**Bishop O’Brien N.S.**

**English Plan**

**Aim**

We aim through this plan, drawn up in accordance with the Primary Language Curriculum 2015 and English Curriculum 1999 to set out our approach to language learning. This plan will form the basis for teachers’ long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school. We will update the plan as the remaining parts of the Primary Language Curriculum are implemented

Rationale of this Whole school English plan

To conform to principles of learning outlined in the Primary Language Curriculum.

To review current practices in Literacy in Bishop O’Brien N.S. and to ensure consistency of approach across all areas of literacy practice in the school

**Vision**

In preparing the pupils of Bishop O’Brien N.S. to become responsible, articulate, and caring members of society, our school places particular emphasis on the role of the English language in this overall development. This whole school plan in English is an important basic pillar to the education of our pupils.

**Aims**

Our aims are in-line with the Primary Language Curriculum. Please see page 26 of the curriculum document.

**STRAND: ORAL LANGUAGE**

A large part of the school’s formal teaching in Oral Language is delivered through work on Spoken Texts. The Spoken texts are taught explicitly using the First Steps approach which is as follows;

* Modelled use of text type by teacher
* Guided use of Spoken text
* Shared use
* Independent use

This is a gradual release of responsibility approach. The staff will draw from the PDST Oral Language book and First Steps Speaking and Listening manuals for ideas and resources. There is a Yearly Whole School Plan for Literacy which specifies a Spoken Text to be engaged with every two months.

The staff will put an emphasis on speaking skills, listening skills, non-verbal communication and social conventions.

There is an emphasis on speaking and listening, formally and informally right across the curriculum and the school day in general.

**Oral Language Element: Communicating**

**Learning Outcome** *Engagement, Listening and Attention*

* Explicitly learn the skills of good listening- use of *Give me Five Strategy* (Eyes Looking, Ears Listening, Hands and Feet Quiet, Mind Awake)
* Listen and respond to stories, poems and rhymes for pleasure and enjoyment
* Listen to stories specified for the Building Bridges of Understanding Programme and respond through use of the C.P.M. and orally.
* Purposeful listening is taught explicitly through Spoken Texts. Teachers to model good listening through the Spoken Texts. Teachers to use P.D.S.T. Oral Language Book and First Steps manuals for ideas to teach listening skills through the spoken texts.

**Learning Outcome** *Social Conventions and Awareness of Others*

* Children will learn that language style changes with different relationships and audiences, through work on Spoken Texts. One spoken text will be worked on by the whole school every two months. Please see Appendix A for the Whole School Yearly Plan for Literacy.
* As above the children’s attention will be drawn to tone used in language and how it changes in each particular context.
* Non verbal communication will be explored in the context of the Spoken texts- eye-contact/gesture etc
* Children in the Infant room will explore social conventions and awareness of others through the Aistear themes where they have many opportunities to engage in role play.
* Children are encouraged to work collaboratively from a young age. Through the Building Bridges of Understanding Comprehension Programme, they are taught to listen and respond to the ideas of others. Specific language is taught to children for group work and turn taking.... *I like your idea but did you consider/ I would like to piggy-back on your idea/ I would like to add to your idea etc.*
* From First and Second class onwards children are explicitly taught how to initiate sustain and engage in conversations. There is an emphasis on appropriate language and tone for the context. One technique that can be used here is the Conversation Station ( See PDST support video)

**Oral Language Element: Understanding**

**Learning Outcome:** *Sentence Structure and Grammar*

Grammar is an important part of Oral Language. The following are the grammar topics taught at each class level

***Grammar***

|  |  |
| --- | --- |
| **First Class**  **Jolly Grammar 1**   * Sentences * Capital letters * Proper nouns * Alphabetical order * *A* or *an* * Plurals -*s* * Pronouns * Verbs * Conjugating verbs * Past tense * Doubling rule * Future tense * Adjectives * Compound words * Adverbs * Plurals- adding *-es* * Antonyms * Speech marks * questions | **Second Class**  **Jolly Grammar 2**   * alphabetical order * sentence writing * speech marks * questions * commas in lists * exclamation marks * proper nouns * adjectives * plurals -*s* and -*es* * possessive adjectives * homophone mix-ups * adverbs * verb *To Be* ( present) * regular past tense * irregular past tense * using a dictionary * proof reading sentences * verb *To Be* ( past tense) * expanding a sentence * conjunctions * plurals –*s* or –*ies* * proof reading a story * prefixes * apostrophe *‘s* * contractions * prepositions * finding the meaning * suffix *–ing* * suffixes –*er* -*est* * *comparatives and superlatives* * *commas in speech* * *parsing* |

|  |  |
| --- | --- |
| **Third Class and Fourth class:**  **Year 1.Jolly Grammar 3 (2018 and every second year thereafter)**   * using a dictionary * parts of speech and parsing * simple tenses * 3rd person singular: verbs ending in –y * Verb to ‘To Be’ past present and future * Syllables * Present participle * Present continuous * Past continuous * Proper nouns: Places * Proper adjectives * Paragraphs * Speech marks * Future continuous * Suffixes- -less and –ful * Contractions * Superlatives and comparatives * Adverbs- adding ly to adjectives * Nouns acting as adjectives * Adjectives made adding y to nouns * Irregular plurals * The subject of a sentence * The object of a sentence * Subject and object pronouns * Possessive pronouns * Homophones – our/ are/ there/their/they’re * Questions and exclamations in speech * Prefixes * Collective verb tenses * Sentences and phrases | **Third Class and Fourth class:**  **Year 2.Jolly Grammar 4 (2019 and every second year thereafter)**   * Verb tenses * Subject and object of a sentence * Homophones: your/you’re; your/you’re; to/two/too; where/were/wear * Antonymns * Grammatical agreement- plural nouns * Synonyms * Concrete nouns * Abstract nouns * Possessive nouns: Singular and plural * Present participles as adjectives * Comparatives and superlatives: more/ less ; good/bad * Changing verb tenses * Grammatical agreement: subject and verb * Suffix: al: Making nouns into adjectives * Root words/ prefixes/suffixes * Grammatical person * Changing grammatical person * Parsing verbs * Questions and statements * Changing a statement to a question * Simple and compound sentences * Noun phrases * Phrases, clauses, sentences * Infinitives * Onomatopoeia * Hyphens |

* Through formal and informal Oral language lessons an emphasis will be placed on modelling and explicitly teaching and guiding children to use sentences of increasing complexity.
* Sentence Starters and connectives should be explicitly taught through use of the Gradual release of responsibility approach. These will be taught in context of the Spoken Texts.
* The staff will compile a list of sentence starters and connectives to be focused on by each class grouping. This list will be included in the appendices of this plan.
* Attention will be given to correct word order (syntax) and tenses. Teachers will ‘recast’ children’s sentences to model correct usage.

**Learning Outcome:** *Acquisition and Use of Vocabulary*

There is a strong emphasis on developing children’s vocabulary. Development of children’s vocabulary has a huge emphasis on children’s oral fluency and expression, their written expression and also their ability to read and comprehend text. Current academic research in literacy underlines the importance of explicit teaching of vocabulary. There is a need to explicitly teach descriptive vocabulary and subject specific vocabulary. As a guide to various types of vocabulary, the staff will use the PDST resource which outlines 3 tiers of vocabulary. Vocabulary Instruction will focus mostly on tier 2 and 3 words. It is widely accepted that children need multiple exposure to words before they become embedded in their vocabulary. In Junior and Senior Infants the Aistear themes are used to teach vocabulary in a structured way. The following are the ways in which the school will teach vocabulary.

