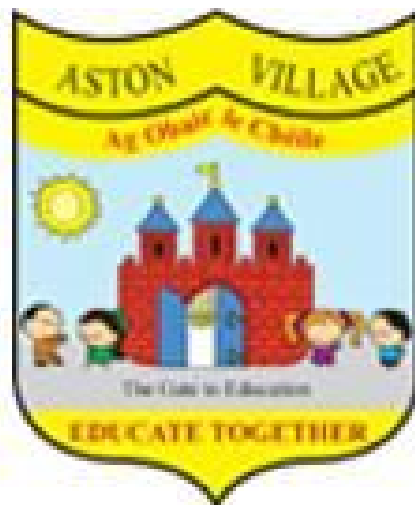


# Aston Village ETNS



## Whole School Literacy Plan

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# English - Whole School Plan

## **1. Introduction**

This plan was prepared by the staff of Aston Village ETNS in May/June 2019. 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.

## **Rationale**

In Aston Village ETNS, 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 Primary Language Curriculum
- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

## **2. 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 texts.

- 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.

### **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.

### **3. Oral Language - Broad Objectives**

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

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

### **4. Reading -Broad Objectives**

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

1. Develop reading fluency through print awareness, phonemic awareness, word identification strategies and sight vocabulary. **Appendix 1: Vocabulary/Appendix 2: Phonics**
2. Develop their comprehension and analytical strategies. **Appendix 3: Comprehension Strategies**
3. Expand their understanding and usage of grammar, syntax and punctuation. **Appendix 4: Grammar & Punctuation**
4. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from 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**

Shared Reading with parents/other classes is coordinated by the staff. Buddy reading to take place between J1 and 6th Class and S1 and 5th Class in school year 2019/20.

Series currently in use include Oxford Reading Tree, JP Readers, Big Cat, Connects and Dandelion Launcher books. Class novels are available from the library. **Appendix 5 -Novels**

### **School Library:**

All class groups to visit the school library weekly. Children select 2 books each week. 1 graded reader and 1 library book (reading for pleasure)

## **5. Writing : Broad Objectives**

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

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately. **Appendix 4: Grammar & Punctuation**
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality. **Appendix 6: Writing Genres**
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences. **Appendix 7: The Writing Process**
7. edit and redraft writing. Use code system to edit and self correct work. **Appendix 8: Marking Scheme.**
8. Develop a high standard of penmanship. Children will be taught joined writing from 1st/2nd class. <http://data.cjfallon.ie/resources/gwtf-handwriting/index.html#!/books>  
Pre cursive script to be used in infant classes.
9. Children in 4th/5th class will be given an opportunity to obtain a pen licence. Children do not use tippex, instead they cross out the word and write the correct word above or beside the error.

## **6. Spellings**

Regular class time will be timetabled for the teaching of spelling strategies. We use Jolly Grammar for the teaching of spelling strategies. 1st -3rd classes use the new Aston Village Spelling Book. Further discussions to take place in Jan 2020 with 4th-6th class teachers to complete the whole school spelling book programme. Spellings are assessed weekly via Friday tests. Children have access to an online programme, spellingshed.com 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:

1. Predict, look, say, cover, write, check
2. Mnemonics
3. Rhythm and rhyme
4. Creation of word searches
5. Aide memoires
6. Spelling buddies
7. Breaking words into syllables
8. 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.

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

## **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.

### **2. 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.

The elements of language learning across each of the strands are:

1. Developing communicative relationships through language
2. Understanding the content and structure of language

### 3. Exploring and using language.

Elements	Oral language	Reading	Writing
Communicating	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn-taking, extra and paralinguistic skills)	Engagement (intentionality) Motivation and choice (relevance)	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)
Understanding	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)	Conventions of print (meaning and interpretation of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)
Exploring & Using	Requests and questions Categorisation Retelling and elaborating (narrative text and response) Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Fluency and self correction (accuracy, fluency and meaning)	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent author's purpose and responding) Handwriting (legibility)

### 3. 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. Three tracker children will be selected to represent the three different levels in the classroom, enabling teachers to decide on the next steps in teaching and learning to help children progress in English.

