



St. Mary's National School

English Policy

2024

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Introductory Statement

This plan was devised by the teaching staff of St. Mary's National School. Consultations were collaborative in nature during the analysis of existing practice and future planning in this area. It is informed by the Primary Language Curriculum, Curaclum Teanga na Bunscoile, 2019. It is intended to advise and guide current and future staff planning and pedagogy while simultaneously providing our student population with continuity of experience and progression in language-learning as they journey through the school from junior infants to sixth class.

Rationale

In developing this whole-school plan, we hope to establish and sustain a co-ordinated and best-practice approach to learning in the area of language and literacy, and to ensure consistency and continuity of this practice throughout the school.

Aims

It is our aim to;

- place emphasis on the central vision of children as communicators, readers, writers and thinkers, as highlighted in the Primary Language Curriculum, 2019
- celebrate an understanding of our classrooms as places where children are enabled to progress at their own pace in supportive, engaging, encouraging and inclusive environments
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language

- encourage children of different languages and cultures to be proud of and to share their heritage
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures

Strands, Elements and Learning Outcomes

We acknowledge the centrality of language-learning and literacy in our teaching, and how these skills permeate across all subjects of the curriculum. We recognise the importance of the strands, elements and learning outcomes of the Primary Language Curriculum. We acknowledge that language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing.

The elements of the Primary Language Curriculum focus on communicating, understanding and exploring and using language. Each element has a set of learning outcomes, which describe essential language learning in terms of concepts, dispositions and skills. The strands, elements and learning outcomes of the Primary Language Curriculum are crucial resources for our planning in this subject. The Primary Language Toolkit (www.curriculumonline.ie) and PDST support (www.pdst.ie/primary/literacy) should serve as main reference points for teachers.

Strands

- Oral Language
- Reading
- Writing

Elements

- Developing communicative relationships through language (Communicating)
- Understanding the content and structure of language (Understanding)
- Exploring and using language (Exploring and Using)

Learning Outcome

Elements	Strands		
	Oral Language	Reading	Writing
	Learning Outcomes		
Communicating	<ul style="list-style-type: none"> ○ Engagement, listening and attention ○ Motivation and choice ○ Social conventions and awareness of others 	<ul style="list-style-type: none"> ○ Engagement ○ Motivation and choice 	<ul style="list-style-type: none"> ○ Engagement ○ Motivation and choice
Understanding	<ul style="list-style-type: none"> ○ Sentence structure and grammar ○ Vocabulary ○ Demonstration of understanding 	<ul style="list-style-type: none"> ○ Conventions of print and sentence structure ○ Phonological and phonemic awareness ○ Phonics, word recognition and word study ○ Vocabulary 	<ul style="list-style-type: none"> ○ Conventions of print and sentence structure ○ Spelling and word study ○ Vocabulary
Exploring and Using	<ul style="list-style-type: none"> ○ Requests, questions and interactions ○ Categorisation ○ Retelling and elaboration ○ Playful and creative use of language ○ Information giving, explanation and justification ○ Description, prediction and reflection 	<ul style="list-style-type: none"> ○ Purpose, genre and voice ○ Response and author's intent ○ Comprehension ○ Fluency and self-correction 	<ul style="list-style-type: none"> ○ Purpose, genre and voice ○ Writing process and creating text ○ Response and author's intent ○ Handwriting and presentation

Content of the Plan

This plan outlines the broad objectives and teaching methodologies, support materials, planning and reporting strategies, assessment methods and approaches to differentiation that are central to language-learning and the teaching of English in St. Mary's National School.

It progresses to include important aspects of learning experiences, critical literacy, teagasc agus foghlaim na Gaeilge, the transfer of skills, disciplinary literacy and digital literacy, all of which were a key focus of the Primary Language Curriculum, 2019, implementation.

Finally, the remainder of the plan addresses equality of access and participation, timetabling details, homework policy in relation to literacy, parental and community links, and implementation and desired criteria for success of this policy.

Broad Objectives and Methodologies

Broad Objectives

Oral Language

- gain pleasure and fulfilment from language activities
- develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion and the development of ideas
- develop fluency, explicitness and confidence in communication
- develop listening skills, language conventions, vocabulary, aesthetic response and language manipulations

Reading

- develop print awareness, phonemic awareness, word identification strategies and sight vocabulary
- develop comprehension and analytical strategies
- expand understanding and use of grammar, syntax and punctuation
- develop appreciation of the richness and diversity of reading material
- experience the power of story and pleasure to be gained from reading

Writing

- write clearly, correctly and fluently
- use a wide range of vocabulary
- use grammar and punctuation appropriately
- write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality
- experience opportunities to develop presentation, editing and publishing skills
- engage in collaborative writing experiences
- develop a high standard of penmanship

Methodologies

A wide variety of teaching methodologies are adopted by staff to achieve the above objectives for learning in oral language, reading and writing. These include, but are not limited to;

- I. Talk and discussion
- II. Active learning
- III. Collaborative learning
- IV. Problem solving
- V. Skills through content
- VI. Using the environment
- VII. Use of ICT

Whole-School Support Materials

The following resources and support materials were created and are to be used by all staff to support effective implementation of our school English policy in St. Mary's National School;

Oral Language

- Aistear-Based Oral Language Themes, Junior and Senior Infants (**Appendix A**)
- Oral Language Scheme (Juniors to Sixth Class) (**Appendix B**)
- 'Language Of' Oral Language – PDST Support (**Appendix C**)
- Suggested Poetry List (**Appendix D**)

Reading

- Phonics Plan (**Appendix E**)

- Phonological Awareness Plan (**Appendix F**)
- Sight Word Plan (**Appendix G**)
- Whole-School Comprehension Strategies (**Appendix H**)
- Whole-School Reading Strategies (**Appendix I**)
- Novel Plan (Second to Sixth Class) (**Appendix J**)
- Punctuation and Grammar Plan (**Appendix K**)
- NEPS Language Tree (**Appendix L**)
- Quality Picture Books for all classes from the Over the Moon Programme (**Appendix M**)
- Critical Thinking Book Talk List for Whole school (**Appendix N**)
- Decodable Readers for Juniors and Senior Infants (**Appendix O**)
- C.A.P.E.R. Paired Reading Guide (**Appendix P**)

Writing

- Handwriting and Penmanship Plan (**Appendix Q**)
- Writing Genre Plan (**Appendix R**)
- Spelling Plan (First to Sixth Class) (**Appendix S**)

These support materials form an integral part of our practice in relation to the English curriculum across the school and relevant focus should be placed on same when initiating pedagogy as a new or existing staff member, or when transitioning between class levels.

Planning and Reporting

This whole school plan and the curriculum documents for English will provide information and guidance to individual teachers for their long-term and short-term planning.

Class teachers will be required to produce:

- *Cuntas Míosúil*
- *Yearly or Long Term plans*
- *Fortnightly plans*

Plans will reflect the strands and elements of the Primary Language Curriculum, Curaclum Teanga na Bunscoile, 2019. Teachers should use the following guide, formulated from Webinar 2 of its' induction supports, to guide their planning;

Indicators of the Curriculum in Action

Preparedness	Teaching and Learning	Assessment for Learning and Feedback
<ul style="list-style-type: none"> ● Engagement with the PLC and Toolkit / PDST material and support ● Reference to Learning Outcomes 	<ul style="list-style-type: none"> ● Centrality of play ● Engaging approaches ● Quality interactions ● Developing appropriate language ● Dialogic practice 	<ul style="list-style-type: none"> ● Ongoing assessment for learning including self and peer assessment ● Use of samples of pupils work and feedback

Assessment

The Primary School Curriculum emphasises the importance of assessment in enabling the teacher to extend and enrich children’s learning across all curriculum areas (NCCA). The staff acknowledge the importance of effective, meaningful assessment practices and engagement with the NCCA document *‘Assessment in the Primary School Curriculum, Guideline for Schools.’* A commitment to the approaches of assessment for learning and assessment of learning is considered a crucial aspect of practice. These approaches build on the four purposes of assessment outlined in the Primary School Curriculum (1999) - formative, summative, evaluative and diagnostic.

The following categorised lists set out examples of assessment methods in practice across the school;

Informal Assessment

Teacher observation

Teacher designed tasks and tests

Work samples and checklists

Child participation

Conferencing

Rubrics

Portfolios and projects

Formal Standardised Assessment

Middle Infant Screening Test (MIST) (Senior Infants)

Drumcondra English (1st to 6th class)

Screening/Diagnostic Assessment

BIAP-Junior Infants

MIST-senior infants

Schonell Reading-We use before and after Literacy Links and on individuals when needed

New Non-Reading Intelligence (NNRIT) Test 1-3, NNRIT 1-3-1st and fifth classes yearly

Spellings For Me-individualised

Jackson Phonics Assessment-we use yearly for each SS pupil (literacy)

Quest II Reading-when needed

YARC (for reading and comprehension)-when needed

Dyslexic Screening Test-when needed

PEP 3-when needed-Psychoeducational Programme (ASD)

VB-MAPP-when needed (Verbal Behaviour Milestones)

NARA-(Comprehension) we have if needed but now use above YARC instead

The staff also acknowledges that the NCCA provides a comprehensive reference list of computerised tests, diagnostic reading tests, dyslexia screening tests, early screening tests, group reading comprehension tests, group / individual spelling tests, individual sentence reading tests, individual word recognition tests, individual reading comprehension tests, phonological tests, reading / listening comprehension tests, speech and language tests and school-based tests of general ability through their online portal: www.sess.ie. It is paramount that the assessment methods used across the schools with regard to literacy are closely monitored and adjusted, according to the needs of our student population.