* Children highlight ‘juicy words’ which they come across in their speaking, listening or reading activities. These Juicy words are recorded on a class chart. The teacher returns to explicitly teach the vocabulary using the Vocabulary Path. This Vocabulary Path can be displayed in the classroom as a visual reminder of how to tackle new vocabulary. Firstly, the children come to a shared meaning of the word. The list antonyms and synonyms of the word. Then they will put the word in a sentence. 3rd to 6th class will also identify the any prefixes or suffixes.
* Junior and Senior infants will do the above work orally and the words will be recorded in a class chart.
* In the Junior and Senior Infant classroom there is a strong emphasis on oral descriptions which feed into written descriptions. A description wheel is display from in Junior Infants to Second Class classrooms
* Children are introduced to a broad range of vocabulary through the Aistear themes and through the theme they get multiple opportunities to practice the vocabulary in role play etc.
* A vocabulary path is used to explore vocabulary from infants to 2nd class
* 1st to 6th class will keep a vocabulary copy and the Juicy word chart will be displayed in the class.
* Most importantly children will be actively encourage to use their Juicy Words in their oral language and writing.

**Learning Outcome:** *Demonstration of Understanding*

* Through work on the Spoken texts children will be explicitly taught and will demonstrate understanding to give and follow instructions, comprehend narratives and explanations and clearly state a case including speculating, hypothesising, justifying, negotiating, arguing and complaining
* Writing genre will be integrated with the Spoken text with an emphasis on oral preparation of all genre
* Children will be explicitly taught to comprehend narratives and explanations and clearly state a case including speculating, hypothesising, justifying, negotiating, arguing through the Building Bridges of Comprehension programme. This programme focuses on an oral response to text and children are explicitly taught the skills through the gradual release of responsibility model. The school has outlined a yearly plan for Building Bridges Comprehension strategies which integrate the Spoken Texts and Writing Genre. In Building Bridges of Understanding children are encourage to indicate their understanding orally and also through use of the C.P.M. (Comprehension Processing Motion). These have been agreed at a whole school level.
* In the older classes, children will work in collaborative T.S.I. groups (Transactional Strategic Instruction) to demonstrate understanding of text. These groups will operate in the May/June of each year. The children will explore, texts /novels with an emphasis on oral response using their comprehension strategies

**Oral Language Element: Exploring and Using**

**Learning outcome** *Requests and Questions*

* Across the curriculum, children are taught to express personal needs and preferences and make requests with confidence.
* The language of questioning is taught explicitly through the Building Bridges of Understanding programme. Children are taught to ask ‘on the surface’ questions and questions that dig deeper such as ‘I wonder why/how etc. Children are encouraged to answer deeper level questions by hypothesising- Could it be...... Did you consider.... etc
* Requests and questions are also taught informally outside of the discreet Oral Language lesson and across the curriculum. In this way the children get a variety of opportunities to seek help, get information
* Along with teaching the comprehension strategy of Questioning explicitly, The Building Bridges of Understanding Programme explicitly teaches Seeking Clarification. In this way the children are enabled to ask a variety of closed and open ended questions to get information, develop understanding, clarify and extend thinking.
* The children are encouraged to use their skills of Questioning and Seeking Clarification right across the curriculum and in all aspects of school life

**Learning outcome** *Categorisation*

* Children are taught to name describe and categorise people objects and experience. Much of this work is done through Aistear in the Junior and Senior Infant room.
* Categorisation is also taught through S.P.H.E. S.E.S.E. and Maths
* The *Making Connections* strategy in Building Bridges of Understanding teaches and gives children the language to express the connections they have made.

**Learning outcome** *Retelling and elaborating*

* Retelling/ Recount is a fundamental skill for oral language, reading comprehension and writing.
* The spoken text of Retelling/ Recount must be explicitly taught at all class levels
* Through the Building Bridges of Understanding Programme, children are encouraged to retell stories, explaining events and outcomes, describing characters, identifying problems and predicting solutions.
* Oral preparation is strongly emphasise for Narrative writing genre from First to Sixth Class with a clearly defined school agreed structure.
* In the younger classes children are encourage to retell stories or their own news in their own words with an emphasis on the correct sequence of events and tenses.
* Teachers model retelling and give children a structure and language to assist them.
* Teachers recasting children’s sentences to correct tenses and syntax
* In the older classes children are asked to recount the previous chapter in a novel, Building Bridges of Understanding Book or any other text they encounter across the curriculum. “ *Previously on.......*
* Retelling is also taught through the Spoken Text of Procedure. Here the emphasis is retelling the procedure of a practical activity such as making a sandwich. This is linked on to the Procedure writing genre.
* Elaborating is taught through oral preparation of writing genre and through Spoken texts. E.g. Children are encourage in a report to name the main ideas the wish to discuss and then elaborate on the points

**Learning outcome:** *Playful and creative use of Language*

* Children encounter rhymes, riddles, poems and stories on a regular basis
* In Junior Infants to Second class children complete aspects of the Sound Linkage Programme which has a section on rhyme. Children in Junior Infants concentrate solely on phonological awareness activities in the month of September in preparation for the formal phonics programme (Jolly Phonics.) The general aim is to complete
* Children from third to sixth are introduced to creative use of language such as simile, metaphor, alliteration and pathetic fallacy, particularly through poetry, Building Bridges of Understanding books, novels and stories.

**Learning Outcome:** *Information giving, explanation and justification*

* This will be taught mainly through the Spoken Texts and oral preparation of Writing Genre. The text types that apply specifically are Procedure, Discussion/Persuasive, Explanation.
* The Building Bridges of Understanding Programme which teaches children comprehension strategies in an oral, collaborative setting encourages children to express and justify their opinions. The comprehension Strategy of Determining importance explicitly teaches the children how to identify key points and communicate the most important information.

**Learning outcome:** *Description, prediction and reflection*

* In the infant room, great emphasis will be placed on description and this will link with the children’s written work. The children will be explicitly taught how to give an oral description using the following criteria- Position/Number/Size/Colour/Shape/Texture/Doing
* Children are taught to orally predict events from Infants through to 6th class using the Building Bridges of Comprehension programme. There is an agreed C.P.M. to be used for Prediction in all classes.
* Children are constantly required to reflect on aspects of the curriculum or their behaviour or an activity. Did you enjoy it? Why/Why not? What was good? What would you change? How would you do it differently the next time etc.

**Reading**

In Bishop O’Brien NS, we aim that the children develop their reading abilities so that they can;

* + read for pleasure and information
  + learn to locate and use books for a variety of purposes
  + Develop the higher order comprehension skills and learn to read for both functional and social purposes.

**Reading Element: Communicating**

**Learning outcome:** Engagement

* Children listen and respond to stories and text in a variety of genre and respond using their Comprehension Strategies taught through the Building Bridges of Understanding programme. They are encouraged to respond to text and illustrations. They indicate their engagement orally or through use of the school agreed C.P.M. (See learning outcome Comprehension)
* Demonstrate engagement, enjoyment and interpretation of text by using the Comprehension Strategies as above
* Children listen and respond to the interpretations of others on text and illustrations. See section on Building Bridges of Understanding- ‘Guided Phase’ which outlines or approach on how to teach children to respond to each other
* Children taught to defend and justify their opinions and interpretations about text in a constructive manner through the Building Bridges of Comprehension Programme
* Authors are invited to read and speak to the children from time to time
* The library bus calls once a fortnight for 1st to 6th classes and the Infant teacher chooses a variety of books from the library for her class.
* Novels are used to give children ‘real book’ experience
* World Book Day is celebrated yearly and children engage in a variety of book related activities such as paired reading
* Children engage in paired reading for Friendship Week which happens at the end of September each year.

