

**Whole School Plan for Teaching of English  
Spring 2021**

**Introductory Statement:**

This plan was reviewed and updated in 2021. It is intended to support and guide staff with the implementation of the curriculum and in meeting the intended learning outcomes for children.

**Rationale:**

This plan is intended:

- To support the implementation of the new Primary Language Curriculum.
- To guide teachers in their individual planning of English.
- To re-affirm and promote a thorough, balanced and relevant approach to the teaching and learning of English in our school as outlined in the Primary Language Curriculum.

**Vision and Aims:**

In our school we are committed to the holistic development of all pupils. We see the development of the pupil's ability through oral language, reading and writing as being central to this process. We believe that the ability of our pupils to communicate confidently, to read fluently with understanding and to write legibly and creatively will contribute greatly to the development of their self-esteem. The children will gain more enjoyment with an increased emphasis on oral language, the introduction of a wider range of reading sources and new emphasis on the writing process. This will enable the children to speak, read and write more independently and effectively. The children will be helped to achieve their potential and be prepared to contribute and play a meaningful role in their community.

**Aims:**

We endorse the aims of the Primary School Curriculum for English

- To promote positive attitudes and develop an appreciation of the value of language - spoken, read and written
- To create, foster and maintain the child's interest in expression and communication
- To develop the child's ability to engage appropriately in listener-speaker relationships
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- To enable the child to read and write independently
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

**Curriculum Planning:**

1. Strand and Strand Units
2. Language Programme

3. Assessment and Record Keeping
4. Children with different needs
5. Equality of Participation and access

**Organisational Planning:**

6. Timetable
7. Homework
8. Library
9. Resources and I.C.T.
10. Individual teachers' planning and reporting
11. Staff development
12. Parental Involvement
13. Community Links

**Strand and Strand Units**

The content is presented under three strands:

1. Oral language
2. Reading
3. Writing

Teachers are familiar with the strands and strand units for the English Curriculum for their class levels. The strands and strand units will form the basis for their long and short term planning.

**Language programme**

**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, aesthetic response and language manipulation.
5. Oral language skills need to be explicitly taught
6. There are 5 components to consider when planning for effective oral language instruction

**The 5 components to consider are:**

- Promote Auditory Memory
- Create a Language Learning Environment
- Teach a Variety of Spoken Text Types
- Teach and Extend Vocabulary and Conceptual Knowledge
- Develop Listening and Speaking Skills
- In planning for the teaching of vocabulary, teachers should include Tier 1, Tier 2 and Tier 3 words.

**Approaches and Methodologies**

- Over the Moon Oral Language posters
- Learning and using language through Aistear in Junior and Senior Infant Classes.

### Aistear Topics

	Junior Infants	Senior Infants
September	Myself and My Family	School
October	On the Farm	Witches Den
November	The Doctor	The Cafe
December	Santa's Workshop	Christmas Post Office
January	Africa	The Estate Agents
February	The Vet	Sports Shop
March	Fairy Tales	The Garden Centre
April	Emergency Services	The Zoo
May /June	Holidays	Camping

- Interactive White Board Oral Language Activities.
- Talk Time from 1<sup>st</sup> to 6<sup>th</sup> Class (Lists attached – 1 word each day & revision on Friday)
- Talk and Discussion.
- Story
- Improvisational Drama
- Poetry and Rhyme

### **Reading:**

#### **Broad Objectives:**

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

1. Promote positive attitudes and develop an appreciation of reading
2. Develop print awareness, phonetic awareness, word identification strategies and sight vocabulary.
3. Develop their comprehension and analytical strategies.
4. Expand their understanding and usage of grammar, syntax and punctuation.
5. Expose them to and develop their appreciation of the richness and diversity of reading material.
6. Engage in and enjoy sustained silent reading (D.E.A.R Time)

### **Infant Classes**

- Children will listen to, enjoy and respond to stories, nursery rhymes, poems and songs.
- Play with language to develop an awareness of sounds.
- Enjoy a print rich environment
- Learn to recognise letter sounds and name the letters of the alphabet.
- Use big books to model the reading process and collaborative reading.
- Build up sight vocabulary from Jolly Phonics “Tricky Words”
- Develop phonemic awareness following the Jolly Phonics Scheme.
- Engage in shared reading.
- Re-read, retell, recall, analyse, interpret and talk about parts of stories and poems.
- Pursue and develop initial interests through reading.
- Build sight vocabulary from the English Reading scheme : Over the Moon
- Paired Readers ( Eg : Oxford Reading Tree, Ladybird, Songbirds, Jolly Phonics, Engage Literacy, Rainbow) are given out to children each night.

### **First and Second Class**

- Children will continue to build sight vocabulary from the English Reading scheme and other books read, personal experience and literacy intervention.
- Develop phonemic awareness.
- Build up a sight vocabulary from the Tricky Words in Jolly Phonics and Over the Moon.
- Develop reading skills and styles
- Engage in personal reading, silent reading and reading aloud for an audience
- Develop comprehension strategies
- Perform alphabetical order tasks
- Predict future events and outcomes in stories and re-tell, re-read, recall, analyse, and interpret parts of stories and poems through English Literacy programme.
- Concept of chapters will be introduced.
- Children will engage with a wide variety of text.
- Engage in a formal discussion of books with teacher and others.
- D.E.A.R. time (Drop Everything And Read)
  - Children will have differentiated Flying Start Readers through- out the year.
- Paired Readers (Eg : Oxford Reading Tree, Jolly Phonics, Engage Literacy, Rainbow) are given out to children each night.

### **Third and Fourth Classes:**

- Children will continue to build sight vocabulary from English reading scheme and other books read and personal experience.

