

Title
English

Introductory Statement

This plan was drafted by the Principal of Doolin NS. The draft was circulated to all teachers and was considered at a subsequent staff meeting. Following detailed discussions, it was amended to respond to the needs of our school.

Rationale

We have decided to formulate a whole school plan at this time as a logical follow-on from having participated in in-service in the Revised English Curriculum. During our review process, some concern was expressed regarding pupil achievement in certain aspects of our English programme. We have therefore decided that pupils would benefit from the development and implementation of a co-ordinated programme of learning.

Relationship to the Characteristic Spirit of the School

In Doolin NS, we are committed to the holistic development of all pupils in order to assist them to contribute and play a fulfilling role in their own community. We see the development of their language skills as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and thence through the written word. In our school, we attach a high priority to giving pupils a command of the English language.

General Aims

1. To enable the children to speak, read and write independently and effectively.
2. To foster an enjoyment and appreciation of the English language.

Broad Objectives, Content and Methodologies

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed on pages two to thirty one. Each of these areas is presented under the four strand headings of the Revised English Curriculum.

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
2. Develop the capacity to express intuitions, feelings, impressions ideas and reactions in response to real and imaginary situations through talk and discussion, experimentation 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.

Oral Language: Sample Content for Junior & Senior Infants

Developing Receptiveness to Oral Language	Developing Competence & Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience, recognise and observe simple commands. ▪ Listen to a story or description and respond to it. ▪ Hear, repeat and elaborate words, phrases and sentences modelled by the teacher. ▪ Use and interpret tone of voice expressing varying emotions. ▪ Learn to adapt verbal and non-verbal behaviour to secure and maintain the attention of a partner. ▪ Mime and interpret gesture, movement and attitude conveying various emotions. 	<ul style="list-style-type: none"> ▪ Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences. ▪ Choose appropriate words to name and describe things and events. ▪ Experiment with descriptive words to add elaborative detail. ▪ Combine simple sentences through the use of connecting words. ▪ Initiate and sustain a conversation on a particular topic. ▪ Use language to perform common social functions. 	<ul style="list-style-type: none"> ▪ Provide further information in response to the teacher's prompting. ▪ Listen to a story or a narrative and ask questions about it. ▪ Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position. ▪ Discuss different possible solutions to simple problems. ▪ Ask questions in order to satisfy curiosity about the world. ▪ Show understanding of text. 	<ul style="list-style-type: none"> ▪ Reflect on and talk about a wide range of everyday experience and feelings. ▪ Create and tell stories. ▪ Listen to, learn and retell a rich variety of stories, rhymes and songs. ▪ Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt. ▪ Use language to create and sustain imaginary situations in play. ▪ Listen to, learn and recite rhymes, including nonsense rhymes. ▪ Listen to, learn and ask riddles. ▪ Create real and imaginary sound worlds. ▪ Recognise and re-create sounds in the immediate environment. ▪ Experiment with different voices in role-playing.

Oral Language: Sample Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Giving of instructions in class and wider school context e.g. PE, school playground.
- Instruction games e.g. 'O Grady Says', 'Follow the Leader', Drawing and pupils giving instructions to each other in pairs, groups.
- Elaboration of pupils own news by teacher.
- Practice of social greetings e.g. introduce self and others, greet and say goodbye.
- Read to children daily emphasising tone of voice, facial expression in reading story, occasionally inviting outside storyteller / older pupil.
- Re-read the same story occasionally, pupils choose the story to be read, read stories on particular topics e.g. animals / pets.
- Pupils continue / finish the story e.g. 'what do you think happened next?'
- Teacher / pupils ask questions based on the story read, pupils invited to tell the story in their own words.
- Chinese whispers.
- Drama – role play and miming based on stories, poetry, rhymes, popular films / videos, home situations, shopping, school etc.
- Use of puppets and dress-up box.
- 'Close your eyes and describe what you see', giving a definite topic e.g. a beautiful garden.
- Name objects in the classroom, school bag, home etc.
- Expand vocabulary through addition of descriptive words e.g. big / small, heavy / light (Maths language), warm / cold (environmental language), run / walk / skip (P.E.).
- Listen to music (e.g. Religion programme) and ask 'how does it make you feel?'
- Show and Tell, encouraging pupil to use sentences e.g. 'This is my doll. She has blonde hair...'
- Describe a friend.
- Starters e.g. 'I like...' 'After school I...'
- Send pupil on a message e.g. 'May I have 20 copies please'
- Emphasise appropriate vocabulary / sentence structure when requesting and relating.
- Provide vocabulary required to describe people, places etc.
- Teasing out situations e.g. 'If you were lost, what would you do'.
- Encourage questions about the world around us (SESE).
- Use big books as a springboard for discussion.
- Circle Time, Stay Safe, Alive O.
- Picture and / or object stimuli to create a story, create a collaborative story.
- Listening to rhymes, tapes etc. alerting pupils in advance to listen for specific sounds.
- Listen to and learn poems, nursery rhymes, nonsense rhymes, jingles and riddles, reciting individually and in groups (revise regularly).
- Listen to, focus on and re-create sounds e.g. animals, imaginary and add sounds to a story.