**Reading Element: Communicating**

**Learning outcome:** Motivation and choice

* Children are encouraged to chose a book to read themselves from the class libraries and also to choose a story/ novel for teacher to read
* Children encouraged to choose books for their enjoyment and which relate to their individual interests
* Children are encouraged to share reasons for their book choices
* Children can choose books to help them research a particular topic for a project
* Children encouraged o evaluate the usefulness of a particular book for a particular project.
* Children are encouraged to identify a favourite genre of book/ favourite author etc.
* Novels are used to motivate children from 1st to 6th class. These are carefully chosen with the particular age in mind. A two year cycle of novels is operated
* Audio books may be used from time to time to motivate children
* Magazines are used as they are high interest and not text heavy.

**Reading Element: Understanding**

**Learning outcome:** Conventions of Print

Particular care is given at Infant level to the development of ‘Concepts about Print’ including;

* Left right orientation of print, return sweep, reads from top to bottom of page, page to page. These skills are modelled by the teacher on a constant basis through reading of big books and books used for Building Bridges of Understanding programme. The teacher will ask the children- *Where shall I start reading? Etc*
* Illustrations linked to text and they carry meaning- this is explored in great detail and explicitly taught through the Building Bridges of Understanding Programme
* Identification of letters, words, sentences and capital letters and demonstration of one-to-one correspondence when reading. Children are encouraged to use their finger when reading. In this way if the child adds extra words they can be prompted- does it match?
* Through using their to point to words and develop one-to-one correspondence the children practice reading with correct word order and adhere to full stops when reading.
* Identification of title, cover, author. Teacher models and draws attention to these features on a regular basis. Children are gradually encouraged to identify them.
* Other conventions of print, such as exclamation points etc are taught as they arise.

At first to sixth class level;

* All of the above is revised and reinforced.
* Children are encouraged to use more advanced punctuation in their reading and add the appropriate pauses and intonation. They encounter commas, speech marks, exclamation marks, italics and question marks.
* The teacher models adherence to the above speech conventions. Children engage in echo/ choral and repeated reading to practise adherence to these conventions of print.
* These conventions of print are explicitly taught through Jolly Grammar 1-4 and these lessons are outlined in the oral language section of the plan

**Reading Element: Understanding**

**Learning outcome:** Phonological and Phonemic awareness

It is recognised that Phonological awareness is a fundamental skill for reading and for this reason Junior Infants focus on the development of these skills prior to starting their phonics scheme in October. Much recent research points to a phonological deficit as being one of the chief underlying causes of Dyslexia. For this reason, a strong emphasis on the development of phonological awareness skills, at the Junior Infant to Second Class level, is a key corner-stone of our early intervention for literacy in the school. Phonological awareness skills move on a continuum from whole word to syllable to phoneme. The main resource used for Phonological Awareness is the Sound Linkage Programme. From this programme Junior Infants will be introduced to the following concepts **prior** to beginning their phonics programme

**Identification of words as units within sentences**

* Introduction to concepts of beginning middle and end
* Comprehension of beginning, middle and end in sentences
* Transferring concepts of beginning middle and end to aural activity
* Production of inital final and medial words in sentences of two to four words
* Matching counters to words in sentences of two to five words

**Identification and manipulation of syllables**

* Introduction to syllabic rhythm in poems
* Syllable blending (2-4 syllables)
* Introduction to syllable segmentation
* Segmentation of words into syllables (2-4)
* Syllable counting in words of two to four syllables
* Syllable deletion

**Identification and Supply of Rhyming words**

* Introduction to rhyme
* Discrimination of pairs of rhyming and non-rhyming words
* Supplying rhymes
* Discrimination of one of three words that rhymes with a target word

**Identification and discrimination of Phonemes**

* Introduction to saying a word slowly
* Picture sound association- initial sounds
* Word pair discrimination
* Identification of initial sounds in words
* Identification of final sounds in words
* Identification of medial sounds in words
* Discrimination of two to three words with the same initial sound/ medial sound/final sound
* Discrimination of one of three target words with the same initial sound as a target word
* Discrimination of one of four words with a different initial sound
* Discrimination of one of three words with a different initial sound
* Discrimination of one of three words with the same final sound as a target word
* Discrimination of one of four words with a different final sound

Junior Infants will continue with the Sound linkage Programme once their formal phonics programme has commenced and will complete the following sections

**Phoneme Blending**

* Production of words from 2/3/4/5 sounds
* Blending of 2/3 sounds
* Blending of four sounds initial/final blends

**Phoneme Segmentation**

* Production of the initial sound of target words
* Production of the final sound of target words
* Production of the medial sound of target words
* Introducing breaking up a word into sounds
* Segmenting a word which pushing counters in boxes ( Introduction of Elkonin boxes) 2-4 phonemes
* Discrimination of 2/3 words with same initial sound
* Discrimination of 2/3 words with same final sound
* Discrimination of 2/3 words with same medial sound

***All of the above is repeated in Senior In***

**Phonological awareness in First and Second class**

***Phoneme blending and segmentation activities listed in the previous section will be repeated using supplementary material from other programme such as Sounds Abound***. The teacher will revise other areas according to needs of the class. Children in these classes will engage in the following activities from the Sound Linkage Programme

**Phoneme Deletion**

* Introduction to the concepts *missing from* /*without/taken away/left* in relation to sounds in words
* Specification of the initial sound deleted from word
* Specification of the final sound deleted from word
* Specification of the medial sound deleted from word
* Deletion of the initial sound to produce another word
* Deletion of the final sound to produce another word
* Deletion of the medial sound to produce another word
* Discrimination of a word produced by deleting the initial sound from a stimulus word
* Discrimination of a word produced by deleting the final sound from a stimulus word

**Phoneme Substitution**

* Introduction to the concept of changing the beginning item of a sequence
* Revision of concept- First sound in a word
* Changing initial sound in word
* Phoneme substitution- initial sound
* Phoneme substitution- final sound
* Phoneme substitution- medial sound
* Substitution of initial letters/phonemes in words

**3rd to 6th class**

3rdto 6th class will revise phoneme deletion and substitution and use supplementary materials e.g. Sounds Abound

They will complete the following activities from Sound Linkage

**Phoneme Transposition**

* Defining the concept of backwards in relation to words and sounds in words
* Reversing the sequence of sounds in words
* Spoonerisms

Along with the discreet teaching of specific phonological awareness skills through the Sound Linkage Programme the children will also

* Identify familiar sounds in the environment
* Enjoy listening and saying nursery rhymes
* Continue to develop the skills in the sound linkage programme as the opportunity arises on a regular basis
* Stretch words and tap out their sounds prior to writing
* Encounter a phonological awareness element to all formal phonics lessons e.g. before being introduced to the grapheme children will be encouraged to hear the new sound in words and blend the sound with other sounds to form words.

In the older classes children will

* Encounter rhyming patterns in poems and songs
* Link word families- onset and rime
* Break words into syllables and phonemes

**Reading Element: Understanding**

**Learning outcome:** Phonics and word recognition

The phonics scheme used in the school at Infant level is Jolly Phonics. This uses a synthetic phonics approach. It is important that phonological awareness activities are integrated into the phonics lesson- hearing sounds in words/ hearing sound at beginning/ middle or end of word and auditory blending and segmenting activities.