### 4. 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. Dolch lists, Belfield Infant Assessment Profiles, the Primary School Assessment Kit and Jolly Phonics assessments are also used in Junior classes. Further screening, diagnostic and cognitive testing is carried out if necessary.

## **5. 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 (Support teachers, 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 assisted by the SET team. Team teaching and station teaching blocks are arranged throughout the year. Set teachers use our schools [‘Support Literacy Plan’](#) to support children with phonics/reading

## **6. Equality of Participation and Access.**

As an Educate Together school equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

## **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 in all classes the teachers also have a range of complementary and supplementary materials in their classroom.

We have a selection of graded readers in each classroom. We also have access to a wide selection of class novels. These are available from the central library. 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 Míósúil 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. Team teaching takes place in the school and this allows the sharing of skills.

### **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 including:

- 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, e.g. presentations at induction meetings each September, general meetings, discussion at parent teacher meetings, the school's newsletter, website, facebook page.

### **6. Community Links**

The school patron, Educate Together, 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.
- All children should have achieved progression along the milestones during the year.

**Timeframe**

The current plan will be reviewed in line with the introduction of a new Language Curriculum from 3rd to 6th class.

**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 become part of the School Plan.

The English plan for Aston Village ETNS was ratified by

Signed :..... Date :.....

Conor Brennan  
Chairperson B.O.M.

Signed :..... Date :.....

Dermot Mc Cullen  
Principal.

**Appendix 1 – Vocabulary**  
**Basic Sight Vocabulary for Junior Infants to 2<sup>nd</sup> Class**

**BASIC SIGHT VOCABULARY**  
**JUNIOR INFANTS**

a	he	on
and	I	see
at	in	sat
an	is	the
am	it	that
big	like	this
can	me	to
day	my	up
do	do	we

**Nouns – Junior Infants**

birthday	box	sake
car	day	school
sun		

**BASIC SIGHT VOCABULARY  
SENIOR INFANTS**

all	has	now
are	have	play
as	he	ran
be	her	run
but	here	said
did	him	she
dog	his	so
for	if	they
from	house	was
get	live	went
go	man	with
had	not	you

**Nouns – Senior Infants**

boy	egg	girl
house		

**BASIC SIGHT VOCABULARY****First Class**

of	look	there	some
out	then	little	down
could	when	what	were
them	one	would	will
yes	come	long	came
ask	very	over	your
its	ride	into	just
blue	red	good	any
about	around	want	don't
how	know	right	put
too	got	take	where
every	pretty	jump	green
four	away	old	by
their	here	saw	call
after	well	think	ran
let	help	make	going

sleep	brown	yellow	five
six	walk	two	or
before	eat	again	who
been	may	stop	off
never	seven	eight	cold
today	fly	myself	round

### **Nouns – First Class**

cow	pig	dog	doll
door	duck	farm	farmer
father	feet	fish	game
garden	good-bye	grass	hand
head	hill	home	money
mother	name	nest	night
party	pig	rain	ring
toy	tree	sheep	sister
snow	song	time	top

**BASIC SIGHT VOCABULARY**  
**Second Class**

tell	much	keep	give
work	first	try	new
must	start	black	white
ten	does	bring	goes
write	always	drink	once
soon	made	run	gave
open	has	find	only
us	three	out	better
hold	buy	funny	warm
ate	full	those	done
use	fast	say	light
pick	hurt	pull	cut
kind	both	sit	which
fall	carry	small	under
read	why	own	found
wash	show	hot	because
far	live	draw	clean

grow	best	upon	these
sing	please	thank	together
wish	many	shall	laugh

**Nouns – Second Class**

bell	bird	boat	bread
brother	chair	chicken	children
coat	corn	eye	fire
floor	flower	morning	paper
picture	rabbit	robin	seed
shoe	squirrel	stick	street
table	thing	watch	water
way	wind	window	wood