Oral Language: Sample Content for 1st & 2nd Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional and Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience challenging vocabulary and sentence structure from the teacher. ▪ Listen to stories, descriptions, instructions and directions and respond to them. ▪ Listen to sounds and respond to them. ▪ Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener. ▪ Use gesture and movement to extend the meaning of what he/she is saying. ▪ Express in mime various emotions and reactions, and interpret the emotions and reactions of others. 	<ul style="list-style-type: none"> ▪ Talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences. ▪ Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning. ▪ Experiment with word order and examine its implications for meaning and clarity. ▪ Focus on the subject under discussion and sustain a conversation on it. ▪ Initiate discussions, respond to the initiatives of others, and have practice in taking turns. ▪ Engage in real and imaginary situations to perform different social functions. 	<ul style="list-style-type: none"> ▪ Give a description, recount a narrative or describe a process, and answer questions about it. ▪ Listen to other children describe experiences and ask questions about their reactions to them. ▪ Become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates. ▪ Listen to a story or a narrative and ask questions about it. ▪ Engage in real and imaginary situations involving language use. ▪ Ask questions that will satisfy his/her curiosity and wonder. 	<ul style="list-style-type: none"> ▪ Describe everyday experiences and events. ▪ Express feelings in order to clarify them and explain them to others. ▪ Tell stories to his/her own words and answer questions about them. ▪ Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems. ▪ Re-create stories and poems in improvisational drama. ▪ Use play and improvisational drama to sustain imaginary situations. ▪ Listen to and say nonsense words and unusual words. ▪ Listen to, learn and tell riddles and jokes. ▪ Clap the rhythms of poems and rhymes. ▪ Listen to, read, learn and recite more sophisticated nonsense verse and rhymes. ▪ Recognise and re-create sounds in the environment. ▪ Create real and imaginary sound worlds. ▪ Use imaginative play to create humorous characters and situations.

Oral Language: Sample Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Talk and discussion.
- Circle Time
- Consider advertisements, posters, themes of interest.
- Role play.
- Hotseating – one pupil takes on the role of a story / poem character and the pupils ask questions of him / her.
- Brainstorming.
- Wordwebs.
- Listening games e.g. Chinese whispers, auditory tapes / CDs / activities, Simon Says, clapping games.
- Story telling – rich and varied selection of texts.
- Cross-age tutoring and sharing stories.
- Visitors to school / classroom e.g. garda, priest, storyteller / poet, touring theatre.
- Newsboard – newspaper cuttings, photographs.
- Reciting poems and rhymes.
- Identifying word families, rhyming words, onsets and rimes.
- Call out a list of words twice omitting one the second time.
- Teacher gives a list of numbers. Pupils repeat. Repeat in reverse order.
- Teacher taps rhythm. Pupil repeats.
- Twenty questions.
- Pupils listen for the silly sentence / word that shouldn't be there.
- Listen to sounds inside / outside the classroom.
- Different child presents news / weather / area of interest each morning.
- Pupil takes turn for the day for answering phone, door, going with messages.
- Introduce new words e.g. night words, scary words, magical words.
- List new words on the wall.
- Presentations to own / other class e.g. project, poem.
- Follow a recipe.
- Kim's Game – identify the missing object.
- 'What would you do if...?' e.g. found an injured animal, found a €1,000 lottery ticket.
- Finish the story.

Oral Language: Sample Content for 3rd & 4th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience the teacher's use of challenging vocabulary and sentence structure. ▪ Listen to, retell and tape a narrative or a description, taking turns giving the account. ▪ Give and follow instructions on how to perform a particular task or process. ▪ Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others. ▪ Use of mime to convey ideas, reactions, emotions, desires and attitudes. ▪ Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips. 	<ul style="list-style-type: none"> ▪ Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered. ▪ Initiate conversations and respond to the initiatives of others in talking about experiences and activities. ▪ Present ideas that are relevant to the subject in a logical sequence. ▪ Summarise and prioritise ideas. ▪ Discuss the meanings and origins of words, phrases and expressions with the teacher. ▪ Become aware of new words and new connotations of words through his/her reading and writing experience. ▪ Play synonym and antonym games. ▪ Become familiar with the functions without necessarily using technical grammatical terms. ▪ Practice the common social functions in the everyday context of class and school and through improvisational drama. ▪ Make lists of local expressions and words. ▪ Use improvisational drama to re-create well-known characters. ▪ Hear, discuss and react to local storytellers. 	<ul style="list-style-type: none"> ▪ Discuss issues that directly affect his/her life. ▪ Discuss a story being read and predict future events and likely outcomes in it. ▪ Discuss different possible solutions to problems. ▪ Discuss what he/she knows of a particular topic or process as a basis for encountering new problems. ▪ Discuss causes and effects in relation to processes and events and predict possible outcomes. ▪ Listen to a presentation and discuss and decide which are the most important questions to ask. ▪ Learn how to use the basic key questions. ▪ Make presentations to the class about his/her own particular interests. ▪ Justify personal likes and dislikes. ▪ Argue a point of view and try to persuade others to support it. ▪ Explore historical events through improvisational drama. ▪ Explore reactions to ideas through improvisational drama. 	<ul style="list-style-type: none"> ▪ Describe everyday experiences to the class or group and discuss them. ▪ Discuss favourite moments, important events and exciting characters in a story, play or poem. ▪ Express reactions to events and characters in stories. ▪ Discuss reactions to poems. ▪ Create and tell stories to the class or group and retell them after questioning, comparing the versions. ▪ Express feelings and attitudes through improvisational drama. ▪ Create and sustain imaginary contexts through improvisational drama. ▪ React to poems through improvisational drama. ▪ Dramatise stories. ▪ Experience and enjoy playful aspects of language.