Differentiation

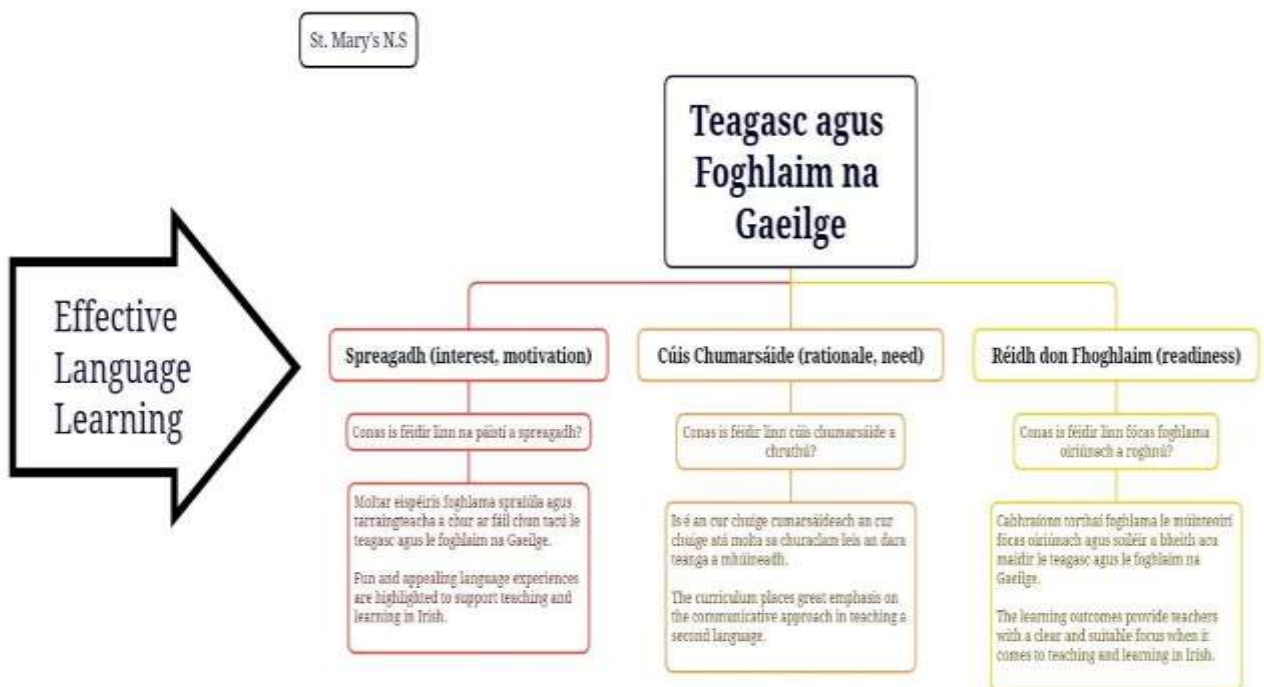
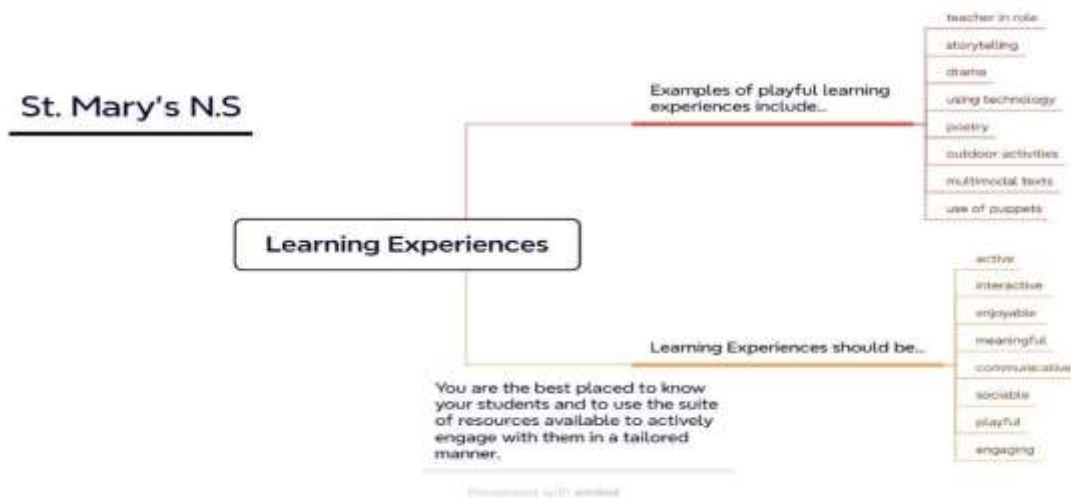
This policy aims to meet the needs of all students of the school. Every attempt, with the valued assistance of additional staff (SETs and S.N.A.s), will be made to ensure that all children are accessing the English Curriculum at their own level. Differentiation can take the form of, but is not limited to;

- Differentiation by learning objectives
- Differentiation by support
- Differentiation by outcome
- Differentiation by teaching style
- Differentiation by resource
- Differentiation by task
- Differentiation by grouping
- Differentiation of pace

The Primary Language Curriculum, Curaclam Teanga na Bunscoile, 2019 is differentiated to cater for students with Special Educational Needs in both mainstream and special classes. Classroom support plans, school support plans and school support plus plans are formulated as necessary for students that need additional teaching support. In line with the principles of the new Model of Allocation, these plans are formulated in collaboration with class teachers, support teachers and parents, where relevant.

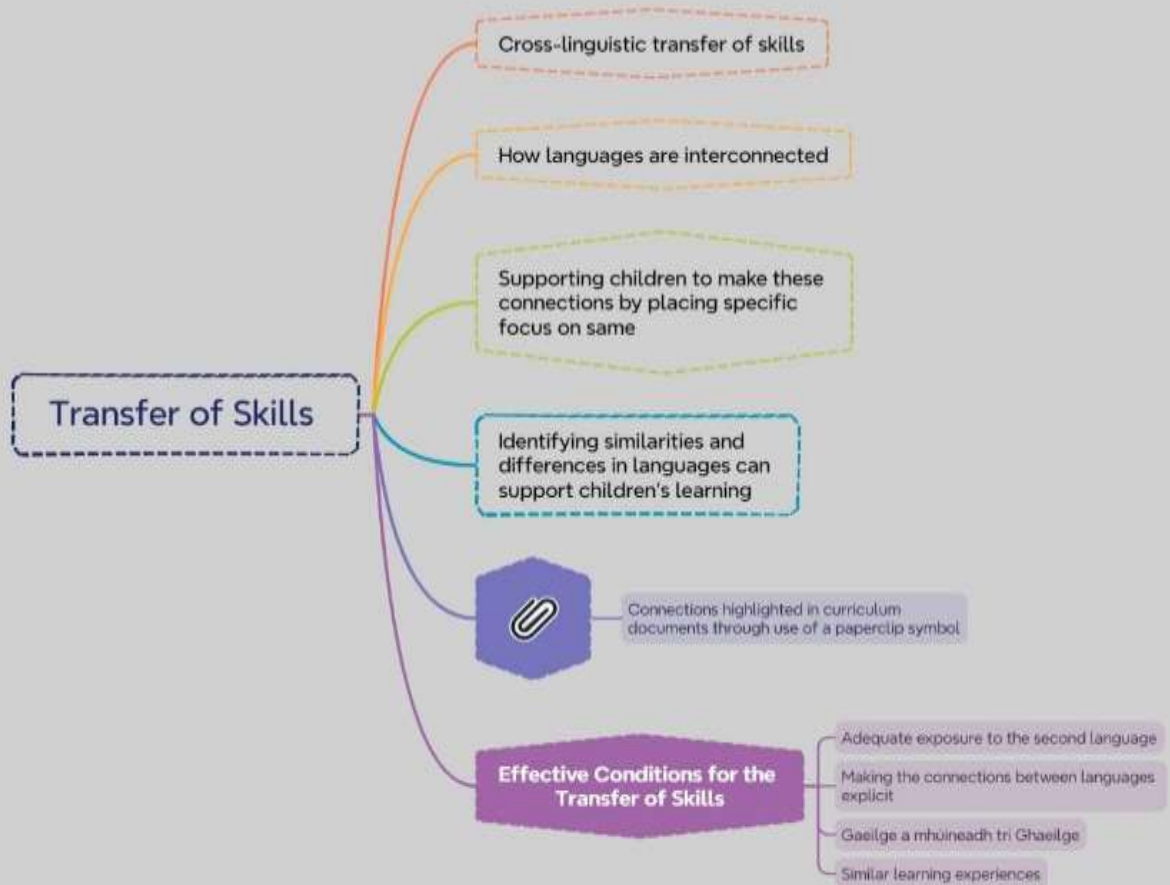
The Primary Language Curriculum in Practice

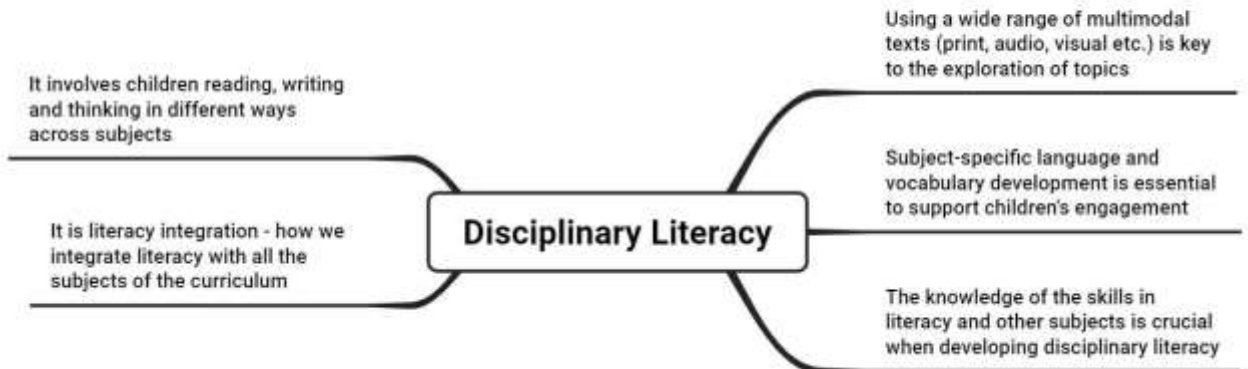
The following mind-maps were formulated during staff engagement with Primary Language Curriculum implementation supports on 'Learning Experiences,' 'Critical Literacy,' 'Teagasc agus Foghlaim na Gaeilge,' 'The Transfer of Skills,' 'Disciplinary Literacy' and 'Digital Literacy.' It was considered important to include these succinct summaries as they highlight the most crucial aspects of the topics explored and hope to serve as efficient tools for purposeful, continued engagement with the Primary Language Curriculum. Additionally, they should serve as useful resources for planning and assessment in English across the school.



