

Whole School Plan for Teaching of English

Introductory Statement:

This plan was reviewed and updated in 2024. 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:

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

Strands and Elements

The content is presented under three strands:

1. Oral language
2. Reading
3. Writing

Teachers are familiar with the strands and elements for the English Curriculum for their class levels. The strands and elements 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

Approaches and Methodologies

- Over the Moon Oral Language posters
- Learning and using language through Aistear in Junior and Senior Infant Classes.
- Interactive White Board Oral Language Activities.
- Talk and Discussion.
- Story
- Improvisational Drama
- Poetry and Rhyme

Playful learning

- Playful Learning is a teaching methodology to be used in all classes to support the teaching of Oral language.
- Specific topics are taken from the school's English scheme for the Infant Classes – see **Appendix 1**

Talk Time

- Talk Time from Junior Infants to 6th Class (**Lists attached Appendix 2** – 2 words to be taught per week)
- Words are Tier 2 words selected from themes across each year group.
- Talk time should be scheduled on weekly timetable.

- List of Talk Time words should be inside the door of the Teacher's cupboard. (Teachers will also be provided with a list of last year's Talk Time vocab to encourage use of language outside of specific lesson)
- Talk Time words need to be included in fortnightly plans
- Talk Time vocab to be sent home with the weekly email.
- Dojo Points awarded to children using the words in context outside of the lesson
- Share Talk Time vocab with their SNAs and SET team, and encourage SNAs and SET to use this vocab informally.
- Talk Time words should be displayed in classrooms.
- Bank of resources are available on Literacy Google Drive.

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" and Dolch 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) 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 Dolch List 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)
- Paired Readers (Eg : Oxford Reading Tree, Jolly Phonics, Engage Literacy) 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 - Dictionaries are to be kept in classrooms.
 - 3rd Class : Collins Primary Learners Dictionary
 - 4th 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, O'Brien Panda books) 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
 - Dictionary: Oxford School Edco (keep in school to be carried over to the following year)

Literacy Intervention (where possible & where needed)

- 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.

Reading Comprehension

- Comprehension Strategies are taught using the Building Bridges of Understanding Programme and Over the Moon programme.
- Building Bridges of Understanding is available on the school Literacy Resources Google Drive.
- All Comprehension Strategies highlighted in blue are new to this class level.
- See attached **Appendix 3** for strategies to be taught at each class level.

Phonics and Spellings:

Junior Infants Phonics

- Phonological Awareness Programme will be completed prior to the introduction of Jolly Phonics – We use the Jennifer O Sullivan Phonological Awareness Programme.
- Jolly Phonics is introduced in Junior Infant classes towards the end of 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.
- Letter names are introduced informally throughout Junior Infants.

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:

- Children will be introduced to a version of the Brendan Culligan Spelling Programme.

Third – Sixth Class

- Brendan Culligan Spelling Programme.

General Spelling 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.

Assessment of spelling:

1. Attainment tests e.g. **Drumcondra**
2. Diagnostic test
3. Dictation
4. Observation of written work

Grammar:

- See **Appendix 4** for Grammar to be taught by each year group.

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

3rd Class	4th Class	5th Class	6th 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

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:

	1st, 3rd & 5th Class	2nd, 4th & 6th Class
Term 1	Recount	Recount
Term 2	To Socialise	Procedure
Term 3	Report	Narrative

- Each genre to be taught over the course of a term and children should be given lots of exposure to examples in reading and lots of opportunities to write using the genre.
- Teaching instruction should be scaffolded with a gradual release towards independent writing with very clear success criteria in each genre.
- Writing to Socialise to be taught incidentally as opportunities arise.
- JI and SI follow the Over the Moon Programme

Handwriting:

- Our aim is for pupils to achieve legible, flexible and efficient cursive 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 – pick up the pencil between the thumb and index finger, flick it back and place the middle finger underneath.
3. Correct posture – sit at the table with both feet on the floor. Pull your chair in and sit up straight. Your non-writing hand should steady the paper.
4. Using correct and consistent shape and size of letters.
5. The importance of using appropriate and consistent spacing of letters and words.