Oral Language: Sample Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- General classroom conversation in all subject areas.
- Informal story telling, life experiences, news, current affairs.
- Use of alternative words, phrases, sentence structures.
- Listen to commercial recordings / own recordings of stories and accounts.
- Chinese whispers.
- Pass on a story – each child adds on.
- Listening to and identifying sounds recorded on tape.
- Describing a process e.g. how to make a cup of tea, how to make a photocopy etc.
- Listening to and completing tasks e.g. in PE lesson.
- Turn down sound on TV – identify moods etc.
- Mime – charades.
- Use different tones of voice e.g. say 'I need a cup of tea' in 5 different ways.
- Display anger, sadness, joy, tiredness etc.
- Communicate using mime e.g. 'I'm going out'.
- Role play arguments as to why / why not e.g. I need a mobile phone.
- Listen to a piece of music, select words to describe it, make up a story behind it.
- View a short video clip, turn down the music, select language to describe the extract.
- Use drum-tapping to convey moods e.g. happy, sad, angry, agitated, excited etc.
- Hotseating.
- Word webs.
- Collect local expressions.
- Act out sections of the class novel.
- Relay role play i.e. pupil takes place of existing character in middle of role play.
- Engage local storytellers.
- Make list of questions – correct use of why, what, where, when as a reaction to a passage.
- Making of presentations on project work etc. followed by question and answer session.
- Social interactions – greeting / introducing visitor, answering the phone.
- Working in groups and introducing members.
- Verse speaking.

Oral Language: Sample Content for 5th & 6th Classes

Developing Receptiveness to Oral Language	Developing Competence and Confidence in Using Oral Language	Developing Cognitive Abilities Through Oral Language	Developing Emotional & Imaginative Life Through Oral Language
<ul style="list-style-type: none"> ▪ Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure. ▪ Listen to expressions, reactions, opinions and interpretations and retell or summarise them. ▪ Listen to radio broadcasts and discuss what has been learned. ▪ Follow detailed instructions or directions from others in order to test their accuracy. ▪ Take part in games in which unseen objects are identified from descriptions given by other pupils. ▪ Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others. ▪ Use mime to convey ideas, reactions, emotions, desires and attitudes. ▪ Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs. ▪ Listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content. ▪ Listen to authors reading and discussing their own work. 	<ul style="list-style-type: none"> ▪ Acquire the ability to give detailed instructions and directions. ▪ Converse freely and confidently on a range of topics. ▪ Give and take turns in an environment where tolerance for the views of others is fostered. ▪ Practise and use improvisational drama to acquire a facility in performing more elaborate social functions. ▪ Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language. ▪ Understand the functions and know the names of the parts of speech. ▪ Learn about and name the basic properties of nouns and verbs. ▪ Become familiar with compound and complex sentences and know and understand the terms 'phrase' and 'clause'. ▪ Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts. ▪ Discuss the meaning, effect and diversity of local words and expressions. ▪ Hear accents and dialects other than his/her own on tape and on video and discuss them. ▪ Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations. 	<ul style="list-style-type: none"> ▪ Discuss ideas of major concern. ▪ Discuss ideas and concepts encountered in other areas of the curriculum. ▪ Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept. ▪ Use the basic key questions and checking questions as a means of extending knowledge. ▪ Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them. ▪ Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates. ▪ Justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view. ▪ Respond to arguments presented by the teacher. ▪ Discuss the value, truth or relevance of popular ideas, causes and proverbs. ▪ Explore and express conflicts of opinion through improvisational drama ▪ Explore historical contexts through improvisational drama. 	<ul style="list-style-type: none"> ▪ Discuss with others his/her reactions to everyday experiences and to local, national and world events. ▪ Discuss the concerns of other children. ▪ Discuss ideas, concepts and images encountered in literature. ▪ Discuss personal reading and writing. ▪ Express individual responses to poems and literature and discuss different interpretations. ▪ Discuss plays, films and television programmes. ▪ Experience and enjoy playful aspects of language.

Oral Language: Sample Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- Discussion – local, national and global issues, sport, pupils' concerns and social issues.
- Debate topical issues e.g. homework.
- Instructions – giving, receiving, interpreting.
- Non-verbal communication.
- Assigning conversation to pictures.
- Character interviews.
- Character role plays – creating a story using a selection of characters.
- News telling.
- Narratives.
- Explanations.
- Story reconstruction – using sets of picture sequences, groups of pupils put the pictures into a logical sequence and practise retelling the story around the circle.
- Defending viewpoints.
- Story composition.
- Questioning.
- Creative inquiry – 'What if?'
- Questioning and logic.
- Comparing and grouping.
- Brainstorming and building knowledge.
- Description activities.
- Circle Time.
- Communication skills – clear, distinct, concise, coherent.
- Respectful for communication.
- Etiquette and social convention.

Reading

Broad Objectives

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

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Expose them to and develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

Reading: Sample Content for Junior & Senior Infants

Developing Concepts of Language & Print	Developing Reading Skills & Strategies	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Listen to, enjoy and respond to stories, nursery rhymes, poems and songs. ▪ Become an active listener through the development of a range of listening activities based on stories read or told. ▪ Play with language to develop an awareness of sounds. ▪ Develop a sense of rhythm and rhyme. ▪ Become familiar with a wide range of environmental print, beginning with print in the classroom. ▪ Learn about the basic terminology and conventions of books. ▪ Read texts created by himself/herself and by other children in collaboration with the teacher. ▪ Learn to recognise and name the letters of the alphabet. ▪ Develop an awareness of some letter-sound relationships 	<ul style="list-style-type: none"> ▪ Experience the reading process being modelled. ▪ Handle books and browse through them. ▪ Encounter early reading through collaborative reading of large-format books and language-experience material. ▪ Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read. ▪ Learn to isolate the beginning sound of a word or syllable. ▪ Learn to isolate beginning and final sounds in written words. ▪ Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable. ▪ Use knowledge of word order, illustration, context and initial letters to identify unknown words ▪ Engage in shared reading activities. 	<ul style="list-style-type: none"> ▪ Re-read, retell and act out familiar stories, poems or parts of stories. ▪ Recall and talk about significant events and details in stories. ▪ Analyse and interpret characters, situations, events and sequences presented pictorially ▪ Predict future incidents and outcomes in stories. ▪ Differentiate between text and pictures. ▪ Understand the function of text. 	<ul style="list-style-type: none"> ▪ Associate print with enjoyment through listening to stories and poems read aloud. ▪ Respond to characters, situations and story details, relating them to personal experience. ▪ Perceive reading as a shared, enjoyable experience. ▪ Record response to text through pictures and captions. ▪ Pursue and develop individual interests through engagement with books.