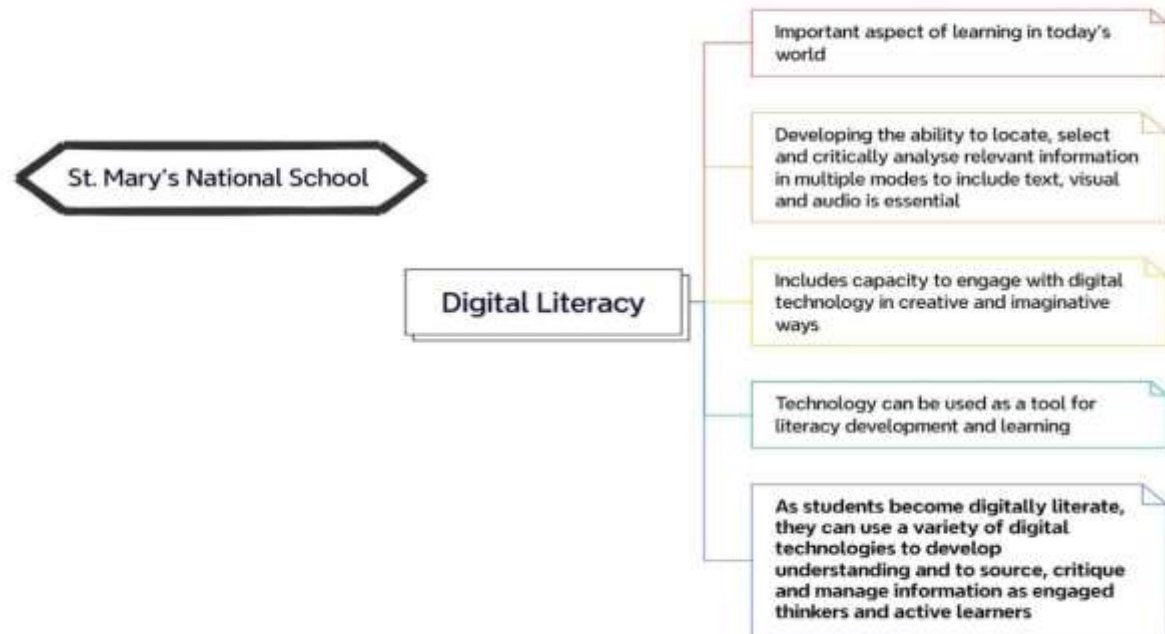
St. Mary's N.S 2024







Presented with a mind



Presented with a mind

Equality of Access and Participation

Equal opportunities will be given to all children regardless of gender, ethnic background and socio-economic status across all strands and activities. As a school we will strive to foster learning through high quality, multicultural literature that offers and promotes diverse perspectives. This means not only selecting high quality texts that include diverse characters but also texts that are reflective of students' rich and complex histories/texts that portray cultures 'other than ours.'

Availability of Quality Literature

We recognise that nurturing an intrinsic motivation to read and the promotion of reading for enjoyment is something we as practitioners must endeavour to achieve with the students in our care, given the importance of the enjoyment of reading and motivation to read as life-long skills and crucial elements of learning. It is paramount that the reading experiences we provide are not restrictive in nature, solely text-heavy or deeply focused on independent engagement and therefore less appealing to those struggling with reading. Very often, teachers and students alike can become blindsided by reading as a 'task,' with the mechanical skills overshadowing enjoyment and the power of story. This can result in a lack of enthusiasm and motivation, self-categorisation in terms of ability and participation, and can result in deleterious effects (Byrne, 2007) on learning and literacy skills.

We acknowledge that every opportunity should be taken to excite pupils' interest in reading and enjoyment of stories, regardless of their level of reading ability.

Teachers use a variety of resources to achieve this. These include;

- Picture books including wordless picture books (Junior Infants – 2nd class)
- Comprehension Boxes (3rd to 6th class)
- Graphic novels (2nd to 6th class)
- Book and story animations (For example, those available on www.theliteracyshed.com)
- Quality picture books for all classes as part of the 'Over the Moon' Programme (*see Appendix M*)
- Critical Thinking Book Talk books
- Visiting book fair (Scholastic)
- Novel study (2nd to 6th class)
- Readers Theatre activities
- Annual celebration of World Book Day

- Well-stocked class libraries

Timetable

Time allocated to literacy per week as per current DES Guidelines;

- Junior and Senior Infants: 6.5 hours
- 1st – 6th classes: 8.5 hours

The process of language-learning is naturally developed through integration and a thematic, cross-curricular approach. Therefore, we recognise that much of this learning will happen outside of formal/discreet literacy times.

Homework

English homework will be assigned at each class level as per the school Homework Policy. Teachers will endeavour to differentiate and scaffold this assigned work appropriately to ensure meaningful engagement and success with tasks for all levels of ability.

Parental/Community Links

Parental Links

St. Mary's National School recognises parents and guardians as the primary educators of their children. Parents are given advice at parent/teacher meetings as to how they can best support their children with reading and how they can reinforce what is done in the classroom. Their involvement in supporting our English policy can be enhanced in the following ways:

- Sharing of information relevant to language-learning and work explored in literacy through induction meetings, open days, parent-teacher meeting discussions, school updates and through the school website and social media platform.
- Support in accessing suitable and interesting reading material by providing information about online resources and local libraries
- Providing opportunities for parental involvement at class level through activities such as paired/shared reading e.g. C.A.P.E.R

PARENTS

Community Links

The school patron and the Board of Management are committed to embracing and building on collaboration and a positive relationship with the community. They strive to achieve the highest level

of participation and partnership. This participation and partnership can be enhanced in the following ways;

- Through the promotion of the work of local authors and artists, and invitation for them to share their work with the school body
- Visits to local libraries or invitation to speakers from these libraries to promote their work and establishments to students during a visit to the school
- Creating opportunities for pupils to share their work with the community through use of the school social media account and school website.

Implementation and Success Criteria

Implementation

The Board of Management of St. Mary's National School has overall responsibility for the implementation of the English curriculum across all class levels. The Principal, Deputy Principal and Primary Language Post Holder will oversee this implementation and development. Each teacher is responsible for the planning, teaching and learning, and the assessment of this English policy for their class level. The SET team will support the teaching and learning as per school policy.

Success Criteria

The success of this school plan will be assessed on the following criteria:

- *The effectiveness of teachers' planning based on this policy*
- *Consistency and continuity of procedures in this plan being followed across the school*
- *Satisfactory student progression through the Primary Language Curriculum milestones*
- *Evidence of experience of success in literacy for each pupil, regardless of their level of ability*

Timetable for Review

This policy will be subject to review in _____.

Ratification and Communication

This policy was ratified by the Board of Management of St. Mary's National School on _____. It will be communicated to all staff and parents.

_____ (Chairperson of the Board) _____ (Date)

_____ (Principal)

_____ (Date)

Appendices

Appendix A: Aistear-Based Oral Language Themes (Junior and Senior Infants)

Infant classes use the Gill 'Over the Moon' Primary PLC programme as a springboard for oral language focus and thematic planning throughout the year.

Month	Theme	
	Junior Infants	Senior Infants
September	<i>My Family</i>	<i>School</i>
October	<i>The Farm Shop</i>	<i>The Witches Den</i>
November	<i>At the Hospital</i>	<i>The Café</i>
December	<i>Santa's Workshop</i>	<i>Christmas at the Post office</i>
January	<i>The Market</i>	<i>The Estate Agents</i>
February	<i>The Vet's Surgery</i>	<i>The Sports Shop</i>
March	<i>The Puppet Show</i>	<i>The Sports Shop</i>
April	<i>The Puppet Show</i>	<i>The Garden Café</i>
May	<i>The Fire Station</i>	<i>The Zoo</i>
June	<i>The Airport</i>	<i>Camping</i>

Appendix B: Oral Language Scheme (Juniors to Sixth Class)

Junior and Senior Infant classes draw from the Aistear curriculum and align oral language themes focused on throughout the year with this framework (See Appendix A).

Juniors to Sixth class use the Gill's structured Over the Moon Oral Language Programme. This programme aligns fully with the Primary Language Curriculum, Curaclum Teanga na Bunscoile, 2019. For integration purposes across literacy practice, each class teacher uses his/her discretion as to the theme used for a particular fortnight.

Over the Moon Oral Language Programme Thematic Units by Class Grouping								
Units	Junior Infants	Senior Infants	1 st	2 nd	3 rd	4 th	5 th	6 th
1	Myself and My Family	School	School The Weather	Myself Pastimes	At Home At School	Respect Myself	Inventions The Environment	Animals Famous People
2	Fun on the Farm	The Witches Den	Myself Pastimes	Pastimes Myself	Amazing Weather Super Science	The Environment Farming	Water Hallowe'en	Mystery Stories Hallowe'en
3	The Doctor	The Café	Myself Special Occasions	Clothes The Weather	Hallowe'en Space	Emigration Travel	At School Adventure	Bullying WW11
4	Waiting for Santa	Christmas	Television The Weather	Technology	The World of Books Christmas	Adventure Christmas	Legends Christmas	Plants

				Special Occasions				Mount Everest
5	Ella in Africa	The Estate Agents	Food Myself	The Weather Special Occasions	The Environment Travel	Leaders Pastimes	Gaming WW1	The Sea Superheroes
6	The Vet	Sports	Home Special Occasions	Special Occasions Myself	Famous People Art	Mammals People	Space Volcanoes	At School New York
7	The Vet	Sports	Home	Pastimes Home	Gardening Science	Food Art	Pets Magic Tricks	Awesome At School
8	A Fairytale	The Garden Centre	Pastimes Food	Food	Mindfulness	Science	Board Games	Zoo's
9	Emergency Services	The Zoo	Special Occasions	School	At Home Pets	Animals At Home	Predators Famous Buildings	Food The Eye
10	Holidays	Let's Go Camping	Myself The Weather	Home	Irish Legends	At Work	Famous People	Happiness

Appendix C: 'Language Of' Oral Language - PDST Support

The following support materials from the PDST provide teachers with an initial overview of **spoken** text-types for oral language, accompanied by an exploration of each text-type in further detail according to class grouping. Included also is a learning context for partner and group work and co-operative group work roles. These should be used across the school to guide teacher planning and focus in oral language throughout the year.