- Become increasingly independent readers continuing to self-correct reading errors.
- Explore new interests and perspectives through reading e.g. newspaper articles, poetry and non-fiction.
- Explore different types of text and develop a personal taste in reading.
- Use a variety of strategies when exploring unfamiliar text e.g. phonic, syntactic and contextual.
- Develop basic information retrieval skills.
- Use simple dictionaries effectively

( 3<sup>rd</sup> Class : Collins Dictionary / 4<sup>th</sup> Class **Oxford School Dictionary Edco**)

- Use IT to increase motivation to read and enhance reading development.
- Continue to develop a range of comprehension strategies using narrative, expository and representational reading material, assimilation, deduction, inference, analysis, prediction, evaluation and summarising – in conjunction with the English Literacy Scheme.
- The Building Bridges programme is used throughout the school as a resource and also use of Comprehension boxes (Prim-Ed) to develop Comprehension levels of pupils with reading difficulties.
- Paired Readers ( Eg : Oxford Reading Tree, Engage Literacy, Springboard Connect) are given out to children each night.

#### **Fifth and Sixth Classes:**

- Children will continue to build sight vocabulary from English Reading scheme, other books and personal experiences.
- Achieve proficiency in word identification by refining the different word identification skills e.g. phonic, syntactic and contextual.
- Use root words, prefixes, suffixes, syllabication to recognise and understand words
- Read as an independent reader from a range of different materials e.g. stories, poems, myths, legends, novels and non-fiction texts
- Continue to keep a record of his/her reading
- Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlation to aid deduction, problem solving and prediction.
- Develop study skills such as scanning, skimming, note-taking and summarising
- Read and interpret different types of functional text e.g. forms, menus, timetables, recipes and appropriate non-fiction texts.
- Respond to poetry, fiction, novels, plays and stories read
- Browse through, handle, discuss, recommend and select books for independent reading

- D.E.A.R.
- Paired Reading
  - Dictionarie: Oxford School Edco (keep in school to be carried over to the following year)

**Novels to be completed by each year group : (Choice of 2)**

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Fantastic Mr Fox The Worst Boy in the World	Matilda Gangsta Granny Stanley	War Horse Under the Hawthorn Tree Holes	The Boy in the Striped Pyjamas The Guns of Easter The Boy at the Back of the Class Faraway Home

**Guided Reading (Intervention)**

- Teacher works with 4-6 students in each group.
- Children are grouped according to similarities in reading development and instructional reading levels.
- Teacher introduces strategies, and concepts to support independent reading.
- Every child reads and is supported by teacher.
- Emphasis is on strategic problem solving within appropriate levelled text.

**Phonics and Spellings**

**Junior Infants Phonics**

- Jolly Phonics is introduced in Junior Infant classes in the first term.
- Teachers will work at a child friendly pace and would hope to have all 42 sounds covered by the end of Junior Infants.
- The children with the teacher's guidance can start to blend words after the first six sounds have been introduced.
- Parents need to be familiar with this method and will be informed about this through a meeting with the class teacher in the first term.

**Senior Infants Phonics**

- Teachers will continue the Jolly Phonics scheme and Over the Moon scheme to allow for further work on blending and diagraphs.

**Junior and Senior Infant Spelling:**

- Spellings will not be taught formally to infant classes.
- However, children will be encouraged to use their knowledge of phonics and reading to write simple words and sentences.
- All efforts are encouraged.

- Phonological awareness will be fostered through nursery rhyme and oral rhyming games.

### **First/Second Class:**

- Jolly Grammar 1 & 2 will be used as a resource for spelling in First and Second Class for completion in Third Class.
- Words arising from free writing (Incidental words) will be learnt as necessary.
- Assessment : Friday Tests through Dictation (sentences containing words from the weekly list)
- Teacher to correct these – tick per letter and a dot to represent a mistake (child will write the correction 3 times)

### **Third – Sixth Class**

- Classes will focus on a particular phonic for a 2 week period – Total of 20 spellings
- Ten spellings each week which will include 8 words containing the specific phonic plus two words from Brendan Culligan Spelling list (commonly misspelt words)
- Assessment of spellings will be carried out through dictation.

### **Teaching Points:**

1. Spellings are not taught in isolation.
2. Compile special word charts and displays on the wall in the classroom- often misspelt words.
3. Use of letter strings.
4. Break up words.
5. Use of phonics.
6. Teach words as wholes and in context e.g. say word, put in sentence and the say the word again.
7. Teach words as they arise and build lists from these.
8. Take note of and teach letter strings e.g. -tion is useful in hundreds of words
9. Test spellings by way of dictation

### **Key steps to teaching words:**

1. **Look** at a word.
2. **Say** the Word.
3. **Cover** it.
4. **Write** it down from memory.
5. **Check** if it is correct

### **Assessment of spelling:**

1. Attainment tests e.g. Drumcondra

2. Diagnostic test
3. School test e.g dictation

**Grammar:**

Template : Grammar Topics for each class level :

**Grammar Topics**

Class Level	Topic
<b>Senior Infants</b>	Capital Letters Full Stops Question Marks
<b>First Class</b>	Full Stops Capital Letters Alphabetical Order Verbs / Past Tense Verbs / Future Tense Verbs Irregular Verbs Nouns Adjectives A / an Plurals
<b>Second Class</b>	Capital letters Verbs Alphabetical order Doubling rule Past tense verbs Irregular verbs Nouns Bossy verbs Plurals Tired words Speech marks
<b>Third Class</b>	Punctuation Common and Proper Nouns Adjectives Alphabetical Order Verbs: Present + ing Adverbs Exclamation marks Speech marks Verb tenses Plurals Pronouns Contractions Plurals Conjunctions Apostrophe Prepositions
<b>Fourth Class</b>	Punctuation Nouns Verbs Adverbs

	Speech Marks Adjectives Verbs: Simple and Continuous Plurals Pronouns Exclamation Marks Questions and Statements Commas Prepositions Idioms Contractions Singular and Plural
<b>Fifth Class</b>	Capital Letters Nouns Verbs Verb Tenses Adverbs Commas Pronouns Singular & Plural nouns Adjectives Speech Marks Apostrophes Prepositions Conjunctions Idioms Sentences Parts of Speech
<b>Sixth Class</b>	To follow

**Writing:**

**Broad Objectives:**

The aim of this plan is to provide a structured 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.