	2nd	3rd	4th	5th	6th
Word Webs	✓	✓			
Word Families	✓				
Definitions	✓	✓	✓	✓	✓
Rhyming Words	✓	✓			
Time Words	✓				
Alphabetical Order	✓	✓	✓		
Context Clues	✓	✓	✓	✓	✓
Word Origins	✓	✓	✓		✓
Similes		✓	✓		✓
Homophones		✓	✓	✓	✓
Connotation		✓			
Synonyms		✓	✓	✓	
Compound Words		✓	✓	✓	✓
Homographs		✓		✓	✓
Using Examples			✓		
Dictionary Entries			✓		✓
Prefixes			✓	✓	✓
Antonyms			✓	✓	
Exaggeration			✓		✓
Suffixes			✓	✓	✓
Analogies			✓	✓	✓
Using a Dictionary				✓	
Puns				✓	

	2nd	3rd	4th	5th	6th
Figurative Language				✓	
Shades of Meaning				✓	
Metaphors				✓	✓
Idioms				✓	
Examples and Non-examples of Words					✓
Visualisation Strategies					✓
Alliteration and Assonance					✓

**Word of the Week** Chn from 2nd - 6th to learn a Word of the Week - aim to build vocabulary.

## **Appendix 2 –**

### **Possible Programme for Phonological Awareness Development**

**In the Infant classes, children will be enabled to:**

- Blend syllables e.g. post/man, black/bird, win/dow, doc/tor, vid/e/o etc...
- Clap, stamp, tap out the syllables in 2 and 3 syllable words
- Recite rhymes, songs, tongue twisters and alliteration sentences
- Understand the meaning of terms such as word, letter, letter names, letter sound
- Identify words that rhyme
- Supply a rhyming word for another
- Supply a word that has the same initial sound as another
- Recognise and name the letters of the alphabet
- Associate initial sounds in words with letters
- Tap a rhythm in response to the syllables in a word
- Divide spoken cvc, ccvc words into onset and rime
- Identify first and last sound in a spoken word
- Identify the medial vowel in spoken cvc words
- Blend 2 or 3 phonemes e.g. a-t, i-f, c-a-l.
- Delete initial sound/phoneme from words e.g. gold/old, bus/us.

**In First and Second Classes, children should be enabled to:**

- Use analogy to spell unfamiliar words (take, rake bake ...)
- Identify and blend onset and rhyme in phonetically regular words (t-ill, b-un, s-old etc)
- Blend 2, 3 or 4 phonemes to make real words and nonsense words
- Recognise common endings (-ed, -ly, -ing, -er, -est)

**In Third to Sixth Classes, children should be enabled to:**

- Continue to refine their ability to encode and decode words phonemically
- Identify common prefixes and suffixes and how they affect meaning
- Become proficient in learning to recognise and pronounce words by using root words, prefixes, suffixes and syllabication
- Use the pronunciation key in the dictionary

## **Appendix 3**

### **Phonics Programme**

Each class teacher has a copy of the Phonics Programme relevant to the class level.

## **Appendix 4**

### **Teaching Comprehension Skills**

# Teaching Comprehension Skills and Strategies

Use the following tips to provide support to students when teaching comprehension skills and strategies.

## *Step 1: Select a text*

Consider reading level, genre and interests, and connections when selecting a text for comprehension work.

## *Step 2: Explain the skill or strategy*

Explain what the skill or strategy is and how it assists comprehension, providing examples to illustrate and make connections to background knowledge and prior learning.

## *Step 3: Model the skill or strategy*

Use reading aloud, visual aids and strategies such as 'think aloud' to help students understand and relate to the skill or strategy.

## *Step 4: Provide guided support*

Ask the students to apply the new skill or strategy to a text, providing resources and guidance to them as they work.