Junior Infants encounter 42 sounds at a rate of 2/3 per week and the pace of introduction of these sounds is adjusted by the teacher according to the needs of the class. It is important that the sounds are introduced and articulated without a schwa ie /b/ and not /buh/. Children are encouraged to blend and segment sounds from the beginning of the programme with an emphasis on auditory blending and segmenting before moving to the visual. In Senior Infants children revise the 42 sounds and move on to the alternative vowel sounds and ‘magic e’. The order that the sounds are introduced follow the Jolly Phonics scheme. When children are getting comfortable with decoding and blending words it is important to encourage children to move from reading at phoneme/decoding level to whole word level .

In Junior Infants the focus is on sound only. The alphabet is introduced at Senior Infant level and the children learn it in colour coded groups as outlined by the Jolly Grammar Scheme. This is vital to help children prepare for dictionary work and alphabetical order activities in 1st and 2nd class. From Senior Infants onwards children are taught to be flexible with the alphabet. They are gradually encouraged to start saying the alphabet from different starting points and are encouraged to identify the letter before or after a particular letter.

The phonics scheme from 1st to 4th class is Jolly Grammar. Each year 1st class complete the phonics lessons in Jolly Grammar 1, Second class Jolly Grammar 2 and 3rd and 4th class complete Jolly Grammar 3 and 4 on alternate years. 5th and 6th class use Spellbound which contains a variety of phonic based, high frequency and commonly misspelled words A full list of the phonics introduced at each level is included in the spelling section

. **There are five specific skills targeted in the Jolly Phonics lesson.**

1. **Learning the letter sounds/digraph sounds**
2. **Learning the letter formation using multi-sensory methods**
3. **Blending-** where children are taught how to blend the sounds together to read and write new words
4. **Segmenting-** identifying sounds in words.
5. **Tricky words –**these have irregular spelling and the children learn them separately.

The approach to teaching phonics after Infant level is as follows

* Introduce new sound- alternative ways of making the sound
* Reading/ blending sound on flashcards- putting words in sentences
* Segmenting words with target sound- stretching out the word, tapping out the sound and writing it on the whiteboards.

**Tricky Words/ Sight Vocabulary from Infants to Second class**

A list of seventy-two high frequency phonetically irregular words, ‘Tricky Words’ are taught at Junior/ Senior Infant level. The approach here is to examine the words for the ‘tricky part’, look at the shape of the word, multiple exposure to the words through flashcards and various games and locating the words in books so that the children can read these words at sight. The broad aim is for Juniors to have 30 Tricky words at sight, Seniors 60 words at sight and first class 72 Tricky words at sight. These aims are adjusted up and down in accordance with the ability of the class in general and the needs of the individual children.

The approach to sight vocabulary is to move from the individual word to seeing it in a phrase, then a sentence and finally a story. Teachers work to ensure that high frequency words are know at sight. Extensive work on the Dolch List is undertaken at the beginning of first class to ensure automaticity in recognition of the high frequency words. The dolch list is used in flashcards, phrases, sentences and stories.

**Reading Element: Understanding**

**Learning outcome:** Reading Vocabulary

It is understood by all staff that reading vocabulary has a big impact on reading fluency and comprehension. It is important that vocabulary is explicitly taught and that children’s tier 2 and 3 vocabulary is developed. Tier two vocabulary consists of descriptive words and Tier 3 is subject specific vocabulary. The school approach to teaching vocabulary is outlined in the Oral Language Section of the plan.

Children are encouraged to highlight interesting words from their reading which will be worked on at a later stage. Interesting words and phrases should be displayed on a chart in the room and children should be encouraged to use these words in their oral language and writing.

Children from 1st to 6th class should have a vocabulary copy or journal where they explore synonyms, antonynms, pre-fixes, suffixes, root words and put the words into sentences.

Children from 1st to 6th class can look up dictionaries to find out meanings of new words. Children from 1st to 3rd class use Jolly Grammar dictionaries and 4th to 6th class use Chambers School Dictionary CJ Fallon.

Children in 3rd to 6th class should be introduced to using a Thesaurus to search for more interesting/ alternative words.

**Reading Element: Exploring and Using**

**Learning outcome:** Purpose, Genre and Voice

Children are encouraged to read texts for a variety of purposes right throughout the school. Their attention is drawn to a variety of genres of fiction and fact-based text. Their attention is drawn to the ‘voice ‘in text – formal/ informal/ writing styles associated with different genres. More advanced ideas such as bias and objectivity and emotive language are explored in the later classes. Much of this work links with Writing Genre.

Children are;

* Encouraged to enjoy reading and being read to using a variety of text types for a variety of purposes.
* Encouraged to read a particular genre for a particular purpose
* Encouraged to identify differences and similarities between genres.
* Enabled to access class libraries may be arranged according to genre
* Encouraged to use diagrams to gather specific information from fact based text for example K.W.L. / 5,4,3,2,1 sheets/ V.I.P. strategy- these are explored further in the Comprehension section.

**Reading Element: Exploring and Using**

**Learning outcome:** Comprehension

The Building Bridges of Understanding programme is used to explicitly each reading comprehension strategy. These strategies are revised on a yearly basis. There is an agreed comprehension processing motion used for each strategy.

A variety of picture books have been purchased by the school and are used on a two year cycle.