Reading: Sample Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Listen to and respond to teacher's / taped stories and rhymes.
- Simple re-telling of stories focusing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases.
- Listen to and repeat in proper sequence, alerting children in advance re what to listen for.
- Marching and clapping games, teacher claps and children copy.
- Making of simple percussion instruments.
- Clap syllables e.g. a cat is __ (fat)
- Finish line of a poem / rhyme.
- B/a/t = bat.
- Onset and rime e.g. d – og.
- Clap for each syllable e.g. John – 1 clap, Mary – 2 claps.
- Follow structured phonics programme.
- Labels in classroom, alphabet frieze, labelling charts using flashcards.
- Allow opportunities to handle a variety of books – cover, author, illustrations, left to right, page turning.
- Shared reading e.g. big books, our news, language experience charts.
- Shared reading with parents, older pupils.
- Letter / sound relationships using appropriate resources e.g. Letterland, Jolly Phonics.
- Teacher modelling reading process.
- Develop sight vocabulary of common words e.g. treasure hunt, word walk in locality.
- Isolate beginning sound e.g. onset and rime, word families, adding on rhymes, games e.g. foods that begin with b.
- Rhyming part of words using simple poems e.g. 'There was a man called Pat, he had a pet __'
- Pre-reading activities, reading scheme, library reading.
- Bingo, word matching.
- Re-read, re-tell and act out e.g. drama box, Alive O, previous stories.
- Respond to characters / relate to events e.g. 'Did that ever happen to you?'
- Draw self in picture with characters or in scene from story, draw favourite part of the story / favourite character.
- Respond to text through pictures, bubble conversation, captions.
- Captions with marla / magnetic letters, write words under pictures etc.
- Pupils invited to bring in and discuss their favourite books from home.
- Books about favourite things.

Reading: Sample Content for 1st & 2nd Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Continue to experience the reading process being modelled. ▪ Engage in shared reading activities. ▪ Visit the school library and the local library. ▪ Continue to build a sight vocabulary of common words from books read and from personal experience. ▪ Engage in activities designed to increase awareness of sounds. ▪ Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable. ▪ Learn about the sounds associated with the beginning of a word or syllable. ▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. ▪ Learn about common word endings, word families and roots of words ▪ Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words. ▪ Self-correct reading errors when what he/she reads does not make sense. ▪ Develop reading skills through engaging with reading material appropriate to his/her stage of development. ▪ Adapt his/her reading style for different purposes. 	<ul style="list-style-type: none"> ▪ Read from a range of children’s literature, choosing material for reading during silent reading periods. ▪ Engage in personal reading. ▪ Learn to find books in a classroom or school library. ▪ Read aloud to share a text with an audience. ▪ Find information and share it with others. ▪ Perform simple information retrieval tasks. 	<ul style="list-style-type: none"> ▪ Pursue individual interests through independent reading of fiction and non-fiction. ▪ Adopt an active approach to a text by posing his/her own questions. ▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material. ▪ Develop comprehension strategies. ▪ Perform alphabetical order tasks. ▪ Predict future events and outcomes in a book that is being read aloud. ▪ Express a more formal response by giving a considered personal opinion of a book in oral or in written form. ▪ Use information technology to increase motivation to read and to enhance reading development. 	<ul style="list-style-type: none"> ▪ Continue to listen to and enjoy stories and poems being read aloud. ▪ Engage in spare-moment reading and browsing by having ready access to reading material. ▪ Engage with a wider variety of text. ▪ Experience enhanced levels of self-esteem through success in reading. ▪ Listen to entire stories read aloud in instalments. ▪ Respond to characters and events in a story. ▪ Explore different attitudes and feelings by imagining what it would be like to be certain characters. ▪ Engage frequently in informal discussion of books with teachers and others.

Reading: Sample Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Read to children a rich variety of stories, facts and poetry.
- Develop sound awareness through focusing on sounds associated with letters and letter clusters and patterns of sounds in words.
- Rhyming words, onsets and rimes, different onsets, different rimes.
- Shared reading – parents / older siblings / older pupils.
- Individual / independent reading.
- Silent reading / personal reading.
- Reading for different purposes e.g. browsing, simple scanning, skimming.
- Encourage use of class and local library.
- Provide interesting and varied selection of books in class library and continuously change / supplement selection.
- Use of tapes, storybooks and tapes and CD Roms.
- Use of comics, catalogues and local publications to augment library contents.
- Simple information retrieval e.g. table of contents, simple index.
- Book reviews.
- Write-a-Book Project – read other pupils' books.
- Reading programmes on CD Roms e.g. Reader Rabbit, Accelerated Reading Programme.
- Alphabetical order exercises.
- Discuss books, authors, plot with other pupils, teacher, parents.
- Recall and discuss significant events in stories.
- Analyse and interpret characters and situations.