## *Step 5: Monitor independent practice*

Allow the students to apply the skill or strategy with decreased support until they are working independently.

## *Step 6: Reflect*

Seek feedback from the students on how using the skill or strategy has helped them to understand the text.

### **Comprehension Skills in Infant Classes:**

Children should develop skills in;

- questioning
- predicting
- making connections
- sequencing.

### **Comprehension Skills in Senior Classes:**

(Detailed descriptions and examples of Comprehension Strategies from pg. 34 - Literacy Leap teachers Manual - [folenonline.ie](http://folenonline.ie))

Skills and Strategies	Class				
	2nd	3rd	4th	5th	6th
Questioning	✓	✓	✓	✓	✓
Prediction	✓	✓	✓	✓	✓
Making connections	✓	✓	✓	✓	✓
Visualising	✓	✓	✓	✓	✓
Declunking	✓	✓	✓	✓	✓
Clarifying	✓	✓	✓	✓	✓
Sequencing	✓	✓	✓	✓	✓
Determining importance		✓	✓	✓	✓
Inferring			✓	✓	✓
Cause and effect			✓	✓	✓
Compare and contrast			✓	✓	✓
Synthesis				✓	✓
Story structure				✓	✓
Summarising				✓	✓
Monitoring comprehension				✓	✓
Distinguishing fantasy from realism					✓

### Comprehension Skills Explained:

## Questioning

### Explanation

Readers often have **questions** about what they are reading. They might want to know why particular words are chosen by the writer of the text, or they might want to know why the writer chose a particular subject.

Although readers cannot contact the writer directly for answers, they can still benefit from using questioning as a comprehension strategy. By asking themselves and each other questions while reading, readers can delve more deeply into a text and enrich their understanding of what they are reading. Questions can be created and prompted by both teachers and students.

### Purpose

This strategy helps readers to:

- Construct meaning
- Enhance understanding
- Find answers
- Solve problems
- Find specific information
- Discover new information
- Clarify confusion



# Prediction

## Explanation

When reading a story, readers often want to know what happens next. They may even have an idea of what might happen, based on what they have already read, or on other things they have read and experienced.

Prediction can be used as a pre-reading strategy to gauge expectations and preconceptions of a text based on information such as title or book cover, and also to elicit prior knowledge of a topic. Using prediction during reading encourages readers to anticipate what comes next as a way of engaging actively with and adjusting their comprehension of the text as they read.

## Purpose

This strategy helps readers to:

- Engage with the text
- Create a sense of anticipation
- Find answers to questions
- Adjust comprehension of the text
- Build own opinions and awareness

# Making Connections

## Explanation

Readers always bring their own frame of reference and experience to what they read. Making personal connections with what you read is a very powerful comprehension strategy, as it activates prior knowledge and helps readers to make sense of the text on their own terms.

Connections can be made to:

- Something in your life (text to self)
- Another text (text to text)
- Something occurring in the world (text to world)

## Purpose

This strategy helps readers to:

- Understand character feelings and motivations behind their actions
- Reinforce knowledge by creating connections with own experience
- Set a purpose for reading
- Improve focus
- Aid memory and comprehension

# Visualisation

## **Explanation**

To visualise is to create a picture in your mind. In reading, visualising is a great way to 'see' something in a text, whether it is a scene in a story or a mathematical problem.

Good readers automatically visualise what they read before, during and after reading. This visualisation may be based on senses, emotions, prior knowledge or all three. Visualisation helps readers to immerse themselves in the text. It also helps them to draw conclusions, recall details and develop their imagination.

Ideal texts for this strategy include descriptive writing (fiction or non-fiction) and poetry.

## **Purpose**

This strategy helps readers to:

- Create mental images from words in the text
- Enhance meaning with mental imagery
- Link prior knowledge to the words and ideas in the text
- Place themselves in the text
- Strengthen their relationship to the text
- Engage their imagination

# Declunking

## Explanation

When skilled readers encounter unfamiliar words – ‘clunks’ – in a text, they use ‘declunking’ strategies to determine the pronunciation and meaning of the words.