Text- Type	Definition	Examples of Vocabulary
Arguments and Informal/formal debates	The purpose of this text-type is to persuade an audience to accept a particular point of view. This text-type provides pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. The text-type can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs.	<ul style="list-style-type: none"> • I strongly agree/disagree • In my opinion • I believe • I feel • However • It has been found/discovered/proven • On one hand/other hand • Consider the following • To begin • Furthermore
Conversations	This text-type involve dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.	<ul style="list-style-type: none"> • I think.... • But.... • So.... • What if....? • So why....? • But what about....? • Does that mean....? • Can I ask....? • Yes! And then you could..... • Am I right in thinking that you mean.....?
Giving Instructions/Procedure	This text-type involves communicating a series of steps in order to engage in a particular task. The language used for this spoken text includes the use of dictate verbs such as put, go, turn, take etc.	<ul style="list-style-type: none"> • First • Next • After that • Then • In the beginning • To begin with • Meanwhile • Previously • Additionally • Alternatively
Questioning and Interviews	This text-type encourages higher order thinking and forms the basis of inquiry. A good standard of this text-type enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. This text-type encourages dialogue between pupils and teachers and influences pupils' use of questioning to promote their own learning. Self-questioning enables pupils to reflect and assess their own results and efforts with a view to making them better.	<ul style="list-style-type: none"> • Who? • What? • Where? • When? • How would you describe...? • What is the main idea? • Why did....? • How could this be improved? • How would you rank order...? • What is the most important...?
Oral Reports	This text-type gives pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. This text-type can be planned such as reporting on a project and unplanned such as the plenary part of a lessons. The text-type is based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organising information into this particular text-type.	<ul style="list-style-type: none"> • Hello ladies and gentlemen • I am and today I would like to tell you all about/talk to you about..... • What I would like to do today is • This is.... • These are.... • Can be found..... • For example • Thank you for listening • I'd like to summarize/sum up

<p>Storytelling and Anecdotes</p>	<p>This text-type has been the way in which many cultures and societies have preserved and passed on their traditions. We constantly communicate information through this text-type e.g. Wait until I tell you a good one about ...</p> <p>This particular text-type is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend the text-type skills into performance opportunities such as play, recital in drama etc.</p>	<ul style="list-style-type: none"> • Long, long ago... • In a faraway land... • Many years ago... • Fadó, fadó... • One day, not too long ago... • It had all happened so quickly... • Calm/clear/cool • Foggy/misty/icy • Clever/excellent/friendly • ...and so we'll never know what really happened • ...it had finished, at last • ... and so it was over
<p>Interest Talks</p>	<p>This text-type is a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. This text-type contains information that is used to describe and may also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.</p>	<ul style="list-style-type: none"> • I would like to talk about.... • This is.... • Here is.... • I find _____ interesting because.... • My hobby is.... • I have a passion for.... I want to talk about this because • Thank you for your attention • To summarise.... • I welcome any questions or comments that you may have
<p>Discussions</p>	<p>This text-type makes complex demands on speakers and listeners. Students are required to use language to create cohesion and group unity, to coordinate group activity, and to reach a more complete and objective understanding of the topic. Disagreeing and seeking consensus are also part of the discussion process.</p>	<ul style="list-style-type: none"> • I think • It's my/your turn • That's great • Let's try that • Maybe if we....then..... That's a great idea • We should experiment with • It might be better if.... • Could you say that again please? • Is everyone happy with...? • What do we think about...?

Partner and small group work

Partner and small group work provides an authentic learning context in which students can develop both speaking and listening skills. Pupils are allowed to become actively involved in the construction of their own knowledge. This can often lead to a greater understanding and internalisation of material. Pupils are allowed to use language to interact and plan, take on a particular role such as the manager, the recorder etc., develop a group activity and monitor and reflect on the task/learning. Small group learning allows the teacher to effectively scaffold students learning by providing guidance towards ensuring that the groups run smoothly, that allocated roles are working and that learning is being fostered.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> ● I think/I don't think ● Because ● Yes/No ● I like/I don't like ● I agree/disagree ● My favourite 	<ul style="list-style-type: none"> ● I have mixed feelings ● I prefer ● I strongly agree/disagree ● In my opinion ● I believe ● I feel ● For instance ● Unless ● However ● Except 	<ul style="list-style-type: none"> ● I strongly/thoroughly/firmly believe ● I agree/disagree that ● It is believed/widely believed that ● It has been found/discovered/proven ● On one hand/other hand ● Consider the following ● To begin ● Furthermore ● In fact ● As with ● Likewise ● Owing to ● Equally ● Alternatively ● Significantly ● Indeed ● In particular ● In the case of ● Firstly, secondly, next ● For example

		<ul style="list-style-type: none"> • However/although • To further illustrate my point • To reinforce my point • The problem with _____ is.... • Similarly, conversely • Finally • Therefore • Because of that • Overall • In conclusion • In summary • Consequently
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Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • You said.... • I said.... • I think.... • But.... • So.... • Because.... • What if....? • So why....? • But what about....? 	<ul style="list-style-type: none"> • I get it • I see what you mean • Now I have it • Does that mean...? • Can I ask....? • What do you think....? • So if....then.... • What if.....? • Could we try.....? 	<ul style="list-style-type: none"> • That was a good point about....it could also.... • I would like to add to what _____ said by.... • Yes! And then you could..... • Am I right in thinking that you mean.....? • Are you saying....? • Have I got it right? You think....?

		<ul style="list-style-type: none"> • What is it about...that makes you say....? • Can you tell us a little more about....? • What do you mean when you say.....? • Can you give us an example? • Is that the same as....? • Can you explain a little more about....?
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Giving Instructions/Procedures

Giving instructions and outlining procedures involve communicating a series of steps in order to accomplish an end. The language used for this spoken text includes the use of dictate verbs such as *put, go, turn, take* etc.

Infants	1 st /2 nd	3 rd – 6 th
<ul style="list-style-type: none"> • First • Next • After that • Then • Here • Later • Now • In the end 	<ul style="list-style-type: none"> • You will need • Remember • Firstly, secondly • In the beginning • To begin with • To start • Following • After a while • At this point • Before that • Finally • Lastly • To end • To finish 	<ul style="list-style-type: none"> • In order to • The process involved • The steps taken were • First of all • In the first instance • Initially • To begin the process • Starting out • Meanwhile • Previously • Additionally • Alternatively • Eventually • Accordingly

		<ul style="list-style-type: none"> • Consequently • While • In summation • To conclude • In conclusion • The final step • On completion
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Questioning and Interviews

Questioning encourages higher order thinking and forms the basis of inquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between pupils and teachers and influences pupil's use of questioning to promote their own learning. Self-questioning enables pupils to reflect and assess their own results and efforts with a view to making them better.

Purpose	Infants	1 st /2 nd	3 rd – 6 th
<i>To recall</i>	<ul style="list-style-type: none"> • Who? • What? 	<ul style="list-style-type: none"> • How many? • What happened next? 	<ul style="list-style-type: none"> • What is the name of...? • Which is true or false?

	<ul style="list-style-type: none"> • Where? • When? 	<ul style="list-style-type: none"> • 	
To understand	<ul style="list-style-type: none"> • How did...? 	<ul style="list-style-type: none"> • What do you think will happen? • How are they different/similar? • How about...? • Can you tell me? • Can you show me? 	<ul style="list-style-type: none"> • What is meant by...? • How would you describe..? • What is the main idea? • Can you tell me about...? • Can you provide an example of...? • Can you explain exactly why..?
To solve	<ul style="list-style-type: none"> • Why is...? • In what other way can these be sorted? 	<ul style="list-style-type: none"> • What would happen if...? • What other reasons might there be for..? • How would you...? • What does this remind you of? 	<ul style="list-style-type: none"> • How might you use this? • What information would you need to...? • What would you do next time? • If you had to.....what would you do? • Why is ____ significant? • Where have you seen something like this before?
To reason	<ul style="list-style-type: none"> • Why did....? 	<ul style="list-style-type: none"> • What was the purpose of...? • What are the parts...? • What might have happened if...? 	<ul style="list-style-type: none"> • Which were the facts and which were opinions? • What do you see as other possible outcomes? • What were the causes of...? • What were the effects of...? • How are these the same? • What is the difference between...?
To create	<ul style="list-style-type: none"> • How could you...? • Pretend that.... 	<ul style="list-style-type: none"> • Can you design a ____ to...? • What ways might there be to...? • If you were ____ what would you have done? 	<ul style="list-style-type: none"> • What conclusions are you making? • Can you see possible solutions? • Can you develop an idea which...? • What other ideas do you have for...? • How can you use what you have learned to....?
To judge	<ul style="list-style-type: none"> • Should...? 	<ul style="list-style-type: none"> • Do you agree/disagree? 	<ul style="list-style-type: none"> • How could this be improved?

	<ul style="list-style-type: none"> • Why? • Why not? 	<ul style="list-style-type: none"> • Do you think that ____ should....? • Which is better? Why? 	<ul style="list-style-type: none"> • How would you rank order...? • What is the most important...? • How did you come to that conclusion? • How did you make your decision? • What is your top priority?
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Oral Reports

Oral reports give pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. Reports can be planned such as reporting on a project and unplanned such as the plenary part of a lessons. Oral reports are those based on a shared focus of interest or particular topics being studied at that particular point in time. Subjects like science and geography lend themselves to organising reports.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduction			
<i>Greet audience</i>	<ul style="list-style-type: none"> • Good morning/afternoon • Hello everybody 	<ul style="list-style-type: none"> • Hello ladies and gentlemen • You are all very welcome to 	<ul style="list-style-type: none"> • Good afternoon esteemed guests • Welcome to todays • I would like to take this opportunity to welcome you all to • On behalf of _____ I would like to welcome you to
<i>Introduce self & subject</i>	<ul style="list-style-type: none"> • My name is _____ and today I will talk about 	<ul style="list-style-type: none"> • I am and today I would like to tell you all about/talk to you about..... 	<ul style="list-style-type: none"> • I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about

		<ul style="list-style-type: none"> • The topic for my report is..... 	<ul style="list-style-type: none"> • I plan to speak about..... • Today I'm going to talk about.... • The subject of my presentation is..... • I would like to give you an overview of.....
State purpose	<ul style="list-style-type: none"> • I want to talk about this because 	<ul style="list-style-type: none"> • What I would like to do today is • At the end of this report I hope you will... 	<ul style="list-style-type: none"> • I have chosen to speak about this because..... • I have been asked to speak about ____ because • Have you ever heard of? • You may already know.... • Every day you encounter.... • The purpose of my talk today is..
Provide outline			<ul style="list-style-type: none"> • To illustrate... • To give you the essential background information on... • To outline... • To have a look at... • What I want my listeners to get out of my speech is... • If there is one thing I'd like to get across to you today it is that... • What I would like to do today is to explain • In the first part I give a few basic definitions. • In the next section I will explain • In part three, I am going to show... • In the last part I would like/want to give a practical example...