**Writing Genres :**

**Infant Classes**

	<b>Junior Infants</b>	<b>Senior Infants</b>
<b>September &amp; October</b>	Recount	Recount
<b>November &amp; December</b>	To Socialise	Procedure
<b>January &amp; February</b>	Report	Narrative
<b>March &amp; April</b>	Narrative	Report
<b>May &amp; June</b>	Procedure	To Socialise

### First & Second Classes

	<b>First Class</b>	<b>Second Class</b>
<b>September &amp; October</b>	Report	Explanation
<b>November &amp; December</b>	Recount	Recount
<b>January &amp; February</b>	Narrative	Report
<b>March &amp; April</b>	Procedure	Procedure
<b>May &amp; June</b>	To Socialise	Narrative

### Third & Fourth Classes

	<b>Third Class</b>	<b>Fourth Class</b>
<b>September &amp; October</b>	To Socialise / Explanation	To Socialise / Persuasive
<b>November &amp; December</b>	Recount	Recount
<b>January &amp; February</b>	Report	Report / Explanation
<b>March &amp; April</b>	Procedure / Narrative	Procedure / Narrative
<b>May &amp; June</b>	Narrative	Narrative

### Fifth & Sixth Classes

	<b>Fifth Class</b>	<b>Sixth Class</b>
<b>September &amp; October</b>	Recount / To Socialise	Recount / Narrative
<b>November &amp; December</b>	Narrative	Explanation / narrative
<b>January &amp; February</b>	Persuasive / Explanation	Explanation
<b>March &amp; April</b>	Procedure	Report / To Socialise
<b>May &amp; June</b>	Report	Persuasive / Procedure

### Handwriting:

Our aim is for pupils to achieve legible, flexible and efficient handwriting at an early stage and to hone this skill through primary school.

### Essential Skills Taught:

1. How to write from left to right and top to bottom.
2. Pencil grip and how to hold a pen or pencil correctly

3. Using correct and consistent shape and size of letters.
4. The importance of using appropriate and consistent spacing of letters and words.
5. How to write in a printed style.
6. How to form and join each letter of the alphabet and to write in a legible cursive script.
7. How to use different forms of handwriting for different purposes.

**Handwriting Scheme:**

Cursive Writing Scheme : Go with The Flow

From September 2021 cursive writing will be introduced from Junior Infants on a staged approach across the school.

**Junior Infants:**

- Introduction to all lower-case letters to be taught in this order :
  1. c,o,a,d,g,q
  2. i, j, l, k, t
  3. r, n, m, h, b, p
  4. u, v, y, w, x, z
  5. e, f, s
- Ready to Write A1 is the book used in this year group.
- Mrs Murphy's Precursive Junior Infants Handwriting copies
- Triangular Grip Pencils
- Formal letter formation starts at the end of Term 1.

**Senior Infants:**

- Revision of all lower-case letters.
- Introduction to Capital Letters to be taught in this order :
  1. C,O,A,D,G,Q
  2. J,I,R,N,M,H
  3. B,P,L,T,F,K
  4. S,E,U,Y,V,W,X,Z
- Ready to Write B1
- Mrs Murphy's Senior Infants Handwriting copies
- Triangular Grip Pencils

**First Class:**

- *Revision and consolidation of work done in Infants.*
- *Introduction to cursive writing, lower case letters only*
- *Handwriting copies*

### **Second Class:**

- *Revision and consolidation of work done in First Class.*
- *Introduction to Cursive Handwriting – Lower case and capitals.*
- *Handwriting copies B4*

### **Third Class:**

*Revision and consolidation of work done in Second Class.*

*We would aim for joined writing by the end of Third Class.*

*Workbook – Just Write 3A (Sentences) Type of copy – handwriting B4 (Carried to 4<sup>th</sup>)*

### **Fourth Class:**

*Revision and consolidation of work done in Third Class.*

*Children will be allowed to use pen at the teacher's discretion.*

*Workbook – Just Write 4B*

*Type of copy – handwriting B4*

*Capital Letters introduced*

### **Fifth and Sixth Class:**

*Revision and consolidation of work done in Third and Fourth Class. Children are encouraged to assess their written work and to continue to develop their Handwriting style.*

*Pen Licence*

*Handwriting Book*

### **General:**

- Handwriting manuscript copies : Teachers are asked to ensure that each child receives regular practice in using these copies and transfer skills into other areas of the curriculum.
- The school recognises that left-handers have different needs from right-handers. Care should be taken in lighting, seating and correct writing tools. Allowance needs to be made for appropriate space and for the paper to be placed to the left of the writer.
- Joined writing must be modelled by teacher at all times – on whiteboard & for corrections.

See Appendix 2 for checklist on writing behaviours

## **Assessment and Record Keeping:**

### **Assessment in Reading:**

- Teacher observation
- Checklists
- Standardised Testing
- Diagnostic Tests
- Teacher designed tasks

Standardised test- Drumcondra Test administered in May/June. M.I.S.T is administered towards the end of Term 2 in Senior Infants. N.R.I.T

### **Assessment in Writing:**

- Teacher observation
- Teacher designed tasks
- Writing profiles- eg. Free Writing samples three times a year (Appendix 3)

### **Assessment in Oral Language:**

- Teacher observation
- Any child with speech/language difficulties may be referred for assessment by a speech/language therapist

### **Record Keeping:**

Class teachers will keep samples and records of children's work which will be used to monitor the child's progress in the school.