Reading: Sample Content for 3rd & 4th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Use more than one strategy when reading unfamiliar text. ▪ Identify unfamiliar words by reference to word parts, prefixes and suffixes. ▪ Continue to self-correct reading errors. ▪ Become an increasingly independent reader. ▪ Understand the relationship between text and illustration. ▪ Refine his/her listening skills through hearing the teacher read aloud. 	<ul style="list-style-type: none"> ▪ Have access to a plentiful supply of books in the classroom and in the school library. ▪ Use library facilities outside the school. ▪ Select personal reading material and develop personal taste in reading for pleasure and information. ▪ Experience different types of text. ▪ Engage with a wide variety of poetry and verse on a regular basis. ▪ Develop basic information retrieval skills. ▪ Use simple dictionaries effectively. 	<ul style="list-style-type: none"> ▪ Extend participation in listening and silent reading activities. ▪ Read short books in one sitting to experience success in reading. ▪ Explore new interests and perspectives through reading. ▪ Read books independently. ▪ Seek recommendations for books to read and recommend books to others. ▪ Continue to use information technology to increase motivation to read and to enhance reading development. ▪ Know the structure and terminology of books. ▪ Develop skills in locating and handling books through using well-stocked school and classroom libraries. ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. ▪ Use a knowledge of printing conventions as an aid to expression and comprehension. ▪ Keep a record of his/her reading in various forms. 	<ul style="list-style-type: none"> ▪ Extend and develop his/her response to increasingly challenging reading material. ▪ Engage in talk about books. ▪ Talk about choice of books and the reasons for choices. ▪ Recognise and discuss differences in reading tastes. ▪ Share responses with other children and with adults to cultivate a community of readers. ▪ Experience a shared response to fiction through the use of a class novel. ▪ Read aloud with expression.

Reading: Sample Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Skim / scan through a passage.
- Read silently / out loud.
- Teacher provides questions first and pupils read passage to find answers.
- Pick out the sentence which proves the answer.
- Phonetic awareness.
- Begin with a discussion of the illustrations.
- Personalise the story.
- Use of class set of dictionaries.
- Use of computer to source specified information with questions being provided at outset.
- Distribute poetry books, pupils read and select their favourite poem.
- Pupils select which poem will be learned.
- Book reviews and recommendations for other pupils to read.
- Read book and present views to class.
- Group read same material. Pupils in group have different roles to discuss material.
- USSR – Uninterrupted Sustained Silent Reading.
- Reading various packaging for information.
- Reading of brochures, fliers, leaflets, circulars.
- Read newspaper headline and predict story.
- Word building.
- Cloze procedure.
- Class novel.
- Read other pupils' work e.g. Write-a-Book.
- Pupil reads a story and other pupils dramatise different endings.
- Select 5 well known characters from different stories and create a new story for them.
- Invite younger / older children to read to class.

Reading: Sample Content for 5th & 6th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Achieve proficiency in word identification by refining the different word identification skills. ▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication. ▪ Engage with an increasing range of narrative, expository and representational text. ▪ Become self-reliant, confident, independent readers, having time in class for sustained silent reading. 	<ul style="list-style-type: none"> ▪ Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability. ▪ Engage in books in group or in whole-class settings. ▪ Learn about the structure and appreciate the function of the component parts of a newspaper. ▪ Participate in organised visits to the public library and avail of the mobile library service. ▪ Read to satisfy personal interests. 	<ul style="list-style-type: none"> ▪ Listen to, read, learn, recite and respond to a challenging range of poetry. ▪ Have access to a wide range of reading material in the classroom and/or school a library. ▪ Continue to keep a record of personal reading in various forms. ▪ Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction. ▪ Develop study skills such as skimming, scanning, note-taking and summarising. ▪ Retrieve and interpret information in a variety of ways. ▪ Support arguments and opinions with evidence from the text. ▪ Read and interpret different kinds of functional text. ▪ Explore appropriate non-fiction texts for various purposes. ▪ Use information retrieval strategies in cross-curricular settings. ▪ Distinguish between fact and opinion, and bias and objectivity, in text and in the media. ▪ Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation. ▪ Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology. 	<ul style="list-style-type: none"> ▪ Hear the teacher model a response to poems, fiction, plays and parts of plays. ▪ Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance. ▪ Relate personal experience to the ideas and emotions conveyed in the text. ▪ Appreciate issues in fiction. ▪ Examine similarities and differences in various types of text. ▪ Continue to share response to an ever-increasing variety of texts with the wider community of readers. ▪ Browse through, handle, discuss, recommend and select books for independent reading. ▪ Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading. ▪ Read aloud from a personal choice of texts to entertain and inform an audience. ▪ Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television.

Reading: Sample Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the teaching of reading capacity are inherent in the content detailed on the previous page.

- Reading to pupils.
- Modelled reading by teacher / pupil.
- Guided reading.
- Shared reading.
- Independent reading.
- Performance reading.
- Paired-reading.
- USSR – Uninterrupted Sustained Silent Reading.
- Research reading.
- Encouraging use of class / city library.
- Book Fairs.
- Project work.
- Recalling, retelling, predicting.
- Analysis, explanation, mood, issues, theme.
- Inference.
- Deduction.
- Summarising.
- Evaluation.
- Correlation, classification.
- Use of different genres.
- Reading strategies – scanning, skimming, research reading, reflective reading.
- Book discussions involving comparisons of style etc.
- Class reader.
- Class novel.
- CD reading.
- Magazines, newspapers.
- Visit by author, poet.

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.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship.

Writing: Sample Content for Junior & Senior Infants

Creating & Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience and enjoy a print-rich environment. ▪ Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation. ▪ Write and draw frequently. ▪ Write for different audiences. ▪ See personal writing displayed. ▪ Read personal writing aloud and hear it read. 	<ul style="list-style-type: none"> ▪ Learn to form and name individual letters using various materials. ▪ Write and draw. ▪ Understand the left-right, top-bottom orientation of writing. ▪ Develop a satisfactory grip of writing implements. ▪ Copy words from signs in the environment. ▪ Copy letters and words informally as part of class activities. ▪ Write his/her name. ▪ Use labels to name familiar people or things. ▪ Write letters and words from memory. ▪ Become aware of lower-case and capital letters and the full stop. ▪ Develop the confidence to use approximate spelling. ▪ Begin to develop conventional spelling of simple words. ▪ See the teacher model writing as an enjoyable experience. ▪ Choose subjects for drawing and writing. ▪ Choose the form of expression he/she finds appropriate 	<ul style="list-style-type: none"> ▪ Draw a picture and write about it. ▪ Draw and write about everyday experience or about something just learned. ▪ Writing naming words and add descriptive words. ▪ Rewrite sentences to make the message clearer. 	<ul style="list-style-type: none"> ▪ Draw and write about feelings. ▪ Draw and write about things he/she likes and dislikes. ▪ Draw and write about sensory experiences. ▪ Draw and write stories. ▪ Hear a rich variety of stories, rhymes and songs and write about them. ▪ Use mime and role-playing to create imaginary situations and then draw and write about them.