Body of report	<ul style="list-style-type: none"> ● _____ is a ● _____'s are 	<ul style="list-style-type: none"> ● This is.... ● These are.... ● Can be found..... ● For example 	<ul style="list-style-type: none"> ● For instance ● An example of this can be found... ● In other words... ● That is to say... ● What is important to remember... ● I'd like to emphasise.... ● I like to stress the importance of... ● I would like to highlight.... ● As I have already said earlier... ● As previously stated.... ● In the words of.... ● According to.... ● Here I'd like to refer to.... ● There is a famous quotation that goes.... ● As you may well know.... ● As you are probably already aware.....
	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Conclusion	<ul style="list-style-type: none"> ● Thank you for listening ● I hope you enjoyed my report 	<ul style="list-style-type: none"> ● Thank you for your attention ● To summarise.... ● In conclusion.... 	<ul style="list-style-type: none"> ● I'd like to summarize/sum up ● Let me summarise by saying... ● So that concludes my ● At this stage I would like to run through/over the main points... ● So, as we have seen today.... ● As I have tried to explain.... ● In conclusion I would like to say that... ● My final comments concern... ● I would like to finish by reminding everyone that...

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Storytelling and Anecdotes

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate information through stories e.g. *Wait until I tell you a good one about ...* Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend storytelling skills into performance opportunities such as play, recital in drama

Structure	Infants	1 st / 2 nd	3 rd – 6 th
Beginning			
Introduction	<ul style="list-style-type: none"> Once upon a time... Long, long ago... One day... 	<ul style="list-style-type: none"> In a faraway land... Many years ago... Fadó, fadó... In the beginning... 	<ul style="list-style-type: none"> Long ago in the mists of time... This is a story I heard a long time ago... We were I the ____ one morning when... It was a dark and dismal night.... It all started when...

		<ul style="list-style-type: none"> ● Once there lived.... ● Remember when... ● Wait until I tell you... 	<ul style="list-style-type: none"> ● Once upon a time, when the world was young.... ● I'm going to tell you a tale about... ● One day, not too long ago... ● It had all happened so quickly... ● That reminds me of... ● I have a story to tell you about.... ● Did you hear the one about...
Describing Characters	<ul style="list-style-type: none"> ● Big/small ● Long/short ● Thin/fat ● Tall/small ● Happy/sad ● Nice/nasty 	<ul style="list-style-type: none"> ● Flat/lean/thick/wide/round ● Skinny/slim/straight ● Annoyed/pleased ● Horrible/nasty/mean ● Crazy/wild ● Awful/cross/mean/evil/nasty ● Fine/lovely ● Clever/excellent/friendly ● Amazing/brilliant/fantastic 	<ul style="list-style-type: none"> ● Bloated/broad/bulky/curved/crooked ● Delicate/gangly/gaunt/lanky/plump ● Stocky/stout/symmetrical ● Berserk/enraged/furious/hysterical ● Appalling/beastly/pessimistic/revolting shameful/shocking/vicious ● Attractive/desirable/pleasant/delightful ● Admired/affectionate/appreciated/considerate/compassionate/enthusiastic generous/genuine/gracious/obedient ● Exceptional/fabulous/glorious/superb
Describing setting	<ul style="list-style-type: none"> ● Above/below ● Behind/beside ● Up/down ● Hot/cold ● Wet/dry ● Big/small/little ● Loud/quiet 	<ul style="list-style-type: none"> ● At the end ● To the left/to the right ● Inside/middle ● Outside ● Calm/clear/cool ● Foggy/misty/icy ● Freezing/warm/wet ● High/huge/large/long/tall ● Little/low/short/tiny 	<ul style="list-style-type: none"> ● Among/across/against/around ● Between/beneath ● Beyond/closely ● Throughout/underneath/toward ● Balmy/humid/muggy/overcast ● Blazing/scorching/tropical ● Blizzard/gust/severe/squall ● Dense/drizzly/gale/heavy ● Colossal/enormous/immense/gigantic

		<ul style="list-style-type: none"> ● Banging/crashing/hissing howling/hooting ● Blast/noisy/roar/scream ● Low/gentle/silent/soft 	<p>massive/vast</p> <ul style="list-style-type: none"> ● Microscopic/miniature/miniscule narrow/shallow/slight ● Babbling/buzz/clatter/high-pitched screeching/shrieking/snarling/whining ● Deafening/ear-splitting/shrill/uproar ● Dull/faint/inaudible/mumble/murmur rustle/whisper
Middle			
Time connectives	<ul style="list-style-type: none"> ● Then ● Next 	<ul style="list-style-type: none"> ● Firstly, secondly ● While/since ● Then one day.... ● Now when.... ● The next day/morning.... ● On his way.... ● Suddenly... 	<ul style="list-style-type: none"> ● Meanwhile/eventually ● But as soon as.... ● It wasn't long before.... ● Soon afterwards.... ● Along came.... ● That very morning/day.... ● All at once.... ● All of a sudden.... ● Out of the blue....
Words instead of went	<ul style="list-style-type: none"> ● Drove ● Flew ● Cycled ● Ran ● Walked 	<ul style="list-style-type: none"> ● Climbed ● Crawled ● Jumped/hopped 	<ul style="list-style-type: none"> ● Crept/tip-toed/roamed/meandered ● Floated/drifted/slithered ● Screeched/skidded/squeezed ● Strode/stormed/thumped/thundered ● Tumbled/zoomed/ambled/trekking
Words instead of said	<ul style="list-style-type: none"> ● Said ● Shouted ● Roared 	<ul style="list-style-type: none"> ● Answered ● Called ● Cried ● Screamed ● Thought 	<ul style="list-style-type: none"> ● Added/admitted/announced/agreed ● Boasted/bragged/ ● Complained/concluded/confessed ● Denied/described/discussed ● Encouraged/explained/exclaimed ● Informed/interrupted ● Moaned/pleaded/protested ● Remarked/replied/reminded ● Sighed/suggested/urged/uttered

			<ul style="list-style-type: none"> • Commanded/declared/directed Insisted/instructed • Examined/inquired
End			
Connectives	<ul style="list-style-type: none"> • So 	<ul style="list-style-type: none"> • After • Although • Even though • As 	<ul style="list-style-type: none"> • Even though/lest/provided/unless • In order that/since/so that • Except/however/save • As though/neither/otherwise/whereas therefore/whenever/whereby
Conclusion	<ul style="list-style-type: none"> • They all lived happily ever after 	<ul style="list-style-type: none"> • ...and nothing was heard of the _____ ever again • And that was the last that was seen/heard of.... • And that was the end of that • 	<ul style="list-style-type: none"> • ...and so we'll never know what really happened • ...it had finished, at last • ... and so it was over • ...and now we could all have a well-earned rest • ...and I can't wait to do it again!

Interest Talks

Interest talks are a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. Interest talks contain information that is used to describe and they can also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.

Structure	Infants	1 st /2 nd	3 rd – 6 th
Introduce the topic	<ul style="list-style-type: none"> ● I would like to talk about.... ● This is.... ● Here is.... 	<ul style="list-style-type: none"> ● I would like to tell you all about.... ● I am very interested in... 	<ul style="list-style-type: none"> ● I would like to take this opportunity to talk to you about... ● I first became interested in.... ● I have a passion for.... ● Today I would like to talk to you about....
State reasons for an interest in the topic	<ul style="list-style-type: none"> ● I like... ● I enjoy... 	<ul style="list-style-type: none"> ● I find _____ interesting because.... ● My hobby is.... ● I like to spend my time.... ● One of the things I like to spend my time doing is.... 	<ul style="list-style-type: none"> ● I am passionate about... ● I have a passion for.... ● I have, for many years, enjoyed... ● I like challenging myself to.... ● It is a creative pastime that.... ● I enjoy the feeling of.... ● It gives me great satisfaction to.... ● I have enjoyed many successes
Provide relevant information	<ul style="list-style-type: none"> ● I want to talk about this because ● This is.... ● These are... 	<ul style="list-style-type: none"> ● What I would like to do today is ● As you may already know... ● Many of you may already... 	<ul style="list-style-type: none"> ● I have chosen to speak about this because..... ● Have you ever heard of? ● You may already know.... ● Every day you encounter.... ● You may already be familiar with
Explain technical terms to the audience	<ul style="list-style-type: none"> ● This works 	<ul style="list-style-type: none"> ● The purpose of _____ is... ● This is called the _____ and it is for 	<ul style="list-style-type: none"> ● To illustrate... ● To give you the essential background information on... ● To outline... ● To have a look at... ● What I would like to do today is to explain ● We use the word _____ to describe....

			<ul style="list-style-type: none"> ● The function of _____ is....
Conclusion	<ul style="list-style-type: none"> ● Thank you for listening ● Any questions? 	<ul style="list-style-type: none"> ● Thank you for your attention ● To summarise.... ● In conclusion.... ● Does anybody have any questions? 	<ul style="list-style-type: none"> ● I'd like to summarize/sum up ● Let me summarise by saying... ● So that concludes my ● Would anybody like to ask me any questions? ● I welcome any questions or comments that you may have

Appendix D: Poetry List inclusive of the Over the Moon Poetry List

The 'Over the Moon Programme' provides a comprehensive list of suggested poetry at each class level and the list below it comprises of a additional rhymes/poems for each class grouping.

This list intends to guide and enhance future practice, NQTs and class teachers new to a class grouping.