## **Children with Differing Needs:**

### **Identification:**

Using teacher observation, results from standardised tests and diagnostic tests, where necessary children with differing needs will be identified. (See Learning Support Policy for more details).

### **As individuals within the classroom:**

Children will read at a level appropriate to their ability. Activities will be differentiated to suit the child's needs. Pair and small group work is recommended to support these children.

### **Children in receipt of Supplementary Teaching:**

The class teacher and Learning Support/Resource/EAL teacher will collaborate and plan targets to specifically meet the children's needs. Special Needs Assistants will assist the children in their individual profile and learning programme.

Station Teaching is implemented in our school from Junior Infants to 2<sup>nd</sup> Class.

Peer Tutoring may be implemented in our school in 3<sup>rd</sup> Class.

### **Resource Materials:**

I.C.T. hardware and software may be used by children differing needs.

**Equality of Participation and Access:**

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. We encourage gender awareness.

**Timetable:**

Infants : 4 Hours

1<sup>st</sup> to 6<sup>th</sup> Class : 5 Hours

Specific time for discrete oral language will be implemented at each teacher's discretion as necessary. Discretionary time can also be used when necessary. Language learning can be developed through integrated activities and cross curricular themes.

**Homework:**

- Children engage in English homework assignments.
- They may be given oral reading and writing activities.
- Children with differing needs are assigned work suitable to their needs and abilities.
- The class teacher and Learning Support/Resource/EAL teacher may work together in setting assignments for children with differing needs.

**Library:**

- Children are encouraged to become members of Kilcock Library.
- Teachers may bring their classes to the library as part of the English Curriculum.
- Children select books for their own use in class when they visit the library.
- A wide range of books are available in the class libraries. A range of abilities are catered for at all levels.
- Children are encouraged to read books from class library..

**Resources and ICT:**

**Reading:**

Over the Moon (Junior Infants to 6<sup>th</sup> Class)

Flying Start Books for Guided Reading Levels 1 - 33

Selection of novels, non-fiction books and poetry anthologies in each class

Big Books

Paired Reading Books

Read aloud Books

**Spelling:**

High frequency lists e.g Dolch Lists

Teacher designed spelling tasks

Jolly Phonics Grammar and Spelling

Brendan Culligan Spelling Programme

Phonological Awareness:

Prim Ed Books  
Over the Moon Activity Books

Oral Language:

Games  
Posters  
Practical Language activities  
Twenty Steps towards Oral Language Development  
Prim Ed Oral Language Books  
Talk Time

Writing:

Ready to Write  
Just Write  
Mrs Murphy's Handwriting Copies  
Dictionaries

Stimuli:

Posters  
Pictures  
Music  
Poetry  
Fiction

ICT Software:

- ❖ Over the Moon website
- ❖ Digital Camera can be used to aid creative writing process.
- ❖ Children are encouraged to use ICT to present some of their work.
- ❖ Authors, poets etc. can be researched using the internet. Children are monitored when using the internet to ensure safe usage.

**Individual Teachers Planning and Reporting:**

- The whole school plan and curriculum documents provide information and guidance for individual teachers for their long and short term planning.
- The Cuntas Miosúil enables the teacher to review what they have done and it will allow them to plan for the following terms. It will help the teacher who will have the children the following year to know what is covered and avoid repetition.

**Staff Development:**

- Teachers have access to current research, resource materials and websites dealing with language and learning.
- There are many valuable courses offered in English in Kildare Education Centre as well as through online providers. These take place during the summer and also as evening courses during term time. Notices about these are displayed in the staffroom and teachers are encouraged to attend as part of their own professional

development. Teachers are encouraged to share their expertise from these courses. They are discussed at staff meetings and on planning days.

- Teachers can avail of outside support in English from the PDST.
- Learning Support/Resource teacher/EAL Teacher shares ideas/expertise regularly in the classroom.
- PLC

### **Parental Involvement:**

#### **Oral Language:**

- Parents are made aware of the central importance of oral language in the curriculum. They are asked to assist children when they are given oral language homework.

#### **Reading:**

- Parents are asked to encourage their children to read to them and with them. They can involve themselves in shared reading with their younger children and children with differing needs.
- Parents can also make their children aware of environmental print.
- We encourage parents to allow their children to join and avail of Kilcock Library.

#### **Writing:**

- Children are encouraged to share their writing with their parents. Parents can see their children's writing when it is displayed on noticeboards throughout the school.
- Information is shared with parents at meetings, informal parent/teacher meetings, discussion at annual parent teacher meetings, written communication through the child's journal, and through our School Website, Newsletter.

### **Community Links:**

- Local storytellers/authors/poets may read to children
- Events in Libraries
- Children are encouraged to write stories/articles for local competitions
- Children may interview local people as a basis for their own writing e.g. grandparents and others regarding history and folklore.
- Children's work may be displayed on school noticeboards, community or church on sacramental occasions.

### **Success Criteria:**

We will know the plan is being implemented by:

- Teachers preparation based on this plan
- Procedures outlined in this plan being consistently followed

We will know that this plan has achieved its aim by:

- Feedback from teachers/parents/pupils/community
- Inspectors suggestions/reports

The plan will enhance pupil learning by:

- Children having a positive attitude and appreciation of the value of language-spoken, read and written

- Children having an interest in expression and communication
- Children having the ability to engage appropriately in listener/speaker relationships
- Children having competence and confidence in listening, speaking, reading and writing
- Children engaging with a wide variety of genre in reading and writing
- A process approach evident in writing
- Comprehension and higher thinking skills being developed through oral language, reading and writing
- Children's emotional, imaginative and aesthetic development being enhanced through oral reading and writing experiences

**Implementation:**

This plan will be supported, developed and implemented by the teaching staff of St. Joseph's N.S.