Writing: Sample Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- Provision of print-rich environment e.g. labels, flashcards, posters.
- Teacher as scribe – pupils tell story and teacher writes and pupils may copy / type.
- Compilation of Our News on flip chart pad.
- Scribbling, writing patterns using different media e.g. chalk, crayon, paint.
- Tracing of basic letters on sandpaper and sand, making letters with marla and use of magnetic letters.
- Letter formation including lower case, upper case, capital letters and full stop.
- Making cards and writing simple messages.
- Copying / writing own name, environmental labels, words and simple sentences.
- Writing for different people / purposes e.g. card, name on art work.
- Display personal writing and read pupils' writing aloud.
- Making of little books e.g. My Book about...Autumn.
- Teacher models letter formation on the blackboard / air and pupils imitate.
- Start with dot – left / right, top / bottom. front / back.
- Teach writing grip progressing from chubby crayons to chublets, to chubby pencils to standard pencils.
- Allow children to spell own words – approximate spelling.
- Draw a picture and write about it e.g. name, caption, sentence.
- Add descriptive words to naming words.
- Dominoes – match the start of a sentence with an ending and write.
- Draw and write about feelings e.g. happy face and write word 'happy', I feel sad / happy when...

Writing: Sample Content for 1st & 2nd Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience a classroom environment that encourages writing. ▪ Observe the teacher as he/she models writing stories. ▪ Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. ▪ Experience how a story structure is organised by reading and listening to fiction. ▪ Write regularly for different audiences. ▪ Choose topics to write about. ▪ Explore different genres. ▪ Work with other children when writing. ▪ Have writing valued. 	<ul style="list-style-type: none"> ▪ Experience an abundance of oral language activity when preparing a writing task. ▪ Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing. ▪ Understand that the conventions of punctuation help to make meaning clearer in writing. ▪ Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. ▪ Use approximate spelling as an interim measure in mastering the conventions of spelling. ▪ Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling. ▪ Choose topics for writing after conferring with the teacher. ▪ Have regular opportunities to write for himself/herself or for others. ▪ Decide whether or not to re-draft a piece of writing. ▪ Confer with the teacher and others on the quality of presentation. ▪ Write notes and messages to different audiences. 	<ul style="list-style-type: none"> ▪ Write in a variety of genres. ▪ Write a version of a story told by the teacher. ▪ Write about something that has been learned. ▪ Write the significant details about an event or an activity. ▪ Write an explanation for something. ▪ Re-read work, confer with the teacher or others about it, and then rewrite it. ▪ Write a simple sentence and add words to it to extend its meaning. ▪ Listen to a story and write down questions to ask about it. ▪ Write answers to questions asked by the teacher. 	<ul style="list-style-type: none"> ▪ Express feelings in writing. ▪ Write about experiences. ▪ Listen to the experiences of others and express reactions to them in writing. ▪ Draw and write about sensory experience. ▪ Write about feelings experienced in drama activity. ▪ Draw and write stories and poems. ▪ Express in writing likes and dislikes about events and characters in stories and poems. ▪ Listen to music and write about it.

Writing: Sample Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- Teacher as scribe, modelling story structure.
- Cross-age tutoring – older pupil as scribe for younger pupil.
- Print-rich environment e.g. labels, captions, displays of simple sentences / stories, writing corner.
- Oral preparation for all written work.
- Express feelings in print, write about experiences, write about senses.
- Spelling in accordance with school policy.
- Choose writing topic through brainstorming, mind-mapping, drawing up lists of favourite topics.
- Pupils select own topic to write about.
- Personal writing collections.
- Include pupils' writing in class library.
- Free-writing in personal journal.
- Lists, messages, reminders, letters, invitations.
- Write for self, other pupils, teacher, parents.
- Write the important details of an event e.g. school / local event.
- Class story – each pupil writes 5 – 10 sentences.
- Writing pairs / groups for editing and re-drafting.
- Pupils read own work to class / at assembly.
- Displays of writing in corridor.
- Publish work in an anthology / school newsletter.

Writing: Sample Content for 3rd & 4th Classes

Creating and Fostering the Impulse to Write	Developing Competence, Confidence and the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional and Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience a classroom environment that encourages writing. ▪ Observe the teacher modelling different writing genres. ▪ Use personal reading as a stimulus to writing. ▪ Write stories that explore a variety of genres. ▪ Re-read his/her writing for pleasure. ▪ Choose the audience for which to write. ▪ Choose both the subject and form of his/her writing. ▪ Receive and give positive responses to writing. ▪ See his/her writing valued. 	<ul style="list-style-type: none"> ▪ Write regularly, and gradually extend the period over which a writing effort is sustained. ▪ Engage in the writing of one piece over a period. ▪ Experience varied and consistent oral language activity as a preparation for writing. ▪ Learn to use questions as a mechanism for expanding and developing a story. ▪ Give sequence to ideas and events in stories. ▪ Develop an appreciation of how the intended audience should influence the nature of a piece of writing. ▪ Develop an awareness of the difference between written language and oral language. ▪ Learn to revise and re-draft writing. 	<ul style="list-style-type: none"> ▪ Write in a variety of genres with greater sophistication. ▪ Read a story and write it in his/her own terms. ▪ Read a narrative or expository piece and summarise it. ▪ Write about an idea to explain it to someone else. ▪ Write about why he/she finds an idea attractive. ▪ Write about ideas encountered in other areas of the curriculum. ▪ Write down directions on how to perform a particular process. ▪ Write a list of questions about a particular topic and prioritise them. ▪ Write a sentence and elaborate on it by adding one or more ideas to it. ▪ Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting. 	<ul style="list-style-type: none"> ▪ Express his/her reactions to particular experiences in writing. ▪ Write about experiences and feelings in diary form. ▪ Write about feelings experienced in improvisational drama. ▪ Create stories and poems. ▪ Write extended stories in book form. ▪ Write about favourite moments, characters and events in stories. ▪ Express in writing his/her reactions to poems. ▪ Express in writing his/her reactions to personal reading. ▪ Use his/her own artwork and that of others as a stimulus to writing.