Poetry engagement at each class level will not be limited to these recommendations alone. Teachers are free to use class readers, online texts and other supplementary material during poetry lessons in the classroom.

General Guidelines:

- It is important that children have the opportunity to hear, read, write and enjoy poetry on a regular basis.
- When writing poetry allow the children to work as a whole class, in groups and pairs as well as individually.
- Model writing the different types of poems.
- Give children plenty of opportunity to see and discuss the style of poem you have selected before writing it themselves. Give children the opportunity to present their work.

Class	Poetry
Junior Infants	<p><i>Fingers Twinkle</i> <i>Clap Your Hands</i> <i>Tommy Thumb</i> <i>Open Them, Shut Them</i> <i>Humpty Dumpty</i> <i>Breakfast Rhyme</i> <i>Handy Pandy</i> <i>Two Little Dickie Birds</i> <i>Mix a Pancake</i> <i>Chop, Chop, Choppity Chop</i></p>
Senior Infants	<p><i>Jack Frost</i> by Cecily Pike <i>The Squirrel</i> by Emily Dickenson <i>Daffodowndilly</i> by A.A. Milne <i>Fat Old Witch</i> by Leland Jacobs <i>My Name is Super Mouse</i> by Melton Eagles <i>When Santa Got Stuck Up the Chimney</i> <i>An Elephant Goes Like This and Like That</i> <i>Mr Giraffe</i> <i>Big Eyed Owl</i> 1,2,3,4,5</p>
1 st Class	<p>1st Class Reader 1</p> <hr/> <ul style="list-style-type: none"> ● My First Day ● Bed in Summer ● Climb Aboard the Spaceship ● My Teeth ● Open a Book ● The Toys Playtime ● The Best of Friends <p>1st class Reader 2</p> <hr/> <ul style="list-style-type: none"> ● Every Time I climb a Tree ● The Little Turtle

	<ul style="list-style-type: none"> ● Where Was I ● My Spring Garden ● Mom Always Knows ● Aim High to the Sky ● Foreign Lands ● Sandy Beaches ● Summer Morning <p><i>Additional Suggested List</i></p> <p><i>Hickety Pickety Bumblebee</i> <i>Mr Squirrel</i> by V.M. Julian <i>Twenty Froggies</i> by George Cooper <i>Five Little Pumpkins</i> by Fiona Holmes <i>Daddy's Making Dinner</i> by Jeff Mondak <i>Splash</i> (Anonymous) <i>Giant Mistake</i> by Linda Hanmend <i>I'm the Single Most Wonderful Person I know</i> by Jack Prelutsky <i>My Dog is Not Like Other Dogs</i> by Kenn Nesbitt <i>Daddy's Making Dinner</i> by Jeff Mondak <i>It's Opposite Day</i> by Kenn Nesbitt</p>
2 nd Class	<p>2nd class Poems</p> <hr/> <ul style="list-style-type: none"> ● The Biggest Burp Ever ● Nate the Creative ● Come Little Leaves ● Breathe and Be ● A Closet Full of Shoes ● The Storm ● How to make a friend ● Snow day ● Oh the Places You'll Go ● It's the wearing of Green Day ● Witches Delight ● Homework oh Homework ● Peanut Butter ● Sick

	<ul style="list-style-type: none"> ● Saw my Teacher on Saturday ● If You See a Fairy Ring <p><i>Additional Suggested List</i></p> <p><i>All My Great Excuses</i> by Kenn Nesbitt <i>What is Red?</i> by Mary O' Neill <i>Animal Instincts</i> by James Carter <i>Things You Don't Need to Know</i> by Kenn Nesbitt <i>'Twas the Night Before Christmas</i> by Clement Clarke Moore <i>Witches Brew</i> by Stacie Eirich <i>The Laughter Forecast</i> by Roger McGough <i>The Television</i> by Roald Dahl <i>Maggie and Milly and Molly and May</i> by E.E. Cummings <i>I Taught my Cat to Clean My Room</i> by Kenn Nesbitt</p>
3 rd Class	<p>3rd class Poems</p> <hr/> <ul style="list-style-type: none"> ● Seeing School ● Please Mrs Butler ● Water ● Thinking Like a Scientist ● Other People's Monsters ● The Moon ● Today I Decided to Make Up a Word ● Sleigh Ride ● Dreamer ● Sir Ernest Shackleton When I Grow Up ● Colour ● Forgotten Language ● The Methods of Science Rap ● My Mind ● Don't Be Scared ● The King of All Dinosaurs ● The Blarney Stone

	<p><i>Additional Suggested List</i></p> <p><i>From a Railway Carriage</i> by R. Stevenson <i>The Witches' Call</i> by Clive Sansom <i>The Traveller</i> by Raymond Wilson <i>The Witches</i> by Roald Dahl <i>The Lobster Quadrille</i> by Louis Carroll <i>The Silver Fish</i> by Shel Silverstein <i>The Snowflake</i> by Margaret Elizabeth Sangster <i>Life Doesn't Frighten Me At All</i> by Maya Angelou <i>The Fairies</i> by William Allingham <i>Turvy-Topsy</i> by Paul Stewart</p>
<p>4th Class</p>	<p>4th class Poems</p> <hr/> <ul style="list-style-type: none"> ● When You Thought I Wasn't Looking ● Visiting Emotions ● A Skip to Beat Bad Temper ● Adventures of Isabel ● Form a Railway Carriage ● Wynken Blynken and Nod ● Today is Very Boring ● Christmas Long Ago ● Let No One Steal Your Dreams ● My Family's Fond of Gadgets ● Big Blue Whale ● I Built Myself a Time Machine ● Recipe for Disaster ● I Am an Artist ● Science Homework ● Being Brave at Night ● Story Telling ● The Owl and the Pussy Cat <p><i>Additional Suggested List</i></p> <p><i>'Twas the Night Before School Starts</i> by Bruce Larkin</p>

	<p><i>Kindness to Animals</i> (From the Book of Virtues) <i>The Trouble with my Sister</i> by Brian Patten <i>Write-a-Rap-Rap</i> by Tony Mitton <i>The Dentist and the Crocodile</i> by Roald Dahl <i>Skibbereen</i> (Anonymous) <i>The Sea</i> by James Reeves <i>Missing</i> by Roger Stevens <i>The Day the War Came</i> by Nicola Davies <i>Don't Rush Me Please</i> by Barbara Vance</p>
5 th Class	<p>5th class Poems</p> <hr/> <ul style="list-style-type: none"> ● Sparks ● Mrs World a Galbal Waring ● The Drinking Fountain ● The Ghost Teacher ● Different ● The Door ● Dragon Dance ● Dave Drita Christmas Present ● Computer Boot ● In Flanders Fildes ● Asteroids ● Volcano ● Greedy Dog ● Tricks ● Jumanji ● Predator ● Oh How I'd Like to Travel ● Wendy Wise <p><i>Additional Suggested List</i></p> <p><i>Bully</i> by Enda Wyley <i>When the World Turned Upside Down</i> by Margaret A. Savage <i>If</i> by Rudyard Kipling <i>The Loner</i> by Julie Holder <i>The Sorcerer Has Cursed Me</i> by Harry Wozniak <i>Song of the Witches</i> by William Shakespeare</p>

	<p><i>Oh How I'd Like to Travel</i> by Jodi Right <i>Danny Murphy</i> by James Stevens <i>A Centaur Goes out Shopping</i> by Kenn Nesbitt <i>Please Mrs Butler</i> by Allen Alhberg</p>
<p>6th Class</p>	<p>6th class Poems</p> <hr/> <ul style="list-style-type: none"> ● Laika ● See it Through ● His Favourite History Story ● The Listeners ● Bully ● Bournemouth 1939 ● Venus Fly Trap Rap ● On top of Mount Everest ● The Sea ● Steve the Superhero ● Please Sir ● Push and Pull ● Awesome ● Homework ● I Tried to Do My Homework ● Lion ● The Toughest Pastry Maker ● Sports in My Eyes ● Choose You <p><i>Additional Suggested List</i></p> <p><i>Mid-Term Break</i> by Seamus Heaney <i>The Jabberwocky</i> by Louis Carroll <i>Spells</i> by James Reeves <i>Whispering Waves</i> by Edel T. Copeland <i>Dulce et Decorum Est</i> by Wilfred Owen <i>My Dad's a Secret Agent</i> by Kenn Nesbitt <i>Mr Nobody</i> (Anonymous) <i>W is For Witch</i> by Eleanor Farjeon <i>Fireworks Night</i> by Enid Blyton</p>

Appendix E: Phonics Plan

St. Mary's National School – Phonics Overview	
Junior Infants	<p>STEP 1 JOLLY PHONICS:</p> <ul style="list-style-type: none"> ● 42 sounds (initial and diagraphs) ● 2 sounds per week October-June ● Focus on <u>letter sounds only</u> throughout the year
Senior Infants	<p>STEP 2 JOLLY PHONICS:</p> <ul style="list-style-type: none"> ● Revision of all 42 sounds ● Focus on <u>letter sounds and names</u> ● Newell Programme introduced
1 st Class	<p>STEP 3 JOLLY PHONICS:</p> <ul style="list-style-type: none"> ● Revision of work done in SI ● Engagement with supporting resources at the discretion of the class teacher, for example, <u>The Newell Literacy Programme</u>(Dictation sentences Predominantly) From Books 2 and Book 3 (Lessons 1-7) ● Over the Moon Phonics Scheme
2 nd Class	<p>REVISION and New Learning</p> <ul style="list-style-type: none"> ● Revision of key phonics work covered in Jolly Phonics programme (Step 1 - 3) ● Engagement with supporting resources at the discretion of the class teacher, for example, <u>The Newell Literacy Programme Books 3 (Lessons 8-12) and Book 4 (Lessons 1-9)</u> ● Over the Moon Phonics Scheme

3 rd Class	<ul style="list-style-type: none"> ● Over the Moon Phonics Scheme
4 th Class	<ul style="list-style-type: none"> ● Over the Moon Phonics Scheme
5 th Class	<ul style="list-style-type: none"> ● Over the Moon Phonics Scheme
6 th Class	<ul style="list-style-type: none"> ● Over the Moon Phonics Scheme