Declunking strategies focus on two areas:

- Decoding words (using prior knowledge to decipher parts of the word)
- Looking for context clues in the surrounding text

When choosing a text to teach this strategy, ensure the text is at an appropriate reading level but contains some words and phrases that students will not have encountered before.

## Purpose

This strategy helps readers to:

- Practise self-monitoring while reading
- Work out the meaning of new words and concepts
- Improve vocabulary
- Improve analytical skills
- Read more smoothly

# Clarifying

## Explanation

Good readers **monitor their understanding** of what they read as they are reading, checking that everything makes sense. If something does not make sense, readers can use clarifying strategies to detect the part that is causing difficulty and restore meaning and comprehension so reading can continue.

Many of the strategies in this resource book can be used as monitoring or clarifying strategies, for example, questioning, summarising, declunking and sequencing.

## Purpose

This strategy helps readers to:

- Practise independent reading skills
- Increase confidence in reading ability
- Improve self-monitoring and understanding
- Think logically
- Develop deductive skills
- Engage more with the text



# Sequencing

## Explanation

Sequencing refers to the identification of the components of a story, such as the beginning, middle and end, and to the ability to retell events from a story in the order in which they occurred.

This skill is relevant to narrative fiction, but it is also a key strategy when learning to read non-fiction such as newspaper articles and historical accounts. Sequencing is also a key skill in maths and science.

## Purpose

This skill helps readers to:

- Derive meaning from a text
- Follow descriptions of events and narratives
- Develop a sense of causality and cause/effect
- Organise information logically
- Improve comprehension
- Retell a story in the correct order

# Determining Importance

## Explanation

When reading, it is important to be able to distinguish essential from non-essential information. This skill is relevant to all types and genres of reading and evolves as reading skills develop. The reader's prior knowledge and experience is also an important factor as these influence what they believe to be important in a text.

Good readers look for clues in the text, they also use their own instincts to identify the relative importance of different components of a text.

## Purpose

This skill helps readers to:

- Remember important information
- Learn new information and build background knowledge
- Distinguish what is important from what is interesting
- Discern themes, opinions or perspectives
- Answer specific questions
- Determine the writer's message and purpose

# Inferring

## Explanation

Inferring is a skill used by good readers to 'read between the lines' of a text and detect information that is not explicitly stated by the writer. Inferring uses a combination of textual information and the reader's prior knowledge and experience to aid a deeper level of comprehension.

Inferring creates a personal connection between the reader and the text by allowing the reader to view what the writer has written through their own frame of reference and prior experience. A key part of inferring is justifying inferences using relevant prior knowledge and specific pieces of text.

## Purpose

This strategy helps readers to:

- Draw conclusions based on clues in the text
- Make predictions before, during and after reading
- Make connections from the text to the reader's own experience

# Cause and Effect

## Explanation

In addition to describing events, texts often explain why events occur and how events are connected. If event B happens as a *result* of event A, event A is the **cause** of event B, and event B is the **effect** of event A.

Looking for cause and effect relationships in a text means focusing on the process by which events make other events happen. Readers identify the cause and effect in texts by asking themselves, What happened? (effect) and, Why did it happen? (cause). This is an important skill when reading historical texts.

## Purpose

This skill helps readers to:

- Sequence events while reading
- Make sense of events and narrative
- Make predictions
- Identify connections
- Develop a sense of causality and logic

# Compare and Contrast

## Explanation

Compare and contrast is used to highlight **similarities** and **differences** between things. It is often used in literature for descriptive effect as well as for characterisation and symbolism.

## Purpose

This skill helps readers to:

- Distinguish between different concepts
- Use compare/contrast to convey information
- Make connections between familiar and unfamiliar things
- Increase vocabulary
- Think about classification and characteristics

# Synthesis

## Explanation

Synthesising means reflecting on individual elements of a text and looking at how they contribute to the whole. This strategy allows readers to bring together information that may come from a variety of sources.

