class teachers will be required to produce:

- Yearly/Termly plans
- Fortnightly plans

The Cuntas Míosúil will be used to measure the success of the English plan and will inform teacher's preparation for the following year.

4. Staff Development:

Staff needs will be assessed regularly and details of courses and training days relevant to the English programme will be displayed on the staffroom notice board and staff will be encouraged to attend. There is a culture of sharing the expertise acquired at these courses. Where appropriate, Croke Park hours will be dedicated to Continuous Professional Development in this area.

5. Parental Involvement - Home School Links:

The school recognises parents and guardians as the primary educators of their children. They can be involved in many ways in supporting our English Plan:

- Parents are aware of the central importance of oral language in the learning process.
- Parents are made aware of the importance of involving children in purposeful language activity. Parents could assist their child's oral language development by discussing the school day with their child, taking an interest in what they are learning and talking with their child on a nightly basis.
- Parents can support their child's reading, e.g. paired reading, shared reading, story reading, reading environmental print, ICT programmes, homework - hearing reading and talking about reading, involvement with the school library, local library, book fairs, book week.
- The school can support parents in accessing suitable reading materials by giving them information about the local library.
- Information will be shared with parents, through Aladdin, discussion at parent teacher meetings and the school website.

6. Community Links:

The school and the Board of Management are committed to work in such a way as to embrace the input of children, teachers, parents and members of the community and to enable the highest level of participation and partnership.

Success Criteria:

The success of this school plan will be assessed based on the following criteria:

- Teachers' preparation has been based on this plan.
- Procedures in this plan have been consistently followed and reflected upon.
- All children have achieved progression along the milestones during the year.

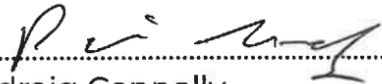
Timeframe:

This policy will be reviewed when deemed necessary.

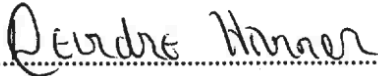
Ratification and Communication

On ratification of this plan by the staff and Board of Management this plan will be communicated to all teachers through distribution and will be communicated to the school community on the school website (<https://www.castleplunkettns.com>)

The English plan for Castleplunkett NS was ratified by

Signed : 
Padraig Connolly
Chairperson B.O.M.

Date : 7-12-20

Signed : 
Deirdre Hannon
Principal

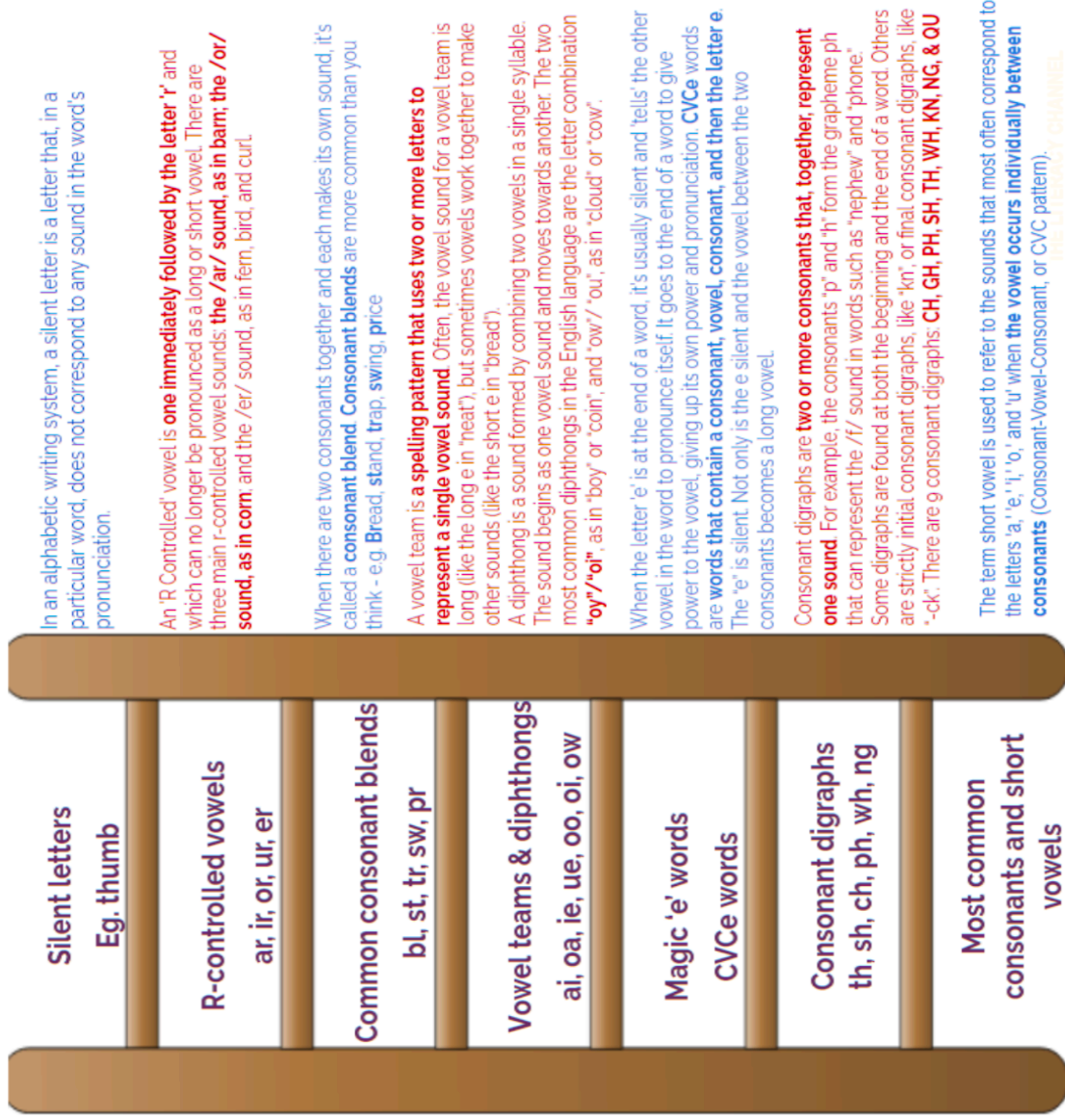
Date : 07-12-20

Appendix 1:

Phonics Scope and Sequence- Junior Infants to 2nd Class

Sequence
of
instruction:

Begin at
the
bottom of
the ladder
and work
up!