Appendix F: Phonological Awareness Plan

'Developing Phonological Awareness in the Infant Classes' (PDST) and the NCCA *'Support Material, English Reading Stage 1 – Stage 4 Phonological Awareness'* (www.curriculumonline.ie) are important resources for Junior and Senior Infant teachers and should be referenced when considering appropriate methodologies and in the planning for phonological awareness at these class levels. Additionally, Junior Infant teachers should be aware of the stages of phonological awareness prior to the teaching of phonics;

Steps in Phonological Awareness before Teaching Phonics

1. **Awareness of words in spoken sentences** (segmentation, poster rhymes)
2. **Listening for rhyme in spoken words** (rhyming judgement, rhyming matching, alliteration, odd-one-out)
3. **Syllable awareness in spoken word** (touch counting, syllable blending, syllable deletion, syllable counting, visual counting activities)
4. **Onset and rime in spoken word families** (rhyme production using word families, onset and rime games)
5. **Phonemes in spoken words** (oral blending of sounds in words)

Juniors Infants currently use the Folens 'Sounds Make Words' Phonological Awareness Programme. This programme includes; listening skills, auditory discrimination, visual and auditory discrimination, rhythm detection, syllable detection, syllable blending and alliteration

The following is a guideline for onset and rime word family engagement from Junior Infants to Second Class. Approximately 500 primary words can be derived from these 39 rimes;

Suggested Onset and Rime ~ Word families

Junior Infants	Senior Infants	1st Class	2nd Class
-at	-ug	-ack	-ice
-an	-aw	-ash	-ale
-in	-all	-ake	-ain
-im	-and	-ick	-eat
-ap	-ill	-unk	-ight
-it	-ing	-ate	-ide
-ip	-uck	-ame	-ine
-ot	-ank	-ock	-oke
-op	-ell	-ink	-ore
-ay	-ump	-est	

Appendix G: Sight Word Plan

Junior Infants	Senior Infants	1 st Class	2 nd Class	3 rd Class
Over the Moon 1-32 Tricky Words	Revision of Junior Infants words Over the Moon List: 1-33 Tricky words	First 100 Dolch List (<i>read</i>)	First 200 Dolch List (<i>read</i>)	First 200 Dolch List (<i>spell</i>)

Junior Infants Tricky Words

1	the	I	was	she	
2	said	to	we	me	
3	he	be	are	all	
4	you	come	your	some	do
5	they				
6	here	one	that	my	there
7	by				
8	go	no	so	like	for
9	have	live	give		
Senior Infants Tricky Words	what, when, who, which, why, where	only, old, down, little,	any, many, before, from were, because	want, saw	should, could would into, over,

		other, more		right two four, goes	made, does, their, came
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Senior Infants

High Frequency Words:

And, he, at, it, of, in
 Had, at, not, him, up, look, is, her, as, after
 We, did, winter, get, them, out, for, will, yes
 Ask, very, an, its, ride, just
 His, be, big, went, now, blue, red, see, am, spring
 This, long, good, about, around, want, don't, how, know, too, got, then
 Pretty, jump, green, every, away, saw, call, well, summer, take, today,
 think

Appendix H: Whole-School Comprehension Strategies

“Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text” (Pardo, 2004)

Comprehension strategies need to be explicitly taught.

‘Guiding Comprehension, Reading for Meaning’ (PDST) is a crucial document in relation to the ‘3 levels of comprehension,’

which range from lower order literal to higher order evaluative.

<i>Literal</i>	<i>Inferential</i>	<i>Evaluative</i>
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<ul style="list-style-type: none"> - Creating Images - Skimming - Scanning - Self-Questioning 	<ul style="list-style-type: none"> - Connecting - Comparing - Inferring - Predicting 	<ul style="list-style-type: none"> - Synthesising - Determining Importance - Summarising and Paraphrasing - Self-Questioning
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This document outlines and explores in detail the components involved in each of these levels of comprehension, along with providing a variety of valuable activities/ideas for exercises to practise each.

Appendix I: Whole-School Reading Strategies

It is our aim to develop confident readers who enjoy reading a diverse range of texts and are challenged to develop their reading skills, whilst establishing and nurturing a love of reading and story.

The following strategies are used across the school to promote reading;

- Promotion of library membership
- Paired reading with older classes
- Delivery of quality, multi-modal texts (animations, pictorial, audio etc)
- Shared reading experiences e.g. CAPER: Children and Parents Reading Together
- Creating appealing reading spaces in classrooms
- Engagement with 'Drop Everything and Read' (DEAR) time during the school day
- Adults leading by reading during DEAR time
- Well-stocked class libraries and exposure to different forms of texts such as magazines, comic books, annuals etc.
- Use of audio-books to deliver curriculum content
- Encouragement of reading during the school holidays
- Use of outdoor space for reading
- Use of book reading challenges to provide an incentive to read more
- Inclusion of a set time for 'reading for pleasure' in homework assigned E.G. GetEpic
- Choral reading/partner reading exercises

- Print rich environments
- Planning of book related events such as book fairs, World Book Day celebrations, visits from authors/illustrators, visits to local libraries

The Class Reader

The class reader is gauged towards the average child. The purpose of using a class reader is to develop reading skills such as using picture cues, word attack skills, dictionary work, comprehension, information retrieval skills etc. Teachers cater for the different needs in the classroom when using the class reader by asking questions gauged at different levels of ability.

Strategies

Teachers will employ modes of teaching listed below to meet the needs of the learning profile in their classes. Various modes may be used during the academic year.

1. **One teach, one observe**
2. **One teach, one assist**
3. **Parallel teaching**
4. **Station teaching**
5. **Alternative teaching**
6. **Team teaching**

Reading Schemes

1. Class reading scheme 'Over the Moon'
2. Big Books
3. Texts from other subjects
4. Class novels

Alternative Reading Materials Available -Supplementary/ancillary/parallel readers are used to give children the opportunity to read at their level.

1. Big Cat
2. PM readers
3. Library Books
4. Pupils own reading material

Class Libraries and School Library

1. Each class has a class library. Children are encouraged to identify title, author, illustrator and publisher
2. The class library includes story books, poetry and nursery rhyme books, folk and fairytales, counting books, encyclopaedia, and dictionaries
3. We also make our own books

Book Related Events

1. We use the local town library
2. Attend library readings
3. Listen to visiting authors
4. Shared reading
5. Book Fair

PRINT RICH ENVIRONMENT

In our classrooms and school children are surrounded by print with the exemption of classes in which this environment will cause sensory overload. Everything in the classroom is labelled at a level appropriate to the age of the children in the class. Teachers use posters, charts, dictionaries, newspapers etc. to provide an appropriate print rich environment for the children. Children are able to use the labels and posters in their classrooms as cues for writing.

Appendix J: Novel Plan (Second to Sixth Class)

Second to sixth classes engage with novel study. Each class teacher is free to choose a novel each school term at their own discretion. The following table outlines the set novels available in our school library for each class level. Class teachers are free to choose novels from other class levels depending on class ability. Class teachers may also borrow Novel sets from the Cork City Library each term.

St. Mary's National School Novel Plan					
	2 nd	3 rd	4 th	5 th	6 th
Novels Titles And Quantity					
	<i>Flat Stanley by Jeff Brown X30</i> <i>The Yuckee Prince by Larry O' Loughlin X 35</i> <i>Fantastic Mr. Fox by Roald Dahl X29</i> <i>CockaDoodleDoo Mr Sultana by Michael Morpurgo</i>	<i>The Owl who was Afraid of the Dark X35</i> <i>Elsie and the Seal Boy by Patrick O' Sullivan X 29</i> <i>Stanley by Peter Gunning X29</i> <i>The Sheep Pig by Dick King Smith X32</i> <i>The Enchanted Horse by Magdalen Nabb X30</i> <i>Adam's Starling by Gillian Perdue X32</i>	<i>Under the Hawthorn Tree by Marita Conlon McKenna</i> <i>The Wreck of Zanzibar by Michael Morpurgo X35</i> <i>Nuala and Her Secret Wolf by Cora Harrison X25</i> <i>Lady Daisy by Dick KinG Smith X37 (maybe for 3rd/4th split)</i>	<i>Number the Stars by Lois Lowry x30?</i> <i>Wonder by R.J. Palacio Wildflower</i> <i>Girl by Marita Conlon McKenna</i> <i>Tom Crean Ice Man by Michael Smith X35</i> <i>River Boy by Tim Bowler X 17</i> <i>Wonder by R.J. Palacio X30</i> <i>Mr Frisby and the Rats of Nimh by Robert C. O' Brien X 36</i>	<i>When Hitler Stole Pink Rabbit X32</i> <i>Lockie and Dadge by Frank Murphy X35</i> <i>SOS Lusitania BY Kevin Kiely X</i> <i>Holes by Louis Sachar x</i> <i>Twist of Gold by Michael Morpurgo X 29</i> <i>War Horse by Michael Morpurgo x 30</i> <i>Escape from Shangri-La by Michael Morpurgo X</i>

				<i>Spirit of the Titanic Nicola Pierce X29</i>	32
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Appendix K: Punctuation and Grammar Plan

It is recognised that punctuation and grammar activities are embedded informally across practice at infant level. This is done informally from First Class. It is also acknowledged that much work in this area arises organically in classrooms, permeates across the many subjects of the curriculum and is not restricted to discrete literacy lessons. The pupils should be able to observe the conventions of grammar and punctuation in their oral language and writing. Grammar is taught in the context and linked to reading materials. All classes are provided with lots of punctuation and grammar within the 'Over the Moon' Programme also.

Punctuation-

<p>Junior Infants:</p> <ul style="list-style-type: none"> ● Draw yourself and write your name ● Identify the difference between capital letters and lower case letters ● Identify a full stop 	<p>Senior Infants:</p> <ul style="list-style-type: none"> ● Write your name ● Find capital letters in words ● Find capital letters in lists of letters ● Matching lower case to capital letters ● Copy lower case and capital letters ● Write the correct lower case letter with the capital letter ● Rewrite sentences using capital letters/full stops ● Identifying correct sentences i.e. with capital letter and full stop.
<p>First Class:</p> <ul style="list-style-type: none"> ● Revision of capital letters / full stops ● Capital letters in months, days, titles, places. ● Ordering the days /months ~ capital letters ● Capital letter ~ 'I' ● Question Marks 	<p>Second Class:</p> <ul style="list-style-type: none"> ● Rewriting passages correctly ~ capital letters, full stops, question marks ● Exclamation Marks! ● Using exclamation marks as punctuation marks in a sentence. ● Speech Marks ● Rewriting sentences / short passages using correct punctuation ~ revision of above work.