6. How to form and join each letter of the alphabet and to write in a legible cursive script.

Handwriting Scheme:

- Cursive Writing Scheme: Go with The Flow
- Classes will follow the Go with the Flow programme & complete letters in the correct sequence – according to their frequency of occurrence.
- Children write upper and lower case letters as separate flowing letters prior to joining the letters – therefore there is **no joining of letters in Junior and Senior Infants**.
- Use the language of “leading in and out”.

Junior Infants:

- Children spend Term 1 developing their fine motor skills, pencil grip, paper position and posture.
- Go with the Flow A is the book used in this year group.
- Triangular Grip Pencils are used.
- Formal letter formation starts in Term 2.
- Letters taught in Junior Infants (in this order) : e, t, a, l, T, o, i, n, s, W, S, h

Senior Infants

- Go with the Flow B is the book used in this year group.
- Triangular Grip Pencils are used.
- Letters to be taught in Senior Infants (in this order) : r, d, l, u, c, m, f, g, y, H, A, B, y, M, p, N, O, D, L, w, b, v, k, F, C, G, E, P, R, J, K, U, Q, V, X, x, j, q, z, Z

First Class:

- Revision and consolidation of work done in Infants.
- Go with the Flow C is the book used in this year group.
- Children revise all lower and upper case letters – children are now familiar with their reading and writing alphabets.
- Children will start to join their letters- practice two-letter joins- these can be at beginning, middle or end of words.

Second Class:

- Revision and consolidation of work done in First Class – horizontal joins, capital letters and high frequency two-letter words.
- Focus on treble blends, trigraphs, high frequency words and other familiar three-letter combinations.
- Progress to three, four, five, six and seven- letter words.
- Days of the week, months, numbers are also practiced.
- Go with the Flow D is the book used in this year group.
- Handwriting copies are used to focus on letter size.

Third Class:

- Go with the Flow E is the book used in this year group.
- Focus on copying complete sentences – all difficult joins, all lower and upper case letters are again practised.

Fourth Class:

- Go with the Flow F is the book used in this year group.
- Pen Licence
- Attention is drawn to letter size, spacing between words & basic punctuation.
- Practicing complete sentences will enable children to improve uniformity of letter size.

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.

General:

- 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.
- Cursive writing must be modelled by teacher at all times – on whiteboard & for corrections.
- See Appendix 5 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 to 1st-6th.
- M.I.S.T is administered towards the end of Term 2 in Senior Infants.
- N.R.I.T. test administered in 1st and 3rd.
- YARC diagnostic assessment of reading accuracy, fluency and comprehension.

- PM reading assessments (Support Teachers)

Assessment in Writing:

- Teacher observation
- Teacher designed tasks
- Writing profiles- eg. Free Writing samples dated (Appendix 6)

Assessment in Oral Language:

- Teacher observation
- Any child with speech/language difficulties may be referred for assessment to 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 Additional 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.

PM books are available and should be used for children receiving support.

Station Teaching is implemented where possible in our school.

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 : 3 Hours 15 minutes

1st and 2nd Class: 4 hrs 45 minutes

3rd-6th class: 3 hrs 45 minutes

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.
- Reading Homework will always be a priority.
- 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 and school libraries. A range of abilities are catered for at all levels.
- Children are encouraged to read books from class library.

ICT Software:

- Over the Moon website
- 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.
- 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, email 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 English/
hostholder 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 28/11/24

Chairperson

Una O'Kelly
Principal

Appendix 1: Playful Learning

Playful Learning 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

Appendix 2: Talk Time Lists

Talk Time Vocabulary

Class: Junior Infants

	Week 1	Week 2	Week 3	Week 4
September	1. 2.	1. 2.	1. 2.	1. delicious 2. leak
October	1. furious 2. customer	1. smash 2. carve	1. haunted 2. gobble	1. scales 2. shiver
November	1. sling 2. patient	1. thrilled 2. drip	1. thermometer 2. Emergency	1. popular 2. wailed
December	1. delivery 2. assemble	1. design 2. quality	Christmas Week	Christmas Holidays
January	Christmas Holidays	1. refund 2. stalls	1. canopy 2. tantrum	1. tangy 2. ripe
February	1. medication 2. vaccination	1. worried 2.	Midterm	1. wild 2. tame
March	1. refreshments 2. performance	1. audience 2. applause	1. notice 2. popular	1. interval 2.
April	Easter Break	Easter Break	1. equipment 2. rescue	1. startled 2. dangerous
May	1. humongous 2. sighed	1. arrival 2. travelling	1. nervous 2. daft	1. expert 2. slimy
June	1. refreshing 2. security	1. humid 2. beautiful	1. gloomy 2. oozy	Summer Break