Synthesis offers readers the opportunity to step back from what they have read and view it in its entirety. This strategy leans heavily on the reader's prior knowledge and reading experience, and is best suited to older students.

## Purpose

This strategy helps readers to:

- Distinguish important ideas from less important ideas
- Summarise information
- Identify main points
- Identify concepts
- Make generalisations
- Merge new information with existing information to form new ideas, opinions or perspectives

# Story Structure

## Explanation

The structure of a story is how the different stages and components of a narrative – character, setting, plot, conflict and resolution – are put together. A skilled reader is familiar with the structure of a story and is able to distinguish its component parts. Being familiar with story structure and conventions increases enjoyment of reading stories and develops awareness of the writing process, including concepts such as characterisation and point of view.

This comprehension skill is directly relevant to the reading of narrative texts, both fiction and non-fiction.

## Purpose

This skill helps readers to:

- Become familiar with narrative conventions
- Read stories fluently
- Discern the role of structure in a well-told story
- Anticipate and make predictions
- Use prior knowledge to engage with the story

# Summarising

## Explanation

When summarising, retell the main events or ideas in a text using your own words. Summarising is a powerful comprehension tool as it involves discerning and organising the **key information** in a text. It also helps readers to remember what they have read.

By definition, summarising is done after reading. However, summarising strategies depend highly on careful and skilled reading in order to identify the main focus of a text.

## Purpose

This strategy helps readers to:

- Identify main ideas
- Focus on key details
- Use key words and phrases
- Break down larger ideas
- Write and think concisely



# Monitoring Comprehension

## **Explanation**

When monitoring comprehension, check regularly to make sure you understand what you are reading. This strategy encourages readers to stop and think about the text every so often, to check their understanding, and to take action if they do not understand something.

## **Purpose**

This strategy helps readers to:

- Practise independent reading skills
- Increase confidence in reading ability
- Improve self-monitoring and understanding
- Develop deductive skills
- Use prior knowledge to aid understanding



## Appendix 5

### Grammar/Punctuation – Suggested List of Topics per Class Level

	2nd	3rd	4th	5th	6th
Nouns – Common	✓		✓		
Nouns – Proper		✓	✓		
Nouns – Masculine and Feminine				✓	
Nouns – Collective				✓	
Capital Letters	✓	✓	✓	✓	✓
Full Stops	✓				✓
Adjectives	✓	✓	✓		
Adjectives – Comparative			✓	✓	✓
Adjectives – Superlative				✓	✓
Present Tense	✓				
Singular and Plural	✓	✓	✓		
Sentence Building	✓	✓			
Question Marks	✓				✓
A/An	✓				
Commas	✓	✓		✓	✓
Past Tense	✓				
Apostrophes		✓	✓	✓	✓
Verbs		✓			✓
Adverbs		✓	✓	✓	✓
Conjunctions		✓	✓	✓	✓
Question Words		✓	✓		
Root Words		✓	✓		
Past Perfect Tense		✓			
Prepositions		✓	✓	✓	
Speech Marks			✓	✓	

	2nd	3rd	4th	5th	6th
Contractions			✓		
Did/Done			✓		✓
Colons				✓	✓
Pronouns				✓	✓
Connectives				✓	
Bullet Points				✓	
Abbreviations				✓	✓
Continuous Tense				✓	
Voice – Passive and Active					✓
Exclamation Marks					✓
Proofreading					✓
Brackets					✓
Irregular Verbs					✓
Hyphens					✓
Who/Whom					✓

#### Senior Infants:

- o Identifying / Ticking the correct sentence, e.g. I had some sweet / I had some sweets.
- o Rewriting sentences and putting the words into the correct order.
- o Agreeing / Disagreeing with statements, e.g. The dog flew away [Yes / No].
- o Filling in the missing words in sentences.
- o Selecting the correct word to complete a sentence, e.g. The cat was \_\_\_\_ the table [up / on].
- o Selecting the correct word to complete a sentence, using pictorial clues.