It will be co-ordinated by the English Post Holder who will accept feedback on it, monitor it and discuss with staff.

**Review:**

This plan will be reviewed at the end of every two school years.

Those involved in the review will be:

- Teachers
- Pupils
- Parents
- Plan co-ordinator and Literacy Team
- Board of Management/Department of Education

**Ratification and Communication:**

Ratification by Board of Management at Board Meeting on 11<sup>th</sup> October 2021.

### Checklist: Writing Behaviours

Name: ..... Age: ____ Date : _____	Always	Sometimes	Never
Forms alphabet letters			
Has direction/return sweep			
Leaves space between words			
Uses initial consonants			
Uses dominant consonants			
Has consonant framework			
Uses some vowels			
Makes close approximations			
Writes some words independently			
Locates unknown words in the environment			
Uses upper/lowercase letters			
Uses punctuation			
Writes one sentence			
Writes two sentences			
Writes a page			
Generates quality ideas			
Writes in different genres			
Proofreads/Edits			

## Checklist: Some Early at Risk Indicators

(Motor Development)

**Class:**

**Date:**

**Class Teacher:**

**Support Teachers:**

	Pencil Grasp	Copying Shapes	Use of Scissors	Writing own name	Drawing
Pupil 1					
Pupil 2					
Pupil 3					
Pupil 4					

**Please comment on the following:**

**Pencil Grasp:** Can the pupil hold a pencil or drawing instrument in an appropriate manner in order to make marks on paper?

**Copying Shapes:** Can the child copy such shapes as a circle, a square, a triangle and a diamond?

**Use of scissors:** Can the child cut paper with some degree of control?

**Write own name:** Can the child write own name unaided?

**Drawing:** Can the child draw a picture of themselves?

## Free Writing

### What is Free Writing?

1. Allow 10 – 15 minutes of *free writing* once per week.
2. *Free writing* should be just that, 10 – 15 minutes when the children can write freely.
  - It should be in a special copy.
  - It should be dated.
  - Children should be told beforehand that it will not be marked, corrected or criticised.
  - Children may be given an opportunity to read what they have written to the teacher.
  - There should be no pressure on children to “*produce*” an amount of writing.
  - The reluctant writer may use pictures to convey a message.

### What is the purpose of free writing?

Free writing allows the teacher to assess and monitor where the learner is at. It indicates what the common writing behaviours in my class are and provides me with a starting point for my teaching. I can use the children’s common writing errors as focus/ teaching emphases when modelling writing.

### Sample Letter for Parents in Free Writing copy

Children in our school keep a “Free Writing copy”. They are encouraged to write freely on a number of occasions during the week in school in this copy.

Having an audience is an important part of the writing process. Children are encouraged to read their free writing to the teacher, to the class, or to you at home. Children’s writing may be published in our newsletter and on our website.

The free writing copy will not be marked or corrected by the teacher, but will be read by the teacher.

The children enjoy this approach to writing and are very proud of their work. Free writing allows the teacher to assess and monitor their progress. It gives children confidence to write.

Children learn to walk by walking; children learn to talk by talking and children learn to write by writing. We hope you enjoy their writing.

## Talk Time Vocabulary

### Class: Junior Infants

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. leak 2. repair company 3. table cloth 4. cutlery	1. ingredients 2. burning 3. delicious 4. broken	1. microwave 2. washing machine 3. food processor 4. kettle	1. aunt 2. uncle 3. cousin 4. grandparents
<b>October</b>	1. harvest 2. scarecrow 3. fresh 4. crops	1. rhubarb 2. turnip 3. cauliflower 4. aubergine	1. weighing scales 2. shopkeeper 3. shop assistant 4. customer	1. till 2. change 3. price 4. receipt
<b>November</b>	1. nurse 2. doctor 3. patient 4. surgeon	1. receptionist 2. sling 3. cast 4. crutches	1. bandage 2. x-ray 3. wheelchair 4. thermometer	1. stethoscope 2. injection 3. details 4. visitor
<b>December</b>	1. Ms Claus 2. elves 3. sleigh 4. reindeer	1. design 2. make 3. assemble 4. wrap	1. quality control 2. delivery 3. hammer 4. screwdriver	1. drill 2. naughty 3. sneaking 4. emails
<b>January</b>	1. Africa 2. market 3. basket 4. crafts	1. spices 2. jewellery 3. produce 4. stalls	1. canopy 2. seller/vendor 3. refund 4. stock	1. safari 2. jeep 3. guava 4. mango
<b>February</b>	1. Vet 2. waiting room 3. medication 4. vaccination	1. prescription 2. injured 3. information 4. leash	1. leaflets 2. cage 3. hutch 4. coop	1. stable 2. kennel 3. grooming 4. heart monitor
<b>March</b>	1. puppet 2. theatre 3. show 4. ticket box	1. audience 2. puppeteer 3. interval 4. speakers	1. usher 2. refreshments 3. applause 4. characters	1. performance 2. stage 3. booth 4. standing ovation
<b>April</b>	1. fire-fighter 2. helmet 3. dangerous 4. badge	1. torch 2. emergency 3. rescue 4. siren	1. ladder 2. hose 3. equipment 4. alarm	1. fire pole 2. flames 3. canteen 4. safety
<b>May</b>	1. airport 2. aeroplane 3. suitcase 4. passport	1. x-ray machine 2. check-in 3. security 4. pilot	1. departures 2. arrivals 3. boarding pass 4. flight attendant	1. luggage 2. conveyor belt 3. packing 4. travelling
<b>June</b>	1. refreshing 2. sandals 3. goggles 4. sunscreen	1. swimming togs 2. barbecue 3. sunbathe 4. humid	1. heat wave 2. ocean 3. coast 4. cooler box	1. protection 2. hobbies 3. lifeguard 4. sand dunes