These are the Comprehension Strategies taught at each class level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Class Level | Key Features | Books Year 1 | Books Year 2 |
| Prediction | all | * Good readers make predictions using evidence from text, illustrations, title * Predictions can change as I get more evidence * Predictions can be wrong * Guess using all the evidence * Prediction before, during and sometimes after reading | **Infants:**  Rosie's Walk by Pat Hutchins  Pardon? Said the Giraffe by Colin West  **1st and 2nd class:**  The Crunching Munching Caterpillar by Sheridan Cain and Jack Tickle  The Enormous Crocodile by Roald Dahl  **3rd and 4th class**  Into the forest by Anthony Browne  When Jesse Came Across the Sea by Amy Hest  **5th and 6th**  Train to Somewhere by Eve Bunting  I believe in Unicorns by Michael Morpurgo | **Infants**  The Way Back Home by Oliver Jeffers  One Year With Kipper by Mick Inkpen  **1st and 2nd class**  Dolphin Boy by Michael Morpurgo  The Tear Thief by Carol Ann Duffy  **3rd and 4th class**  The Polar Bear Son: An Inuit Tale by Lydia Dabcovich  **5th and 6th class**  The Butterfly by Michael Murpurgo  The Garden of Abdul Gasazi by Chris Van Allsberg |
| Making Connections | all | * Good readers make connections using the text and the illustrations * 3 types- text to text/ text to self/ text to wider world * How does my connection help me understand the story more * Background knowledge is important-Schema- file in my head- I don’t have a good schema for that topic- need to find out more and this will help me understand the story better * Debriefing: I’m going to look back at the places I made connections- Was there anywhere I was confused because I didn’t have the schema to understand- what did I do to help myself? | **Infants**  Llama Llama Misses Mama by Ann Dewdney  The Rainbow Fish by Marcus Pfister  **1st and 2nd**  My Great Grandpa by Martin Waddell  Look What I've Got by Anthony Browne  **3rd and 4th**  Billy the Kid by Michael Morpurgo  Her Mother's Face by Roddy Doyle  **5th and 6th**  Thank you Mr Falker by Patricia Polacco  If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold | **Infants**  I’m Sorry by Sam Mc Bratney  My Brother by Anthony Browne  **1st and 2nd class**  Soon by Timothy Knapman  The Snail and the Whale by Julia Donaldson  **3rd and 4th class**  The Keeping Quilt by Patricia Polacco  Going Home by Eve Bunting  **5th and 6th class**  Anne Frank by Josephine Poole and Angela Barrett  Martin’s Big Words by Doreen Rappaport |
| Visualisation | all | * Good readers visualise as they read using their five senses * What can I hear/ see/ smell/ taste/ feel as I read * In my cinema I ....... * As I get more info from the story my cinema changes * Everyones’ movie’ is different * Visualising brings the story to life * Particularly helpful strategys to help with narrative writing | **Infants**  Walking Through the Jungle by Julie Lacome  The Big Big Sea by Martin Waddell  **1st and 2nd**  The Smartest Giant in Town by Julia Donaldson and Axel Scheffler  Through the Magic Mirror by Anthony Browne  **3rd and 4th**  Through Grandpa's eyes by Patricia MacLachan  The Magical Garden of Claude Monet  **5th and 6th**  See the Ocean by Estelle Condra  Twilight comes Twice by Ralph Fletcher | **Infants**  Leaf Man by Lois Ehlert  Moonlight by Carrie Emma Weston  **1st and 2nd class**  Goldilocks and the Three Dinosaurs by Mo Williams You are Special by Max Lucado  Someday a Tree by Eve Bunting  **3rd and 4th**  Bat loves the night by Nicola Davies  Night in the Country by Cynthia Rylant  **5th and 6th**  Dream Weaver by J. London  The Man who walked between the towers by Mordicai Gernstein |
| Questioning | 1st to 6th class | * Good readers question to clarify meaning and think more deeply about the story * Not all of my questions may be answered * We can find answers in the story or from our background knowledge (schema) * I question before, during and after reading * Questions – on the surface- who/ what/ when/ where * Questions that dig deeper- Why? How? I wonder if/why/how etc. | **3rd and 4th class**   * Appelmando’s dreams by Patriccia Polacco * Weslandia by Kevein Hawkes   **5th and 6th**   * The Mozart Question by Michael Foreman * The Mary Celeste by J. Yolen | **1st and 2nd**  What is the Moon? by Caroline Duncant  Silly Billy by Anthony Browne  **3rd and 4th**  The Wall by Eve Bunting  The Lotus Seed by Sherry Garland  **5th and 6th**  Dandelions by Eve Bunting  Tuesday by David Werner |
| Seeking Clarification | 3rd to 6th class | * There is a word/ phrase or idea confusing me- I need clarification * Good readers think about whether the text makes sense to them- if not- they must seek clarification * Might read ahead/ reread/think about the topic- can anything in my schema help/ think about what I understand so far/ Maybe the author wants me to be confused at this point * Sometimes I stop and think, sometimes I backtrack/ sometimes I read on | **3rd and 4th class**   * Baseball saved us by ken Mochinzuki * Amazing Grace by Mary Hoffman   **5th and 6th class**   * Grandfathers Journey * The Three Questions by John J. Ruth | **3rd and 4th**  Henry’s Freedom Box by Ellen Levine  A Bad Case of the Stripes by David Shannon  **5th and 6th**   * The Sign Painter by Allan Say * Under the Quilt of the Night by Deborah Hopkinson |
| Declunking | All levels | * Word I can’t read or don’t understand * Ties into interesting words * Peel back word-Prefix/suffix/ antonynm/synonm etc * Chunk up the word * Skip and read rest of sentence- then stop and think * Backtrack- read sentence before and look for clues * What word would make sense here? | *Taught at all class levels, throughout the year as words arise in texts across all curricular areas*  *Declunking friends are used in first and second class* | *Taught at all class levels, throughout the year as words arise in texts across all curricular areas* |
| Determining Importance | 3rd to 6th class | * Good readers sieve information and identify- key information * Use background knowledge to help you * It makes it easier to summarise information * Yellow sticky- to mark main points (V.I.Ps) and then rank them in order * Children justify their choices * 54321 pages used | **3rd and 4th class**   * Ape by Martin Jenkins * Ice Bear by Nicola Davies   **5th and 6th**   * Barack Obama by Nickki Grimes * Helen Keller by J. Hurwitz   **V.I.P. strategy is taught from first class onwards??** | **3rd and 4th class**   * Walk with a Wolf by J Howker * Big Blue Whale by Nicola Davies   **5th and 6th**   * Two Bad Ants by Chris Van Alsburg * Grandma Elephant is in Charge by Martin Jenkins |
| Inference | 3rd to 6th class | * Invisible ink of the story * What the author wants you to know but doesn’t tell you in words * Inferring is reading between the lines * We use our knowledge of body language, faces, expression and author’s tone to help us infer. * We are like detectives looking for clues * We ask- what does the author mean by...... | **3rd and 4th class**   * My lucky Day by Keiko Kasza * Fly away Home by Eve bunting   **5th and 6th class**   * Team mates by Peter Goldenbrack * The Cats in Krasinski Square by Karen Hesse | **5th and 6th class**   * Gentle Giant by Michael Morporgo * Voices in the Park by Anthony Browne   **3rd and 4th class**   * The Stranger by Chris Van Allsburg * Babushka’s Doll by Patricia Polacco |
| Synthesising | all | * Children are encouraged to use all the strategies they have learned right across the curriculum * T.S.I. groups are used from 3rd to 6th to help the children become more independent. | Novels  T.S.I. groups in 3rd to 6th  All texts encountered across the curriculum | Novels  T.S.I. groups in 3rd to 6th  All texts encountered across the curriculum |

**The teaching approach for comprehension strategies**

A ‘***gradual release of responsibility’*** method is used which moves from **modelled**, **guided** and **independent** strategy use.

**The modelled phase**

The teacher always models the strategy initially using ‘think alouds’ at key points in the story. The children are silent at this stage. The key here is to make what is going on in the head, about ‘what good readers do,’ explicit. In the modelling phase the teacher stops at regular intervals and reflects aloud on her strategy use e.g. *“****At the start of the story I made a prediction that xxxx would happen. Now I have more information and I would like to change my prediction to ....... That’s ok because good readers change their predications as they get more information from the text/ illustrations****.”*

At the end of each modelled session, the teacher ‘debriefs’ by going back over the key points of the story stating where/ how she used the strategy if they changed as the story developed or how her strategy use helped her understand the story more. “***At the beginning I made an inference about the character’s personality using this evidence....... This helped me understand why the character reacted in xxxx way“***

The teacher will usually complete one book in the modelled phase and this will be done over a number of sessions. ‘Previously on.....’ can be used to recap the story to date.

**The guided phase**

In this phase the children begin to use the comprehension strategy along with their classmates and teacher. The Comprehension Processing Motion is used so that all children can indicate their strategy use. Please see attached document which shows pictures of all C.P.M. The teacher can call on a variety of children to verbalise their strategy use and should always encourage them to say what helped them to use their strategy. A key element of the programme is that children should be encouraged to respond to each other’s strategy use. Children need to be taught how to respond to each other. A list of useful phrases can be taught them to aid them with this- “ I would like to piggy-back on xxxxx’s idea.......” “Did you consider.....” “ I like your idea but I think.......because.....” “ My idea is a little different to yours... here is what I think...... because”.

It is vitally important that the use of reading comprehension strategies are linked back to the text at all times e.g. A prediction is not a wild guess, it must use evidence from the text/ title/ illustrations. When children make ***Connections*** they must be encouraged to explain how these connections help me understand more about the text.