#### First Class:

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

#### Second Class:

- o Revision of concepts of singular /plural; past / present tense, as introduced in First Class.



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

### **Third Class:**

- o Verbs – grouping into categories, e.g. run = dash, sprint, jog, chase, rush etc.
- o Making sentences more interesting by changing the verb, e.g. I went to school.
- o Writing short pieces, e.g. newspaper reports, diary etc. in the first, second or third person [singular / plural].
- o Completion of sentences using personal pronouns.
- o Collective Nouns – writing the collective noun for different groups.
- o Find / Invent collective nouns for different groups.
- o Using singular / plural or both?
- o Changing from singular to plural.
- o Extending sentences.
- o Conjunctions – rewriting sentences using conjunctions.
- o Adjectives – Grouping adjectives by type, e.g. colours – dull, dark, red, scarlet, beige, etc.
- o Changing a short-written passage by replacing the adjectives.

### **Fourth Class:**

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

### **Fifth Class:**

- o Adding prepositions to sentences.
- o In all writing activities, check for the correct use of words.
- o Agreement of singular and plural with nouns and verbs.
- o The use of double negatives, e.g. I’m not going nowhere.
- o Classifying nouns by type – proper, common, collective, abstract.
- o Review of personal pronouns.
- o Clauses – Adding second clauses to sentences.
- o Direct and Indirect speech.

**Sixth Class:**

- o Clarifying / further practice with pronouns and prepositions.
- o Subject and Object in a sentence.
- o Correct use of formal language.
- o Review of past work.

This is a suggested list of areas / topics that I have found relevant at different class levels. Schools should feel free to adjust / add / remove items on the lists that are not suitable for their particular needs or situation.

## **Suggested Punctuation Topics for each Class Level**

### **Senior Infants:**

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

### **First Class:**

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

### **Second Class:**

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

### **Third Class:**

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

### **Fourth Class:**

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

**Fifth Class:**

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

**Sixth Class:**

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

These are only suggestions. Schools should feel free to adjust them to suit the needs of their own situation.

**Appendix 5: Class Novels**

**Class Novels to be covered each year - 1st - 6th Class**

**Junior and Senior Classes to cover a selection of fiction and non-fiction storybooks.**

Class	Novel 1	Novel 2	Novel 3	Additional novels available
1st Class	The Twits	Amazing Grace		George's Marvellous Medicine  Diary of a Killer Cat
2nd Class	Owl who was afraid of the Dark	Tom Crean's Rabbit		
3rd Class	James and the Giant Peach	The Giggler Treatment	Flat Stanley	Fantastic Mr. Fox
4th Class	Matilda	Butterfly Lion		
5th Class	Bridge to Terabithia	Holes	Wonder	Tom's Midnight Garden  Charlotte's web
6th Class	Holes/War Horse	Framed	Artemis Fowl	

**Reading Scheme**

Infants – Rang 2      Folens Reading Zone

Rang 3 – Rang 6      Folens Reading Zone

Graded Readers – Collins Big Cats/Dandelions

### **Appendix 6 - Writing Genres:**

The first five genres are covered from 2nd class, progressing to all eight genres by 5th and 6th class. The progression can be seen in the table below.