# Talk Time Vocabulary

## Class: Senior Infants

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. principal 2. caretaker 3. secretary 4. parent	1. typing 2. helping 3. phoning 4. congratulating	1. stationary 2. allergies 3. first aid 4. injured	1. intercom 2. hammer 3. screwdriver 4. photocopier
<b>October</b>	1. dream 2. nightmare 3. bones 4. crawling	1. baking 2. puddle 3. bubbling 4. cackling	1. goosebumps 2. rotten 3. squeaking 4. mixing	1. frightened 2. darkness 3. friendly 4. delivery
<b>November</b>	1. counter 2. napkin 3. credit card 4. cash	1. condiments 2. bill 3. tip 4. cashier	1. manager 2. customer 3. order 4. serve	1. decide 2. caution 3. spotless 4. damp
<b>December</b>	1. parcel 2. weight 3. post 4. envelopes	1. stamp 2. queue 3. advertisements 4. enormous	1. patient 2. grumpy 3. gather 4. return	
<b>January</b>		1. rent 2. spend 3. brochures 4. appointment	1. viewing 2. question 3. miserable 4. directions	1. list 2. grumble 3. curious 4. implore
<b>February</b>	1. tight 2. loose 3. receipt 4. refund	1. exchange 2. expensive 3. cheap 4. contest	1. training 2. complaining 3. sneaky 4. jitters	1. volunteers 2. stern 3. tossed 4. extraordinary
<b>March</b>	1. reason 2. answer 3. describe 4. rumbling	1. slouch 2. strode 3. thunderous 4. swaying	1. fabulous 2. gobble 3. magnificent 4. marvellous	
<b>April</b>		1. scrumptious 2. slumped 3. wonderful 4. starving	1. rescue 2. fetch 3. giant 4. fragrance	1. colourful 2. fact file 3. escape 4. firm
<b>May</b>	1. enclosure 2. furry 3. spotty 4. feathery	1. scaly 2. ginormous 3. slithering 4. galloping	1. waddling 2. entrance 3. information 4. stroke	1. secretly 2. forcefully 3. chanted 4. migratory
<b>June</b>	1. hiking 2. repellent 3. wilderness 4. reception	1. upset 2. afford 3. essential 4. collapse	1. amazing 2. soaking 3. delicious 4. mysterious	1. adventure 2. howl 3. moaned 4. transformed

## Talk Time Vocabulary

### Class: First Class

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. doodles 2. important 3. strict 4. buildings	1. chimneys 2. everyone 3. pupils 4. slot	1. together 2. fantastic 3. seasons 4. beginnings	1. hibernate 2. celebrate 3. proud 4. people
<b>October</b>	1. needle 2. insects 3. cushion 4. female	1. wise 2. active 3. different 4. noise	1. skeleton 2. favourite 3. difference 4. squeeze	1. exercise 2. pyjamas 3. astronaut 4. gravity
<b>November</b>	1. better 2. worried 3. dream 4. welcome	1. boogie 2. complain 3. remember 4. molar	1. boosts 2. hurling 3. librarian 4. agreed	1. volunteer 2. character 3. success 4. special
<b>December</b>	1. streamed 2. viewers 3. practise 4. instruments	1. whispered 2. experiments 3. celebrity 4. rehearsal	1. eager 2. glee 3. clung 4. especially	1. actress 2. announced 3. decided 4. comfortable
<b>January</b>	1. council 2. passports 3. cousin 4. incredible	1. nuisance 2. allergy 3. traces 4. squished	1. competition 2. shrugged 3. scurry 4. leaping	1. escaped 2. mascot 3. zookeeper 4. vervet
<b>February</b>	1. nervous 2. subject 3. crawled 4. beautiful	1. wondered 2. typed 3. lonely 4. floorboard	1. hospital 2. invited 3. colourful 4. stilts	1. attention 2. tightly 3. exit 4. families
<b>March</b>	1. community 2. raise 3. wreaths 4. ribbon	1. cucumber 2. craft 3. thread 4. knot	1. challenged 2. recipes 3. inspired 4. puncture	1. boiled 2. decision 3. discolour 4. axles
<b>April</b>	1. championship 2. tournaments 3. unknown 4. popular	1. trophy 2. dunk 3. style 4. temperature	1. whiskers 2. accidentally 3. carnival 4. parades	1. bicycle 2. poison 3. rainforest 4. national
<b>May</b>	1. happiest 2. checklist 3. hornet 4. sleepover	1. envelope 2. collection 3. scavenger 4. swimsuit	1. postcard 2. tradition 3. burned 4. permanent	1. comics 2. aeroplane 3. central 4. reminded
<b>June</b>	1. fortunate 2. confident 3. toss 4. delighted	1. thrilled 2. glum 3. despair 4. ecstatic	1. cheerful 2. jolly 3. gloomy 4. tearful	1. glad 2. pleased 3. mean 4. nasty

## Talk Time Vocabulary

**Class: 2<sup>nd</sup> Class**

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. moist 2. record 3. convinced 4. allergic	1. lining 2. gnashers 3. bizarre 4. certain	1. trio 2. attend 3. bound 4. object	1. overlap 2. bulky 3. transfer 4. attach
<b>October</b>	1. scattered 2. gather 3. harsh 4. grunt	1. survive 2. rough 3. vibrate 4. magnify	1. aware 2. mindful 3. notice 4. attention	1. 2. 3. 4.
<b>November</b>	1. entire 2. stroll 3. sluggish 4. savoury	1. bliss 2. stench 3. disgusting 4. envy	1. crams 2. improving 3. caked 4. squelched	1. device 2. complete 3. howl 4. disrupt
<b>December</b>	1. twitch 2. issue 3. struck 4. upgrade	1. culture 2. assemble 3. template 4. selection	1. traditional 2. rumbling 3. nation 4. dash	1. clatter 2. utter 3. despair 4. rut
<b>January</b>	1. whizz 2. headquarters 3. berserk 4. prepped	1. eager 2. transform 3. rarely 4. isolated	1. perished 2. halt 3. fascinate 4. discover	1. thrilled 2. represent 3. recent 4. brochure
<b>February</b>	1. smooth 2. express 3. trace 4. drone	1. 2. 3. 4.	1. preach 2. amaze 3. unable 4. luxury	1. refer 2. restore 3. capture 4. escape