Appendix 2: Writing Genres:

The 7 Steps to Teaching a Genre:



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.

Appendix 3:

Punctuation and Grammar

Suggested Grammar Topics for each Class Level

Senior Infants

- Identifying / Ticking the correct sentence, e.g. I had some sweet / I had some sweets.
- 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.

First Class

- Writing a sentence about a picture.
- Rewriting sentences and putting words in the correct order.
- Verb – Finding the missing verb to complete a sentence.
- Identifying verbs in a sentence.
- Noun – Completing sentences with appropriate nouns.
- Adjectives – Adding adjectives to enhance a sentence.
- Constructing a sentence from a noun, a verb and an adjective.
- Filling the blanks in short passages using nouns/verbs/adjectives.
- Writing simple sentences to describe what is happening in the picture.
- Writing sentences using verbs in past, present and future tense.
- Writing sentences in singular / plural – are /is.

Second Class

- Revision of concepts of singular /plural; past / present tense, as introduced in First Class.
- Completion of a short story using suitable words / phrases [Cloze Procedure].
- Rewriting instructions in the correct order.
- Pronoun – Exercises replacing nouns with suitable pronouns.
- Selecting correct pronouns for different sentences.
- Further exercises – past / present tense, singular / plural.
- Preposition – Completion of sentences using correct prepositions.
- Rewriting given passages / short stories in the past / present / future tense.
- Writing about pictures, using nouns / pronouns, verbs and adjectives.

Third Class

- Verbs – grouping into categories, e.g. run = dash, sprint, jog, chase, rush etc.
- Making sentences more interesting by changing the verb, e.g. I went to school.

- Writing short pieces, e.g. newspaper reports, diary etc. in the first, second or third person [singular / plural].
- Completion of sentences using personal pronouns.
- Collective Nouns – writing the collective noun for different groups.
- Find /Invent collective nouns for different groups.
- Using singular / plural or both
- Changing from singular to plural.
- Extending sentences.
- Conjunctions – rewriting sentences using conjunctions.
- Adjectives – Grouping adjectives by type, e.g. colours – dull, dark, red, scarlet, beige, etc.
- Changing a short-written passage by replacing the adjectives.

Fourth Class

- Changing nouns from singular to plural “RULES”.
- List adjectives to describe a picture – write a short passage using the adjectives from your list.
- Adjectives – comparative / superlative – Making a table.
- Using comparative adjectives to describe pictures.
- Constructing sentences using comparative adjectives.
- Changing adjectives to comparative adjectives – spelling rules.
- Compiling lists of comparative adjectives, going from least to most, e.g. tiny, small, big, huge, enormous.
- Further “tense” work.
- Adverbs – classifying by “where” “when” “how”.
- Sentence construction, using adverbs in the sentences.
- Finding a number of adverbs that can be used with a list of verbs.

Fifth Class

- Adding prepositions to sentences.
- In all writing activities, check for the correct use of words.
- Agreement of singular and plural with nouns and verbs.
- The use of double negatives, e.g. I’m not going nowhere.
- Classifying nouns by type – proper, common, collective, abstract.
- Review of personal pronouns.
- Clauses – Adding second clauses to sentences.
- Direct and Indirect speech. Sixth Class
- Clarifying / further practice with pronouns and prepositions.
- Subject and Object in a sentence.
- Correct use of formal language.
- Review of past work.

Suggested Punctuation Topics for each Class Level

Senior Infants

- Draw yourself and write your name
- Find capital letters in words
- Find capital letters in lists of letters
- Matching lower case to capital letters
- Copy lowercase and capital letters
- Write the correct lower-case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identifying correct sentences, i.e. with capital letter and full stop

First Class:

- Revision of capital letters / full stops
- Capital letters in months, days, titles, places
- Capital letter – “I”
- Question Marks

Second Class

- Ordering the days / months – capital letters
- Commas – writing lists
- Writing addresses correctly
- Rewriting passages correctly – capital letters, full stops, commas
- Use of comma – not before “and” o Exclamation Marks!
- Using exclamation marks as punctuation marks in a sentence
- Speech Marks
- Rewriting sentences / short passages using correct punctuation – revision of above work
- Composing short stories from pictorial clues, paying attention to correct punctuation

Third Class

- Revision of punctuation concepts to date
- Changing sentences to questions
- Identifying sentences where commas should be used
- Further work on speech punctuation

Fourth Class

- Use of hyphens

- Use of apostrophe
- Apostrophes for possession
- Apostrophes to shorten words
- Apostrophe – use with plural nouns ending in s
- Semi-colon
- Negatives

Fifth Class

- Revision of punctuation concepts to date
- Contractions
- Direct and Indirect Speech
- Working with tenses, prepositions and clauses “I” or “me”

Sixth Class

- Dashes
- The Colon
- Compound / Complex Sentences
- The Passive Voice
- Use of Brackets in sentences
- Conditionals