<b>Genre</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
Recount	✓	✓	✓	✓	✓
Description	✓	✓	✓	✓	✓
Informational Text	✓	✓	✓	✓	✓
Narrative	✓	✓	✓	✓	✓
Procedure	✓	✓	✓	✓	✓
Exposition		✓	✓	✓	✓
Discussion			✓	✓	✓
Response Writing				✓	✓

### **Genre Descriptions:**

<b>Genre</b>	<b>Recount</b>
<b>Purpose</b>	To retell an experience or event in the order in which it happened
<b>Features</b>	<p>Usually written in the past tense (it is important that the students discover this rather than being told)</p> <p>Tells us who, what, where, when, why and how things happened</p> <p>Each new event is in a new paragraph</p> <p>Includes a final paragraph that tells us what happened at the end and how the writer feels about it</p>
<b>Text Types</b>	Stories, newspapers or magazines, diaries, email, history books

<b>Genre</b>	<b>Description</b>
<b>Purpose</b>	To create a vivid picture of the person, place or object being described
<b>Features</b>	<p>Usually begins with a statement that tells the reader what is being described</p> <p>Includes characteristics – What does the person or item look like? What do they do?</p> <p>Contains lots of adjectives</p> <p>May have a concluding statement summarising the ideas</p>
<b>Text Types</b>	Stories, poetry, guidebooks

<b>Genre</b>	<b>Procedure</b>
<b>Purpose</b>	To provide information on how to make or do something
<b>Features</b>	<p>Usually has a title that explains what the procedure is for</p> <p>Contains a list of things or materials that are needed for the procedure</p> <p>Has numbered steps or a method explaining what to do</p>
<b>Text Types</b>	Recipes, science experiments, instruction manuals, rules of a game

<b>Genre</b>	<b>Exposition</b>
<b>Purpose</b>	To share a particular point of view or opinion
<b>Features</b>	<p>Usually argues one side of an issue</p> <p>Begins with a statement of how the writer feels about the issue</p> <p>Contains a series of reasons to support how the writer feels</p> <p>Includes a conclusion that summarises and emphasises the writer's argument</p>
<b>Text Types</b>	Essays, speeches, advertisements, letters, flyers or leaflets

<b>Genre</b>	<b>Informational Text</b>
<b>Purpose</b>	To present information about something or explain how something works
<b>Features</b>	Usually begins with a statement Explains things in order Uses present tense verbs May use visual aids such as a picture to help the reader understand
<b>Text Types</b>	Fact files, magazines, reports, encyclopaedia entries

<b>Genre</b>	<b>Narrative</b>
<b>Purpose</b>	To entertain by telling a story
<b>Features</b>	Usually features characters Takes place somewhere – the place where the story happens is called the setting Features a problem for one of the characters May have a beginning, a middle and an end
<b>Text Types</b>	Short stories, stories, novels

<b>Genre</b>	<b>Discussion</b>
<b>Purpose</b>	To examine both sides of an issue and present a balanced argument
<b>Features</b>	Begins with an opening statement to explain the issue Presents arguments for the issue and evidence to support them Presents arguments against the issue and evidence to support them Includes a closing statement that summarises the arguments for and against the issue
<b>Text Types</b>	Newspapers, magazines, letters

<b>Genre</b>	<b>Response Writing</b>
<b>Purpose</b>	To give an opinion about a written or visual work, an object or an event
<b>Features</b>	Usually has a title that indicates what the piece is about Includes context, or information about the work, object or event Provides a description of the story, artwork, etc. Presents the reviewer's insights or judgements about the work, object or event
<b>Text Types</b>	Newspapers, magazines, essays

## **Appendix 7: The Writing Process**

### **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 8 -Marking Scheme**

### **Editing Codes Rang 5/Rang 6**



H - Heading missing  
U - Underline in Red pen  
P - Punctuation (. , : ; ? ! )  
Caps – Capital Letter  
I - Capital I  
sp - spelling  
gr - grammar  
str – sentence badly structured  
ss - shorten sentence  
fs - full sentence  
“ ” - speech marks missing  
^ - piece missing

#### Editing Codes Rang 3/Rang 4

H - Heading missing  
Caps – Capital Letter  
I - Capital I  
sp - spelling  
gr - grammar  
^ - piece missing

#### Editing Codes Rang 1/Rang 2

Caps – Capital Letter  
I - Capital I  
sp - spelling  
^ - word/words missing