<b>March</b>	1. tremendous 2. solid 3. talented 4. witness	1. positive 2. tangled 3. confused 4. disability	1. warn 2. chant 3. cackle 4. smear	1. dab 2. immediate 3. shudder 4. petrified
<b>April</b>	1. 2. 3. 4.	1. 2. 3. 4.	1. extreme 2. ridiculous 3. concoct 4. expose.	1. instantly 2. regret 3. impact 4. eventually
<b>May</b>	1. apply 2. inspired 3. heirloom 4. approximately	1. uncovered 2. finely 3. heaped 4. succeed	1. enchanted 2. smirk 3. frown 4. whined	1. plodded 2. struck 3. fluttered 4. devour
<b>June</b>	1. soaked 2. murky 3. occupy 4. miserable	1. yapping 2. gasped 3. ragged 4. traits	1. scorcher 2. surround 3. ancient 4. retrieve	1. tempt 2. tremble 3. strained 4. remarked

## Talk Time Vocabulary

### Class: 3<sup>rd</sup> Class

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. clatter 2. bewildered 3. valuable 4. precious	1. magnificent 2. grotesque 3. elegant 4. obnoxious	1. aggressive 2. adorable 3. howl 4. caked	1. cram 2. envy 3. disgusting 4. stench
<b>October</b>	1. bliss 2. savoury 3. stroll 4. youthful	1. ancient 2. wonder 3. wise 4. wealthy	1. smooth 2. observe 3. nibble 4. nervous	1. luxury 2. leap 3. invent 4. greedy
<b>November</b>	1. frighten 2. excess 3. demolish 4. damp	1. curious 2. courage 3. effortless 4. gaze	1. precarious 2. amusing 3. exceptional 4. sweltering	1. appetizing 2. exquisite 3. infatuation 4. significant
<b>December</b>	1. atrocious 2. marvellous 3. tremble 4. fatigued	1. refuge 2. awestruck 3. thermal 4. spoil	1. witty 2. conceal 3. commemorate 4. glimpse	1. enchanted 2. essential 3. complimentary 4. majestic
<b>January</b>	1. beastly 2. lean 3. crook 4. plump	1. sly 2. creep 3. lurk 4. delicate	1. cocky 2. tenderly 3. glum 4. quiver	1. gloomy 2. murderous 3. prowl 4. extraordinary
<b>February</b>	1. pollution 2. durability 3. recycle 4. clog	1. complex 2. mild 3. modern 4. fascinating	1. curious 2. endurance 3. embark 4. pursuit	1. charted 2. trek 3. shield 4. vicious
<b>March</b>	1. fascinated 2. curious 3. research 4. discarded	1. compose 2. compress 3. invent 4. regulate	1. domestic 2. intense 3. roused 4. express	1. blossom 2. cosmetic 3. dazzling 4. inspire
<b>April</b>	1. admiring 2. lament 3. astonish 4. convince	1. enraged 2. dismal 3. ecstatic 4. bizarre	1. germinate 2. variety 3. stewed 4. encourage	1. enrich 2. spindly 3. contract 4. submerge
<b>May</b>	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.
<b>June</b>	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.	1. 2. 3. 4.

2 weeks school holidays and 2 weeks for revision

## Talk Time Vocabulary

### Class: 4<sup>th</sup> Class

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. socialise 2.harsh 3.clarify 4.reconsider	1.blagged 2.urgent 3.stumped 4. binding	1.affirmations 2.tension 3.blushing 4.panicky	1.bulletin 2.slick 3. nuisance 4. focus
<b>October</b>	1. persuasive 2. jostling 3.dammed 4. extinct	1. fearsome 2. endangered 3.habitats 4. unique	1. runt 2.injustice 3.pitcher 4. sopping	1. weakling 2. untimely 3. promptly 4.blissful
<b>November</b>	1. recount 2. freight 3.fortunate 4. specimen	1. motion 2. mound 3. lapsed 4. restless	1. precisely 2. first-class 3. steamer 4. porters	1.gain 2. errands 3. honestly 4 .sight-seeing
<b>December</b>	1. soared 2. precious 3.alerting 4. firm	1.accomplishment 2. mission 3. prosperous 4. festivities	1. charismatic 2. overawed 3. tidings 4. famished	1. declined 2. benevolence 3. dowry 4. weary
<b>January</b>	1.impeccable 2.abstract 3.re-envisioned 4. futuristic	1.dynamic 2.dismantled 3. embarked 4. persisted	1.dealership 2.prototypes 3. exotic 4.inspirational	1. interior 2. baffled 3. activist 4. initially
<b>February</b>	1. explanation 2.flexible 3. vertebrate 4. sanctuary	1.conservation 2. breaching 3. bulbous 4. robust	1. combusts 2.friction 3.sturdy 4.rotate	1. ancient 2. manufactured 3. offspring 4. knapping
<b>March</b>	1.procedure 2.stalks 3.tricolour 4.puree	1. simmer 2. liquefied 3. coarsely 4. skillet	1. infer 2. crinkle 3.clasped 4. patterned	1. form 2. summarise 3.thoroughly 4. aluminium
<b>April</b>	1.version 2. malleable 3. brim 4.gunge	1. curdles 2. basic 3. predicament 4 deemed	1. dedication 2. patient 3.span 4. gaze	1. trilling 2. frantic 3.stampede 4. termite
<b>May</b>	1. encounter 2.crave 3. guzzled 4.sensation	1. lethal 2. vital 3.ravenous 4.excruiationally	1.putrid 2. perish 3. scenario 4. undoubtedly	1. swerved 2. hollered 3.lever 4. aviary
<b>June</b>	1. conducive 2. detect 3.ruffled 4. perched	1.influence 2.generate 3. classify 4. approximate	1. distinguish 2. clarify 3.demonstrate 4. consistent	1. estimate 2. resident 3. categorise 4. absorb