At the end of the guided session the teacher and the children ‘debrief’ the story together as in the first section.

It is important to remember that the flow of the story must be sacrificed for the children to articulate their strategy use and to allow for response.

It is useful to do a re-cap before taking up the story again the following day- one child could be asked to do a “ Previously on........” to recall the story up to date.

**Independent Use of Strategies**

This is where the children use their strategy independently. They can use their C.P.M. and the teacher can call on them to articulate their strategy use. Initially this independent phase will happen with one of the books bought specifically for the programme. It is vital that the strategy use moves beyond the Building Bridges of Understanding lesson. If this does not happen the programme will not have succeeded. Children must be encouraged to us their strategies when encountering all text. It helps if the teacher continues to model using the strategies through ‘think alouds’ right across all curricular areas .

As per the yearly plan for literacy, T.S.I. groups (Transactional Strategic instructional groups) are to commence from 3rd to 6th class in June. In these groups the children work on texts and use all of their reading comprehension strategies. Roles are assigned to each of the children in the groups.

**Anchor Charts**

Anchor charts remind children of their Comprehension Strategies. A useful anchor chart may have the following elements;

* A picture of the book used to introduce the strategy
* A picture of the child using the appropriate. C.P.M.
* A number of quotations reminding children of when/ why/ how we use the comprehension strategy.

**Reading Element: Exploring and Using**

**Learning outcome:** Fluency and self-correction

Reading fluency is a key reading skill. If children are not able to read fluently they will not have any cognitive space left to attend to the comprehension of text. Reading fluency has a huge impact on comprehension. When a child reads with good prosody is a sign that they are also processing and comprehending what they are reading. Multiple opportunities to read aloud on a regular basis is a very important at all class levels. Multiple readings of texts are important for developing fluency. Good reading fluency and comprehension skills have a profound impact on children’s ability to access all curricular areas and on their everyday lives.

Particular care is given at Infant level to the development of ‘Concepts about Print’ including left right orientation of print, return sweep, words, letters, illustrations linked to text, punctuation marks, title.

Infants to second class use a guided reading approach whereby the children read at their instructional level. In-class support from the S.E.N. team is used to facilitate this. Children read aloud daily for new and familiar reading. Familiar reading is important for the development of fluency. Fluency is developed on a continuum from word level to phrase level to sentence level. Dolch phrases/ sentences are used in First Class and Fry’s phrases in Second Class to help move the children to reading fluently at the phrase and then sentence level.

From 3rd to 6th class a class reader is used along with novels. All classrooms have a class library. Children from third to sixth class read aloud on a regular basis. Children in all classes are encouraged to read prosodically using expression, correct intonation and observation of punctuation marks. Reading ‘toobaloos’ are used to encourage children to listen to their own reading and become more aware of their own fluency.

Attention is given to the development of fluency through repeated reading, choral reading and echo reading. Reader’s Theatre is used as a resource to develop fluency.

It is important that children develop their fluency through encountering a wide variety of text types from novels, stories and various types of fact based and information text.

Focus on Fluency by Ursula Doherty is available in the school for all teachers to access. This resource has a wide variety of ideas to aid the development of fluency in reading. The PDST book on Reading Fluency is available on their website and their is a hard-copy in the Learning Support room.

All classes are read to on a regular basis and in this way the children are exposed to good, fluent reading on a regular basis.

Good word attack skills are an essential part of fluency. These skills have a foundation in the phonological awareness and phonics approach discussed in the previous section. Children are also encouraged to use a variety of other word attack skills when they come across a word they cannot say or a word they do not know the meaning of. This strategy of ‘declunking’ is a taught explicitly through the Building Bridges of Understanding Programme and the approach to this is outlined in the section on reading comprehension.

**Writing**

**Writing Element: Communicating**

**Learning outcome:** Engagement

**Free writing**

All classes engage in free writing from Junior Infants to 6th Class. Through ‘free writing’ infant classes are encouraged to express themselves through making marks, drawing, letter like forms, letters. Free writing is undertaken right up to sixth class. The teacher should look at the free writing copy from time to time but it is not to be corrected. The teacher may observe common or repeated errors and use these to inform future lesson planning. Through the free writing copy the children have the opportunity to write for self-selected and different purposes.

**Writing Element: Communicating**

**Learning outcome:** Motivation and choice

* Through the free writing approach outlined above, children from Junior Infants are given consistent opportunity to choose topics to write about. In the Infant classes this begins with marks, pictures and symbols and develops onwards.
* Children are encouraged to talk about what they have written.
* Children are regularly encouraged to produce their own texts in a variety of genres, refine them through an editing process and have them published in a variety of forms e.g. displays, books for the library etc.
* Children are explicitly taught to communicate through a variety of genre. The school works on a yearly plan for writing genre/oral language spoken texts and comprehension strategies.
* Children may be called on to read their writing from time to time
* Children in older classes may communicate their project work, on various topics through writing.
* Children use lap-tops to type up and publish their final draft of writing in older classes

**Writing Element: Understanding**

**Learning outcome:** Conventions of Print and Sentence Structure

* Children are taught to write left to right and top to bottom and page by page
* Children in Infant Classes learn to distinguish between letters, words and sentences.
* Children in Junior Infant Classes are taught to use some correct word order and basic connectives and more sophisticated connectives are taught as the children progress through the school. Please see staff agreed list for connectives for Oral Language and writing that are explicitly taught at each level from Junior Infants to Sixth Class.
* Children in Senior Infants are taught to use some correct word, sentence structure using capital letters and full stops appropriately to form complete sentences. This is reinforced in first and second class and throughout all classes.
* Children in Junior Infant classes are taught to use finger spaces between words and basic punctuation marks such as the full stop.
* Children in first and second class are introduced to conventions of print such as commas in lists, question marks, possessive apostrophes, contractions, exclamation points and speech in marks. These are consistently revised in all classes.
* The teacher will draw attention to correct verb tenses from time to time in Infant classes by ‘recasting ‘their written sentences orally.
* Verb tenses are explicitly taught from 1st to 6th class through the Jolly Grammar programme. Please see the Grammar Section in Oral for a complete list of tenses. Through editing of their writing in the various writing genre, children will be enabled to become more aware and accurate in the use of verb tenses in written expression.
* From first and second class children are taught to write their ideas in paragraphs through the teaching of writing genre

**Writing Element: Understanding**

**Learning outcome:** Spelling

* In the infant classes children are encouraged to use approximate spelling in their writing.
* They then progress to spelling phonetically. The children learn 42 sounds in Junior Infants.
* These sounds are revised in Senior Infants and the alternative vowel sounds are introduced
* The children are introduced formally to a spelling scheme, Jolly Grammar from First Class onwards. Jolly Grammar is used from First to Fourth class. Jolly Grammar 1 and 2 are used annually with First and Second class. Jolly Grammar 3 and 4 are used with 3rd and 4th class on alternate years. The Jolly Grammar scheme targets one phonetic sound per week and a number of phonetically irregular words.
* Fifth and Sixth class use the Spellbound Scheme which targets a variety of spelling sounds, letter strings, homophones and commonly misspelled words.
* Please see grid below for sounds targeted in each class group