Writing: Sample Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- Personal class diary.
- Poetry writing.
- Pupils write to one another for a specific purpose.
- Party invitation.
- Write a joke book (clarify boundaries).
- Write a quiz on a particular topic.
- Write a set of directions.
- Devise an evacuation plan for the building.
- Collate class rules.
- Give a sentence – each child writes for 5 minutes starting with that sentence.
- Give 6 to 8 words – build a story around them.
- Letters of thanks, complaint, invitation.
- Display pupils' written work – writing corner, corridor display, school anthology / newsletter.
- Encourage pupils to ornament work for display. Create book covers.
- Pupils read written work aloud to class, assembly.
- Write-a-Book.
- Create boxes of facts etc. for projects.
- Brainstorm for story writing and use questions to expand. Sequence events. Discuss different beginnings and endings.
- Paired / group writing.
- Write a book for younger family member / younger classes.
- E-mail pen pal, friend, other school.
- Provide middle of story – tease out beginning and conclusion.
- Use rough work drafts before presenting final copy after discussion with teacher.
- Earmark weeks for poetry, letters etc.
- Read a story to the class and ask them to write a summary.
- Take a paragraph from a familiar story / piece and re-write in own words.
- Select a famous person whom you would like to interview and select questions you would ask.

Writing: Sample Content for 5th & 6th Classes

Creating & Fostering the Impulse to Write	Developing Competence, Confidence & the Ability to Write Independently	Clarifying Thought Through Writing	Developing Emotional & Imaginative Life Through Writing
<ul style="list-style-type: none"> ▪ Experience a classroom environment that encourages writing. ▪ Observe the teacher model a wide variety of writing genres. ▪ Express and communicate reactions to reading experiences. ▪ Experience interesting and relevant writing challenges. ▪ Write for an increasingly varied audience. ▪ Receive and give constructive responses to writing. ▪ See his/her writing valued. ▪ Experience a level of success in writing that will be an incentive to continue writing. 	<ul style="list-style-type: none"> ▪ Write regularly on chosen topics. ▪ Write for a sustained length of time. ▪ Engage in the writing of one piece over a period. ▪ Experience varied and consistent oral language activity as part of the pre-writing process. ▪ Observe the teacher improving writing. ▪ Write independently through a process of drafting, revising, editing and publishing. ▪ Write, without re-drafting, on a given or chosen topic within certain time constraints. ▪ Observe the conventions of grammar, punctuation and spelling in his/her writing. ▪ Use dictionaries and thesauruses to extend and develop vocabulary and spelling. ▪ Explore the possibilities of syntax and sentence structure in reading and writing. ▪ Choose a register of language appropriate to subject and audience. ▪ Choose a form and quality of presentation appropriate to the audience. ▪ Help others with editing their work. ▪ Take part in co-operative writing activities. ▪ Write fluently and relevantly in other areas of the curriculum. ▪ Develop a legible, fluent, personal style of handwriting. ▪ Develop skills in the use of information technology. 	<ul style="list-style-type: none"> ▪ Write in a wide variety of genres. ▪ Examine the characteristics that differentiate written and oral language. ▪ Write for a particular purpose and with a particular audience in mind. ▪ Reflect on and analyse ideas through writing. ▪ Refine ideas and their expression through drafting and re-drafting. ▪ Express and communicate new learning. ▪ Relate new ideas to previous learning. ▪ Use notes to summarise reading material and write an account from the notes. ▪ Sketch an ordered summary of ideas and draft a writing assignment on it. ▪ Argue the case in writing for a particular point of view. ▪ Argue the case in writing for a point of view with which he/she disagrees. ▪ Explore the use of compound and complex sentences in expressing thought. 	<ul style="list-style-type: none"> ▪ Analyse in writing his/her reactions to personal experiences. ▪ Express in writing reactions to the experiences of others. ▪ Write stories and poems. ▪ Write longer stories or a series of related stories in book form. ▪ Keep a personal diary. ▪ Express a personal reaction to ideas, emotions and images encountered in literature. ▪ Express and analyse his/her reactions to poems. ▪ Analyse different interpretations of poems in writing. ▪ Write about the relationship between poems and personal experience. ▪ Write short plays based on activity in improvisational drama. ▪ Express in writing reactions to music, artwork, films, television programmes and videos.

Writing: Sample Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the development of writing capacity are inherent in the content detailed on the previous page.

- Supply print-rich environment e.g. Fallon's posters.
- Narrative:
 - adventure
 - horror
 - plays
 - folk and fairy tales
 - historical
 - mystery
 - magic
 - science
 - fables
 - personal experiences
- Provision of relevant topics.
- Brainstorming, webbing, research, conferencing.
- Note-taking.
- Instructions.
- Newspapers.
- Reports.
- Persuasive text.
- Explanations.
- Formal / informal letters and faxes.
- Reports and reviews.
- Diary.
- Editing, drafting and publishing.
- Spelling, grammar, punctuation and layout.
- Correction, self-correction, use of dictionary, thesaurus.
- Write-a-book.
- E-mail.
- Poetry

Phonological Awareness / Spelling

Hands on Phonics: In junior / senior Infants
Sounds at Work Folens: Junior / Seniors & First
Second – Sixth Class: Spellbound

5th / 6th: Additional work from Sounds O.K.