Talk Time Vocabulary

Class: Senior Infants

	Week 1	Week 2	Week 3	Week 4
September			1. hectic 2. cackle	1. patient 2. squeaking
October	1. frightened 2. friendly	1. decide 2. caution	1. squirm 2. mumble	Midterm
November	1. enormous 2. rotten	1. gather 2. return	1. ravenous 2. delicious	1. parched 2. revolting
December	1. gobble 2. scrumptious	1. stern 2. curious	1. generous 2. grumpy	Christmas Holidays
January	Christmas Holidays	1. expensive 2. cheap	1. damp 2. spotless	1. luxurious 2. squash
February	1. tight 2. lose	1. congratulate 2. volunteer	1. challenge 2. jitters	1. stern 2. equipment
March	1. sprinkle 2. startle	1. blossom 2. spoil	1. fabulous 2. slouch	Easter Holidays
April	Easter Holidays	1. artistic 2. present	1. rescue 2. fetch	1. colourful 2. firm
May	1. furry 2. feathery	1. scaly 2. slithering	1. waddling 2. stroke	1. forcefully 2. chanted
June	1. essential 2. collapse	1. upset 2. afford	1. soaking 2. mysterious	1. moaned 2. transform

Talk Time Vocabulary

Class: 1st Class

	Week 1	Week 2	Week 3	Week 4
September	1. doodle 2. strict	1. slot 2. smudge	1. fantastic 2. fewer	1. celebrate 2. proud
October	1. scuttle 2. hover	1. wise 2. active	1. squeeze 2. soar	
November	1. scamper 2. success	1. boogie 2. complain	1. boost 2. agreed	1. volunteer 2. character
December	1. practise 2. clung	1. experiment 2. rehearse	1. eager 2. glee	
January		1. nuisance 2. traces	1. shrug 2. scurry	1. announce 2. incredible
February	1. nervous 2. squished	1. wonder 2. leap		1. rumble 2. puncture
March	1. community 2. raise	1. despair 2. ecstatic	1. challenged 2.. inspired	1. gloomy 2. tearful
April	1. unknown 2. popular	1. accidentally 2. national		
May	1. tradition 2. discolour r	2. collection 3. scavenger	1. dunk 2. permanent	1. central 2. remind
June	1. fortunate 2. confident	1. thrilled 2. glum		

Talk Time Vocabulary

Class: 2nd Class

	Week 1	Week 2	Week 3	Week 4
September	2. record 3. convinced	2. gnashers 3. bizarre	2. attend 3. bound	1. overlap 2. bulky
October	1. scattered 3. harsh	3. vibrate 4. magnify	1. aware 2. mindful	Midterm
November	3. sluggish 4. savoury	1. bliss 2. stench	1. crams 3. caked	3. howl 4. disrupt
December	1. twitch 4. upgrade	1. culture 2. assemble	1. traditional 3. nation	1. clatter 4. rut
January	1. whizz 3. berserk	1. eager 3. rarely	1. perished 2. halt	2. represent 4. brochure
February	2. express 4. drone	Midterm	1. preach 4. luxury	1. refer 2. restore
March	1. tremendous 4. witness	1. positive 4. disability	3. cackle 4. smear	1. dab 3. shudder
April	Easter	Easter	3. concoct 4. expose	2. regret 3. impact
May	3. heirloom 4. approximately	2. finely 3. heaped	1. enchanted 4. whined	1. plodded 3. fluttered
June	2. murky 3. occupy	3. ragged 4. traits	1. scorcher 4. retrieve	3. strained 4. remarked