Phonics and spelling at each class level

|  |  |  |  |
| --- | --- | --- | --- |
| Junior Infants  **No formal Spelling** | Senior Infants  **No formal Spelling** | First class | Second class |
| /s/ /a/ /t/ /i//p/ /n/  /ck/ /e/ /h/ /r/ /m / /d/  /g/ /o/ /u/ /l/ /f/ /b/    /ai/ /j/ /oa/ /ie/ /ee/ /or/  /z/ /w/ /ng/ /v/ /oo/ /**oo/**  /y/ /x/ /ch/ /sh/ /th/ /th/  /qu/  /ou/ /oi / /ue / /er/ /ar/ | Revision of Junior Infants- more focus on Digraphs and introduction of alternative vowel spellings as follows: | /sh/ /ch/ /th/ /ng/  /qu/ /ar/  /ff/ /ll/ /ss/ /zz/  /ck/  y at the end  Days of the Week  Colours  Magic e  /wh/  /ay/ /ea/ /igh/ /y/ /ow/ /ew/  /ou/ /ow/ /oi/ /oy/ /or/ /al/ /nk/ /er/ /ir/ /ur/ /au/ /aw/  Tricky word spellings 1-72 | Silent b/w/k/  /wh/  /ph/  /ea/ for e  Soft c and g  Wa for wo  Ou for u  /air/  /ch/ for k  /ai/ /ee//ie/  /oa//ue/  /k//er/  /oi/ou/  /or//ey/  /ear/  Silent h and c  Are for air  /ti/ for /zh/  /si/ for /zh/  /ei/ and /eigh/  /ture/  /ie/ for /ee/  /ore/  /le/ |

**Third and fourth class spelling**

|  |  |
| --- | --- |
| 3rd & 4th Year 1 (Jolly Grammar 3)  (Odd years- 2019, 2021 etc) | 3rd & 4th Year 2(Jolly Grammar 4)  (Even years 2018, 2020 etc) |
| 1. **Revision of digraphs** 2. ai ay a-e 3. ee ea e-e 4. ie y igh i-e 5. oa ow o-e 6. ue ew u-e 7. e-e 8. n for ng 9. soft c 10. soft g 11. tch 12. dge 13. le 14. qu 15. s for z 16. se and ze for z 17. suffix –less 18. suffix –able 19. a for ai 20. e for ee 21. I for ie 22. o for oa 23. –o for oa 24. u for ue 25. a for ar 26. ie for ee 27. y for i 28. a for o 29. aw au al 30. homophones 31. ear eer ere 32. ure 33. gn for n 34. ph and gh for f 35. air are ear ere 36. ex | 1. /ch/ /sh/ /th/ 2. Homophones 3. /nch/ 4. se for /s/ 5. ve for /v/ 6. Plurals /ves 7. Schwa a 8. Schwa o 9. schwa u 10. schwa /ar/ 11. or for /er/ 12. ear for /er/ 13. u for long /oo/ 14. gh/ ough/augh 15. ive for /iv/ 16. Suffix –ic 17. /st/ for s 18. Silent letters 19. Suffix –ically 20. Schwa /al/ 21. Schwa /el/ 22. Schwa /il/ 23. Suffix –ery 24. Suffix –ary 25. Suffix ory 26. Suffix –ant 27. Suffix -ent 28. Suffix -ist 29. Prefix pre- 30. Prefix sub- 31. Prefix anti- 32. Prefix trans- 33. Prefix inter- 34. Prefix tele- |

**Fith and sixth class spelling**

|  |  |
| --- | --- |
| Fifth class | Sixth class |
| **Phonics**   * ea for /e/ * /ph/ * thr * /ou/ * /ch/ * /ea/ for /ee/ * /ai/ /ir/ * Soft c * Magic e * le for /l/ * /br/ * /ow/ * Y for /ee/ * Pl * Y as /ee/ or /ie/ * /oi/ * Double letters | **Phonics**   * /ar/ * Magic e * /ch//er/ /en/ * Soft c * Tr * /or/ * Y for /i/ * Double letters * Le for /l/ * /ai/ * Soft g * /ea/ for /ee/ * /au/ |
| **Prefix**   * Tele-/ temp- * Sur-/re-/de- * With-/dis-/ex- * In-/im-/ill- * Re-/pre-/pro- | **Prefix**   * Inter- * Post- * Ex- * Pro- * Comm.- * Pro- * Pre- * Un- * Dis- * Geo- * Im- * De- |
| **Suffix**   * –meter * –ing * –ic * –ward * –port * other * –less | **Suffix**   * –ment * –ly * -ic |
| **Letter string**   * wor/va/vi/vo/ve/ * –ight * –ense * –aight * –tion * –stle * –atch * –al/ -ve/ * –ue/ -inge * –gue * –ache * –ough | **Letter string**   * –sion * -tion * -sive * –ight * –ion * –eign * Sci- * –ious |
| **Silent letters**   * C as in science * L as in salmon * N as in column | **Silent letters**   * t as in whistle * w as in wreck * b as in dumb * g as in gnome * h as in rhyme |
| **Other**   * Counties of Ireland |  |

**The formal approach to learning spelling**

* From the Infant classes right up to older classes a phonological awareness activities are built into spelling and children are encouraged to stretch out spellings on their arm and tap out all the sounds
* From an early age children are encouraged to check their spellings with their eyes- asking- *Does it Look Right?* They are also encouraged to check with their finger while blending the sounds.
* Informally children are introduced to the spelling of ‘tricky words’ (phonetically irregular words) from Junior Infants. They are encouraged to look for the tricky part.
* Look, say, spell, cover, write check approach is used throughout the school.
* Spellings must always be examined in written format.
* From second class, children are introduced to spellings with silent letters. We use a ‘**say it as it sounds’ approach to silent letters**
* For words with a schwa a ‘**say it as it sounds**’ approach is used- i.e. doctor is pronounced *doctur-* we spell it as doct**or**
* From 3rd class children are introduced to words with a schwa (swallowed vowel sound). We use a ‘say it as it sounds’ approach to these words.
* In S.E.N. teaching directed at spelling we focus on the common basic spelling words and use variety of programmes to target high frequency spelling words such as Improving Children’s Spelling by Brendan Culligan and SNIP. Toe by Toe is used to improve phonic skills.
* The schools approach to spelling is communicated to parents in the annual homework meetings for parents.
* When marking spellings teacher draws attention the part that is incorrect – the good part and the tricky part.
* Editing symbols are used to correct spellings in writing genre activities.
* Teacher’s look at children’s free writing copies to look for common mistakes
* School has a variety of agreed mnemonics to help with spelling (see below)