## Talk Time Vocabulary

**Class: 5<sup>th</sup> class**

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. particle 2. obsess 3. pace 4. furious	1. accumulate 2. barrier 3. obstruct 4. infest	1. request 2. modest 3. co-operation 4. charming	1. vacation 2. communicate 3. catalogue 4. enclose
<b>October</b>	1. abandon 2. fascination 3. imitate 4. undermine	1. abysmal 2. resume 3. violate 4. ignorant	1. inclusion 2. portable 3. potential 4. mimic	1. startle 2. stern 3. drawl 4. scowl
<b>November</b>	1. splendid 2. inquisitive 3. intend 4. muffle	1. gracious 2. grumble 3. temper 4. passage	1. covet 2. manipulate 3. infuriate 4. engross	1. scoff 2. inherit 3. outwit 4. amend
<b>December</b>	1. destitute 2. endeavour 3. anonymous 4. dismal	1. idle 2. resound 3. melancholy 4. astonish	Christmas	Christmas
<b>January</b>	1. necessary 2. interact 3. substitute 4. deprivation	1. optimistic 2. tactics 3. ration 4. irritable	1. quarrel 2. scarce 3. barren 4. rotate	1. visible 2. habitable 3. collide 4. concede
<b>February</b>	1. majestic 2. ooze 3. bulge 4. spurt	1. scarred 2. toils 3. hosts 4. vents	Midterm	
<b>March</b>	1. temporary 2. oblige 3. routine 4. submission	1. distress 2. soar 3. ventilate 4. essential	1. memorise 2. detect 3. volunteer 4. assume	1. unintelligible 2. irrelevant 3. intercept 4. suspicious
<b>April</b>	Easter	Easter	1. official 2. restless 3. suspense 4. decode	1. preparation 2. admit 3. requirements 4. elementary
<b>May</b>	1. transparent 2. nocturnal 3. agile 4. cumbersome	1. monumental 2. breach 3. endanger 4. stealthy	1. outskirts 2. foundation 3. dismantle 4. components	1. opponent 2. interior 3. reconcile 4. commission
<b>June</b>	1. sensational 2. remarkable 3. perilous 4. stamina	1. debut 2. amateur 3. perseverance 4. fateful	Revise	Revise

## Talk Time Vocabulary

**Class: 6<sup>th</sup> Class**

	Week 1	Week 2	Week 3	Week 4
<b>September</b>	1. scoured 2. intensive 3. confined 4. revealed	1. criticised 2. summoned 3. figurines 4. sought	1. convenience 2. ornament 3. courtyard 4. moral	1. culture 2. daydream 3. emerge 4. campaign
<b>October</b>	1. tragic 2. captor 3. civilised 4. detect	1. rumoured 2. doomed 3. fatal 4. cargo	1. tenant 2. warped 3. gaping 4. sprawled	1. measly 2. breach 3. content 4. asylum
<b>November</b>	1. provoked 2. paradise 3. muttered 4. ingratitude	1. vermin 2. conscience 3. plagued 4. brute	1. seized 2. provisions 3. suspicious 4. startled	1. standstill 2. tattered 3. hesitate 4. brutality
<b>December</b>	1. unsuspecting 2. ventures 3. conditions 4. trampled	1. prevented 2. conquered 3. regular 4. participate	1. impose 2. limitations 3. potential 4. altitude	1. extreme 2. permits 3. summit 4. hazard
<b>January</b>	1. diverse 2. dynamic 3. marine 4. thrives	1. transparent 2. vital 3. teeming 4. specialised	1. innocent 2. confidant 3. distinctive 4. conceal	1. vendetta 2. successive 3. endurance 4. nemesis
<b>February</b>	1. obviously 2. mundane 3. exclusive 4. maiden	1. inevitable 2. obsessed 3. relentless 4. privilege	1. consumed 2. appreciation 3. citizen 4. conceited	1. considerate 2. fortunate 3. approximate 4. desperate
<b>March</b>	1. reserved 2. moment 3. documented 4. overwhelm	1. entire 2. enthusiast 3. vary 4. anticipate	1. persuade 2. evidence 3. stakes 4. vigorous	1. sedentary 2. society 3. intrusion 4. principle
<b>April</b>	1. inadequate 2. attractions 3. justify 4. faltering	1. mental 2. disregard 3. conservation 4. dependent	1. prolonged 2. proportion 3. adhere 4. recipient	1. strangely 2. void 3. barely 4. instincts
<b>May</b>	1. preserve 2. luminous 3. converge 4. projected	1. perception 2. deceptive 3. several 4. illusion	1. circumstances 2. vision 3. harass 4. impact	1. Ecstatic 2. Incoherent 3. Bewildered 4. Motionless
<b>June</b>	1. Curiosity 2. constant 3. flinched 4. garment	1. deteriorated 2. perched 3. spluttered 4. candid	1. indicate 2. gingerly 3. sincere 4. mercilessly	1. commentary 2. chaotic 3. confidential 4. hunched