Talk Time Vocabulary

Class: 3rd Class

	Week 1	Week 2	Week 3	Week 4
September	1. bewildered 2. valuable	1. grotesque 2. elegant	1. aggressive 2. caked	1. cram 2. envy
October	1. savoury 2. stroll	1. ancient 2. wealthy	1. observe 2. nervous	Midterm
November	1. demolish 2. damp	1. curious 2. courage	1. amusing 2. exceptional	1. appetizing 2. exquisite
December	1. essential 2. complimentary	1. awestruck 2. thermal	Christmas	Christmas
January	1. beastly 2. lean	1. creep 2. lurk	1. tenderly 2. glum	1. gloomy 2. prowl
February	1. endless 2. clog	1. complex 2. fascinating	1. endurance 2. embark	1. trek 2. vicious
March	1. fascinated 2. discarded	1. compose 2. compress	1. intense 2. express	1. dazzling 2. inspire
April	1. admire 2. lament	1. enrage 2. dismal	Easter	Easter
May	1. astonish 2. convince	1. ecstatic 2. bizarre	1. wailed 2. adapt	1. contract 2. submerge
June	1. modern 2. mild	1. atrocious 2. marvellous	Revision	Revision

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Talk Time Vocabulary

Class: 4th Class

	Week 1	Week 2	Week 3	Week 4
September	1. socialise 2. harsh	1. stumped 2. binding	1. tension 2. panicky	1. slick 2. nuisance
October	1. persuasive 2. extinct	1. fearsome 2. endangered	1. injustice 2. sopping	1. untimely 2. promptly
November	1. recount 2. fortunate	1. motion 2. restless	1. precisely 2. porters	1. gain 2. errands
December	1. soared 2. alerting	1. accomplishment 2. festivities	1. charismatic 2. famished	1. benevolence 2. weary
January	1. impeccable 2. futuristic	1. dynamic 2. persisted	1. prototypes 2. inspirational	1. interior 2. baffled
February	1. explanation 2. flexible	1. breaching 2. robust	1. combusts 2. sturdy	1. ancient 2. manufactured
March	1. procedure 2. puree	1. liquefied 2. coarsely	1. infer 2. clasped	1. summarise 2. thoroughly
April	1. version 2. malleable	1. curdles 2. predicament	1. dedication 2. gaze	1. frantic 2. termite
May	1. encounter 2. sensation	1. ravenous 2. excruciating	1. scenario 2. undoubtedly	1. swerved 2. hollered
June	1. conducive 2. detect	1. classify 2. approximate	1. clarify 2. consistent	1. estimate 2. categorise

Talk Time Vocabulary

Class: 5th class

	Week 1	Week 2	Week 3	Week 4
September	1. particle 2. obsess	1. barrier 2. obstruct	1. modest 2. co-operation	1. vacation 2. communicate
October	1. imitate 2. undermine	1. abysmal 2. ignorant	1. inclusion 2. mimic	1. startle 2. scowl
November	1. splendid 2. inquisitive	1. gracious 2. temper	1. manipulate 2. infuriate	1. inherit 2. amend
December	1. endeavour 2. anonymous	1. idle 2. melancholy	Christmas	Christmas
January	1. necessary 2. deprivation	1. optimistic 2. irritable	1. quarrel 2. scarce	1. visible 2. habitable
February	1. majestic 2. ooze	1. scarred 2. vents	Midterm	
March	1. temporary 2. oblige	1. distress 2. ventilate	1. memorise 2. detect	1. unintelligible 2. irrelevant
April	Easter	Easter	1. official 2. suspense	1. preparation 2. requirements
May	1. transparent 2. cumbersome	1. monumental 2. breach	1. outskirt 2. foundation	1. reconcile 2. commission
June	1. perilous 2. stamina	1. perseverance 2. fateful	1. debut 2. amateur	1. sensational 2. remarkable