**School agreed neumonics**

**Friend-**F said to r I will be your friend till the end

**Could/ would should**- O U lucky duck

**Said**- said an interesting doctor

**Brought/ though/ fought**- O U got homework tonight

**Because**- Big Elephants Can always Understand Small Elephants

**Other spelling tricks/visuals**

Where has a chair

Bed visual for b/d confusion

**Spelling rules**

1. C is soft (makes an /s/ sound) when followed by e, i or y
2. ed at the end of a word has three sounds /ed/ /d/ or /t/
3. G is soft when followed by e/i/ or y
4. When the short vowel sound doesn’t work try the letter name.
5. When two vowels go walking, the first one does the talking.
6. Magic ‘e’ makes the vowel say its name
7. Toughy y takes the place of shy i or shy e
8. i comes before C except after C
9. Ant and ent often make the same sound at the end of a word
10. No English word has V on it’s own at the end of a word: glove
11. Homophones are words that sound the same but have different spelling and meaning.
12. The letters –gue at the end of a word usually make a hard g sound
13. The letters –que at the end of a word usually make a k sound
14. The letters ough at the end of a word make many different sounds.
15. A suffix is a letter or a group of letters added to the end of a root word.
16. If the root word ends in two consonants just add on the suffix- **fast- faster**.
17. If the root word has a short vowel and one consonant, double the consonant and add the suffix- **clap- clapping.**
18. If the root word ends in e drop the e before adding the suffix beginning with a vowel- **smile-smiling.**
19. If the suffix begins with a consonant, just add the suffix to the root word-**forget- forgetful.**
20. If a root word ends in y, change the y to i and add the suffix – **funny + ly = funnily.** Do not change the y to i if adding the suffix –ing
21. If the base word ends with a consonant which is not immediately after a short vowel sound, simply add the suffix
22. If there is only one consonant after a short stressed vowel sound, this consonant is doubled before any suffix starting with a vowel such as –ed –er –est –ing –y or –able as in hopped, biggest, clapping, funnier and huggable. Note that when y is a suffix it is treated like a vowel as it has a vowel sound. This rule does not apply when the suffix is x which is never doubled, even in words like faxed, boxing and mixer
23. If the base word ends in the letter e and the suffix starts with a vowel, remove the e before adding the suffix. The main exception is when the suffix –ing is added to a base word which has an i before the e, as in tie, die and lie- tying, lying, dying even though when the suffix –ed is added they become tied, lied, died etc. Another exception is when the 3 is part of the soft c or soft g spelling spelling and the suffix –able is added. In this instance the e is kept so the the c is pronounced s and g is pronounced j as in noticeable and changeable
24. If the base word ends in a consonant immediately after a short, stressed vowel and the suffix begins with a vowel, double the final consonant before adding a suffix
25. if the base word ends with a y immediately after a consonant , replace the y with i before adding the suffix

**Writing Element:** Understanding

**Learning outcome**: Vocabulary

* In the Infant classes children use a large amount of vocabulary through Aistear. The infant teacher pre-teaches vocabulary for the up-coming theme
* Nursery rhymes and stories provide rich sources of vocabulary and encourage children to use language in a playful way
* Children’s interest in interesting words is cultivated from an early stage and words are collected from stories and other texts.
* Children are introduced formally to the vocabulary path from first class-this is used as a tool to explore new vocabulary- words that mean the same/ opposite/ putting the word in a sentence etc.
* Children use a vocabulary copy to explore words
* Records of interesting words gleaned from reading or oral discussions are recorded on the wall on a Juicy words/ interesting words chart. Children are encouraged to use these words in their oral expression and in their writing
* Tier two or topic specific vocabulary is explicitly taught with particular attention to the language of maths
* Teachers actively focus on developing tier 2 (topic/subject specific) and tier 3 words (descriptive).
* Children are explicitly taught a variety of sentence starters and connecting words from first to sixth class. Children are encouraged to use these words in their oral language and their writing
* Lessons for over –used words such as good and said are done in the context of writing lessons.
* Children in the older classes are encouraged to use a Thesaurus for coming up with alternative words
* Children are encouraged to ‘visualise’ to aid them in coming up with descriptive vocabulary for their writing. In this way they are encouraged to create mood/ tension.

**Writing Element:** Exploring and Using

**Learning outcome:** Purpose genre voice

* Children are encouraged to write for a particular purpose from an early stage
* In the infant classrooms the genres focused on are description, recount and free writing. All other genres are done orally only.
* A large amount of oral preparation should go into writing genre.
* Descriptions are prepared using the description wheel which contains the following elements: position/ number/size/ colour/shape/texture/ doing
* In the infant classes children begin to write with the basic structure appropriate to recount genre- all other genres structure are explored as ‘spoken texts’ only.
* From first and second class onwards children are introduced to all writing genre and one genre is explored every two months according to a whole school yearly plan for literacy. The genre included are as follows- recount, narrative, persuaaive/discussion, procedure, explanation, writing to socialise. Through these genre children are enabled to write for a variety of audiences
* When writing in the above genre, children are taught to use language appropriate to the audience with the appropriate tone and voice.
* Please see the section on how to teach writing genre

**Writing Element:** Exploring and Using

**Learning outcome:** Writing Process

* From Infant classes right up to sixth class, free writing is a tool used to enable children to use personal interests and experiences as a stimulus for their writing
* Collaborative writing is used as a methodology from Infants right up to sixth class.
* See below for the approach to teaching writing genre

**Approach to teaching writing genre**

A gradual release of responsibility model is used as follows

1. Children explore samples of the genre
2. Children help to identify the structure of the genre
3. Teacher models writing a plan for and writing in the genre,
4. Guided writing: Teacher writes while collaborating with the pupils
5. Children engaged in shared writing in pairs, in the genre beginning with a plan
6. Children write their own plan independently and write in the genre
7. After the initial draft of paired and independent writing, the children re read and self edit, then the teacher reads and places editing symbols on the child’s writing. The teacher conferences with the child to help them edit.
8. Throughout the editing process the children’s attention is drawn to richness of language, using a variety of sentence starters, connectives, adjectives and juicy words.
9. Children publish their final draft of writing for an audience as appropriate to the genre

**Element:** Exploring and Using

**Learning Outcome:** response and author’s intent

* Children are encouraged to share their texts and talk about them
* The ‘Author’s Chair’ may be used as a strategy for sharing writing
* Children’s writing is displayed and sometimes books are created with it. Children are encouraged to read one another’s writing and respond to it.
* Children are encouraged to share their reasons for using particular vocabulary to create mood or impact.

**Element:** Exploring and Using

**Learning Outcome:** Handwriting

* Fine motor work is explicitly worked on in the infant classes. Children encounter threading, tweezer work, cutting, theraputty, peg boards and a variety of other exercises.
* Lower case letters only are introduced in Junior Infants..
* Cursive writing (flowing letters) will be introduced in the Infant classes from September 2019 onwards.
* Triangular pencils are used at infant level
* **Copy types?**
* At present children begin writing cursively from 3rd class onwards

**Parental Involvement**

Bishop O’Brien N.S. strongly encourages partnership between school and parents. Parents are met at the beginning of each school year for a workshop on the school’s approaches to literacy. Parents are always encouraged to approach the school if they need guidance in assisting their children with any aspect of literacy. Parents come into the school from time to time to help with station teaching.

**Integration**

The staff acknowledge that all subjects of the curriculum are strongly linked to literacy. Each subject has the potential to be a literacy lesson.

**Links with the community**

The school fosters strong links with the community. World Book Day is celebrated annually and from time to time local authors visit the school. The mobile library visits on a regular basis.

**Resources**

The school is well resourced for literacy and has a large collection of Oxford Reading Tree graded readers. We have a variety of novels for 1st to Sixth class. A two year cycle for novels operates for each class level. A two year cycle of Building Bridges of Understanding picture books is operated.

Classrooms and S.E.N. rooms have a large variety of resources including

* PDST Books for Oral language and writing ( each classroom)
* Prim Ed posters for writing genre ( each classroom)
* First Steps Books for Writing Genre, Oral Language and Reading. (staff room)
* Focus on Fluency (Staff Room)
* Sound linkage ( copies in SEN rooms and Infants to second class)
* Reading Toobaloos (SEN room)
* Jolly Phonics and Jolly Grammar Manuals (relevant classrooms)

**Review**

This policy will be updated as each section of the New Language Curriculum emerges. It will be reviewed fully in 2022.

Ratified by the Board of Management on

Date: 4th February 2019

Signed: Joanne O’Brien Kennelly

Principal

Signed: Helen Arnold

Chairperson Board of Management