Spelling Programme in use for the whole school is Spellbound. (Folens)

Handwriting

Handwriting Programme in use in the school is Write here Folens (Juniors – Sixth Class)

* Second Class: Write On Introductory Cursive

Organisational Aspects of Our English Plan

1. Resources

In our school, we have the following resources to facilitate the implementation of our plan:

- Ancillary materials from language scheme which include resource books, posters, worksheets, flashcards, tapes and CDs;
- Well stocked classroom libraries including a selection of Big Books;
- Prim-Ed Copymasters etc.;
- Selection of toys, phones etc.;
- TV and video;
- Digital Camera;
- Tape recorder / CD player in each classroom; and a
- Computer and printer;

2. Parental Involvement

At Doolin NS, we encourage and welcome the involvement of parents in their children's education. Such partnership is exemplified in:

- Annual Parent / Teacher meetings which allow for a discussion of individual children's progress.
- Informal Parent / Teacher meetings convened at the request of the parent or teacher.
- Written communications via the child's Homework Journal.
- Other written communications e.g. School Newsletter.
- Implementation of partnership schemes which include our Shared Reading Programme .

- Opportunities for parents to share their talents and expertise with us e.g. local writers, poets, artists, historians etc.

3. Learning Support and Special Needs

Children with learning difficulties and special educational needs are helped to achieve their potential in the core skills of oral language, reading and writing. Assessment is ongoing and an Individual Learning Plan (ILP) is drawn up and co-ordinated by the Learning Support Teacher in consultation with the class teacher, the pupil & the parents. Specific short-term targets are agreed between all concerned e.g. in relation to reading, homework, handwriting. Regular consultation also takes place with external professionals e.g. Speech Therapist, Occupational Therapist. (Where necessary) The class teacher maintains first line responsibility for the welfare of the child. Suitable resources are provided to meet the learning needs of individual children.

4. Linkage and Integration

While our English Plan is presented under the three strand unit headings of oral language, reading and writing, the practice in this school is that all three strand units are interlinked. The manner in which our plan is organised also provides significant opportunities for its integration with all other curricular areas.

5. Gender Equality

We are committed to the provision of equal opportunities to all our pupils in the implementation of our English programme. Equal opportunities are provided to all pupils to participate in discussions, debates, reading and writing opportunities etc. The use of language and textbooks deemed to be sexist is avoided. Attention is afforded to developmental differences and remedial action is taken where appropriate. We encourage gender awareness through promoting consideration of the roles associated with men and women in literature, the media, advertising etc. as well as consideration of the language associated with such roles.

6. Class Libraries

In our school, a library is located in each classroom.

7. Community Involvement

Pupils display their work in the local church at First Communion and Confirmation occasions.

8. Assessment & Record Keeping

Oral language is assessed informally by each class teacher. Reading is assessed through a combination of teacher observation and standardised testing (Drumcondra Primary Reading Test, Micra T) Diagnostic assessment is administered as required at Learning Support level. Informal assessment by the class teacher is conducted on an ongoing basis. Standardised assessment is administered on an annual basis during the final term. Test results are used to establish the needs of individual pupils and to inform future

planning. Samples of the written work of individual pupils is collated to keep a record of his / her performance in different areas over the period of a school year. Results of formal assessments are collated over the period of a child's attendance at our school.

9. Staff Development

Staff development needs are identified through review and discussion at termly staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed. Responses may include the organisation of a staff development day / session, engagement of external expertise, attendance by a representative of the staff at specific in-service and / or the provision of required resource materials. Notices of upcoming courses are circulated to each staff member. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings or a staff development day.

10. Timetabling

A weekly minimum of three hours is allocated for English in the Infant Classes and four hours from 1st to 6th Classes. Extra discretionary curricular time is allocated to English as appropriate. A significant emphasis is placed on the provision of discrete time for oral language in the Junior to Middle Classes with a greater focus on integrated oral language time in the Middle to Senior Classes.

Success Criteria

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

Oral Language

- Increased confidence and competence in communicating.
- Greater willingness to express opinions and participate in class discussions.
- Improved listening skills.

Reading

- Improved standards in reading.
- Increased involvement in voluntary reading.
- Involvement of parents in shared reading activities.
- Experiencing of reading as an enjoyable pursuit.

Writing

- Greater fluency and explicitness in communicating ideas and experiences.
- Enhanced experience of writing and sharing stories and poems.
- Use of ICT.
- Improved presentation of written work.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents.

Roles and Responsibilities

The implementation of our plan will be supported as follows:

Roles	Person(s) Responsible
Development of schemes of work	Class Teacher
Assessment (Standardised / Diagnostic)	Class Teacher / Learning Support Teacher
Co-ordination of Class Libraries	Class teacher
Purchasing of Resources	Principal
Co-ordination of monitoring and evaluation of plan	Principal

Ratified by the BOM of Doolin NS

Date: _____

Signed: Chairperson: _____

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Purchasing of Resources	Principal
Co-ordination of monitoring and evaluation of plan	Principal

Implementation and Review

The implementation of this (reviewed) plan will commence in September '14. It is intended that it will be implemented in full during this school year. The plan will be reviewed in June 2017 and at the end of every third school year thereafter.

Ratification and Communication

This plan was ratified by the Board of Management of Doolin NS at its meeting on _____. Parents may obtain a copy of this plan from the Principal or it may be viewed on the school website.