Talk Time Words 6th Class

	Week 1	Week 2	Week 3	Week 4
September	1. scoured 2. intensive	1. criticised 2. summoned	1. convenience 2. ornament	1.culture 2.daydream
October	1. tragic 2. captor	1. rumoured 2. doomed	1. tenant 2. warped	1. measly 2. breach
November	1. provoked 2. paradise	1. vermin 2. conscience	1. seized 2. provisions	1. standstill 2. tattered
December	1. unsuspecting 2. ventures	1. prevented 2. conquered	1. impose 2. limitations	1. extreme 2. permits
January	1. diverse 2. dynamic	1. transparent 2. vita	1. innocent 2. confidant	1. vendetta 2. successive
February	1. obviously 2. mundane	1. inevitable 2. obsessed	1. consumed 2. appreciation	1. considerate 2. fortunate
March	1. reserved 2. moment	1. entire 2. enthusiast	1. persuade 2. evidence	1. sedentary 2. society
April	1. inadequate 2. attractions	1. mental 2. disregard	1. prolonged 2. proportion	1. strangely 2. void
May	1. preserve 2. luminous	1. perception 2. deceptive	1. circumstances 2. vision	1.Ecstatic 2. Incoherent

June	1. Curiosity 2. constant	1. deteriorated 2. perched	1. indicate 2. gingerly	1. commentary 2. chaotic
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Appendix 3: Comprehension Strategies

	Comprehension Strategy	Over the Moon/ Suggested Books
Junior Infants	Predicting	Cave Baby Ready Steady Ghost
	Visualising	The Wolf's Story Grandad's Secret Giant
	Making Connections	Baby Brains Dear Father Christmas
Senior Infants	Predicting	The Tiger Who Came to Tea -Tiddler
	Visualising	-Where the Wild Things are
	Connecting	-Can't you sleep little bear?
	Questioning	-Zoo -Silly Billy
First Class	Predicting	-Piper -The Lamb who came for Dinner
	Visualising	-Ratty Tatty -Grandfather Twilight
	Connecting	Emma's Lamb
	Questioning	
	Monitoring comprehension: declunking	
Second Class	Predicting	- Gentle Giant - My Lucky Day - Gorilla!
	Visualising	- A Bad case of Stripes
	Connecting	Gentle Giant - The Most Loved Bear - Amazing Grace
	Questioning	The Tear Thief
	Monitoring comprehension: declunking	The Watchmaker who saved Christmas

	Determining Importance	A Bad case of Stripes - Gentle Giant
Third Class	Predicting	-The Mozart Question *
	Visualising	-The Morning I met a Whale -Something Beautiful*
	Connecting	-Henry's Freedom Box* -Something Beautiful*
	Monitoring comprehension: declunking	-Henry's Freedom Box* -The Lotus Seed*
	Determining Importance	-The Big Blue Whale -Walk with a Wolf
	Inferring	-Gentle Giant*
Fourth – Sixth Class	Predicting	-
	Visualising	-
	Connecting	-
	Monitoring comprehension: declunking	-
	Determining Importance	-
	Inferring	-
	Synthesising	

Appendix 4: Grammar Topics

Grammar Topics

Class Level	Topic	Class Level	Topic
Senior Infants	Capital Letters Full Stops Question Marks	First Class	Full Stops Capital Letters Alphabetical Order Verbs / Past Tense Verbs / Future Tense Verbs Irregular Verbs Nouns Adjectives A / an Plurals
Second Class	Capital letters Verbs Alphabetical order Doubling rule Past tense verbs Irregular verbs Nouns Bossy verbs Plurals Tired words Speech marks	Third Class	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
Fourth Class	Punctuation Nouns Verbs Adverbs Speech Marks Adjectives Verbs: Simple and Continuous Plurals	Fifth Class	Capital Letters Nouns Verbs Verb Tenses Adverbs Commas Pronouns Singular & Plural nouns

	Pronouns Exclamation Marks Questions and Statements Commas Prepositions Idioms Contractions Singular and Plural		Adjectives Speech Marks Apostrophes Prepositions Conjunctions Idioms Sentences Parts of Speech
Sixth Class	To follow		

Appendix 5 : Writing Behaviours

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			

Appendix 6 : Free Writing

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.

Appendix 7: Early Risk Indicators

Checklist: Some Early at Risk Indicators (Motor Development)					
Class: Class Teacher: Support Teachers:			Date:		
	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?