	<ul style="list-style-type: none"> • Composing short stories from pictorial clues, paying attention to correct punctuation
Third Class: <ul style="list-style-type: none"> • Changing sentences to questions • Commas ~ writing lists, not before 'and' • Identifying sentences where commas should be used • Writing addresses correctly • Further work on speech punctuation • Rewriting sentences using correct punctuation- capital letters, full stops, question marks, exclamation marks, commas 	Fourth Class: <ul style="list-style-type: none"> • Use of hyphens • Use of apostrophe • Apostrophes for possession • Apostrophes to shorten words • Apostrophe ~ use with plural nouns ending in <u>s</u> • Semi – Colon • Negatives
Fifth Class: <ul style="list-style-type: none"> • Contractions • Direct and Indirect Speech • Working with tenses, prepositions and clauses. • 'I' or 'me' 	Sixth Class: <ul style="list-style-type: none"> • Dashes • The Colon • Simple Sentences • Compound /Complex Sentences • The Passive Voice • Use of Brackets in sentences • Conditionals

Grammar

Senior classes use the 'English in Practice' series which covers all the key areas of language learning and is the perfect way to provide pupils with the daily practice of core English skills. These skills include phonics, spelling, grammar, vocabulary and punctuation.

3rd to 6th Classes will use the Over the Moon Programme *for an overview of nouns, adjectives, verbs, adverbs, singular and plural, gender, compound words, contractions, pronouns, prepositions, conjunctions, prefixes, suffixes, antonyms, homonyms, synonyms, similes, proverbs, inverted commas, direct and indirect speech, the apostrophe and abbreviations*

The 'English in Practice' programme is suitable for classes from 1st to 6th but utilised in Fifth and sixth classes specifically at the moment.

- Reinforces English skills over a 32-week period (160 days).
- Packed full of engaging and developmentally appropriate activities.

- Focuses on one core skill per unit with clear explanations and examples.

Suggested Grammar Guide

<p>Junior Infants</p> <ul style="list-style-type: none"> • <u>Oral introduction</u> to the concept of grammar and the following; • Joining words and clauses using ‘and’ • Turning words into plural • Identifying missing/incorrect words in sentences • Identifying the correct order of words in a sentence 	<p>Senior Infants:</p> <ul style="list-style-type: none"> • Identifying the correct sentence e.g. I had some sweet / I had some sweets. • Rewriting sentences and putting the words into the correct order. • Filling in missing words in sentences • Selecting the correct word to complete a sentence eg The cat was --- the table [up/on] • Selecting the correct word to complete a sentence, using pictorial clues.
<p>First Class:</p> <ul style="list-style-type: none"> • Rewriting sentences and putting words in the correct order • Verb ~ Finding the missing verb to complete a sentence • Identifying verbs in a sentence • Noun ~ Completing sentences with appropriate nouns • Adjectives ~ Adding adjectives to enhance a sentence • Constructing a sentence from a noun, a verb and an adjective. • Filling the blanks in short passages using nouns/verbs/adjectives. • Writing simple sentences to describe what is happening in the picture • Writing sentences using verbs in past, present and future tense • Writing sentences in singular/plural (are / is) 	<p>Second Class:</p> <ul style="list-style-type: none"> • Revision of concepts of singular /plural; past / present tense, as introduced in first class. • Completion of a short story using suitable words / phrases [Cloze Procedure] • Rewriting instructions in the correct order • Pronoun ~ Exercises replacing nouns with suitable pronouns • Selecting correct pronouns for different sentences • Further exercises ~ past /present tense, singular / plural • Preposition ~ Completion of sentences using correct prepositions • Rewriting given passages / short stories in the past /present / future tense. • Writing about pictures, using nouns/pronouns, verbs and adjectives
<p>Third Class:</p> <ul style="list-style-type: none"> • Verbs ~ grouping into categories e.g. run dash, sprint, jog, chase, rush etc. • Making sentences more interesting by changing the verb e.g. I <u>went</u> to school 	<p>Fourth Class:</p> <ul style="list-style-type: none"> • Changing nouns from singular to plurals rules • List adjectives to describe a picture ~ write a short passage using the adjectives from your list

<ul style="list-style-type: none"> • Writing short pieces e.g. newspaper reports, diary etc in the first, second or third person [singular / plural] • Completion of sentences using personal pronouns • Collective Nouns ~ writing the collective noun for different groups. • Find / Invent collective nouns for different groups • Using singular /plural or both? • Changing from singular to plural • Extending sentences • Conjunctions ~ rewriting sentences using conjunctions • Adjectives ~ grouping adjectives by type e.g. colours ~ dull, dark, red, scarlet, beige etc. • Changing a short written passage by replacing the adjectives 	<ul style="list-style-type: none"> • Adjectives ~ comparative / superlative ~ Making a table • Using comparative adjectives to describe pictures. • Constructing sentences using comparative adjectives. • Changing adjectives to comparative adjectives ~ spelling rules. • Compiling lists of comparative adjectives, going from least to most e.g. tiny, small, big, huge, enormous • Further 'tense' work • Adverbs ~ classifying by 'where' 'when' 'how' • Sentence construction, using adverbs in the sentences. • Finding a number of adverbs that can be used with a list of verbs
<p>Fifth Class</p> <ul style="list-style-type: none"> • Adding prepositions to sentences • In all writing activities, check for the correct use of words. • Agreement of singular and plural with nouns and verbs • The use of double negatives e.g. I'm not going nowhere • Classifying nouns by type ~ proper, common, collective, abstract • Review of personal pronouns • Clauses ~ Adding second clauses to sentences • Direct and Indirect speech 	<p>Sixth Class:</p> <ul style="list-style-type: none"> • Review of past work • Clarifying / further practice with pronouns & prepositions • Subject and Object in a sentence • Correct use of formal language

Appendix L: NEPS Language Tree

This important literacy resource shared by the National Educational Psychology Service (NEPS) could act as a reminder to teachers of the main elements involved in literacy instruction and experience, and enhance teaching and planning across the school.



Appendix M: Inventory of Quality Picture from the 'Over the Moon Programme'

Junior Infants

Mog And The Vet

Ready Steady Ghost

Cave Baby

We're Going On A Bear Hunt

Handa's Surprise

The Wolf's Story

Dear Father Christmas

Baby Brains

Grandad's Secret Giant

Senior Infants

Tiger Who Came To Tea

Grrrrr

Jolly Christmas Postman

Witch With An Itch

Dear Greenpeace

Zog

Herman's Holiday

Squash & Squeeze

Giant Of Jum

1st class

Avocado Baby

Hare And Tortoise

Snow Day

Dragon Post

Little Monkey

Grandad's Island

Darkest Dark

Meerkat Mail

Can You Catch a Mermaid

Madeline Finn and the Library Dog

2nd Class

We're All Wonders

Rose Meets Mr Wintergarten

Sammy Skyscraper

Mirror

When I Grow Up

Paper Dolls

Magic Paintbrush

My Teacher is a Monster

Breathe And Be

Storm Whale

3rd Class

Granuaile

The Red Tree

The Fantastic Flying Books of Mr Morris Lesmore

Black Book of Colours

The Promise

Hansel And Gretel

Manfish

Unit I Met Dudley

The Little Gardener

Inside My Imagination

4th Class

Gorilla

Seen And Not Heard

Town Is By The Sea

Joan Procter, Dragon Doctor

Mary And Frankenstein

The Whale

The Night Gardener

Jack And The Baked Beanstalk

Fox

The Journey

5th Class

Ben's Dream

Emmanuel's Dream

Jumanji

Window

Where The Poppies Now Grow

The Widow's Broom

Journey

A Christmas Carol

The Liszts

Escape From Pompeii

6th Class

The Butterfly

Malala's Magic Pencil

Grandfather's Journey

The Boy And A Jaguar

The Top Of The World Climbing Mount Everest

Alice's Adventures in Wonderland

The Universe Ate My Homework

Boy Who Fell Off the Mayflower

Newspaper Boy And Origami Girl!

Appendix N: St. Mary's N.S. Critical Thinking Book Talk Catalogue

St. Mary's National School uses the Critical Thinking Book Talk Picture books to develop children's concepts, dispositions and skills in relation to:

- Engagement, listening and attention
- Social conventions
- Awareness of others
- Sentence structure and grammar
- Acquisition and use of vocabulary
- Demonstration of understanding
- Requests and questions
- Categorisation
- Retelling and elaborating
- Playful and creative use of language
- Information giving, explanation and justification
- Description, prediction and reflection

Research shows that it is largely through the thinking, interaction and dialogue that happens after the reading, that development as outlined in the earlier bullets, happens. Critical Thinking and Book Talk encourages children to become critical thinkers. The approach is about fostering thinkers, speakers and readers who enjoy reading, and discussion and dialogue about books.

St. Mary's N.S. Critical Thinking Book Talk List

Book Title
The Sissy Duckling - Henry Cole
Princess Smartypants - Babette Cole
Princess Smartypants Breaks the Rules - Babette Cole
Zoo - Anthony Browne
Voices in the Park - Anthony Browne
Gorilla - Anthony Browne
Silly Billy - Anthony Browne
Lost and Found - Oliver Jeffers
How to Catch a Star - Oliver Jeffers
Fly Away Home - Eve Bunting
The Huge Bag of Worries - Virginia Ironside
Once Upon An Ordinary School Day - Colin McNaughton
Grandad's Island - Benji Davies
Let's Do Nothing - Tony Fucile
River Story - Meredith Hooper
The Tunnel - Anthony Browne
The Lost Thing - Shaun Tan
The Wednesday Surprise - Eve Bunting
We are in a Book! - Mo Willems
The Giving Tree - Shel Silverstein
Thank You, Mr. Falker - Patricia Polacco
Sam & Dave Dig a Hole - Mac Barnett
What do you do with an idea? - Kobi Yamada
The Day the Crayons Quit - Oliver Jeffers

The Day the Crayons Came Home - Oliver Jeffers
Alexander and the Terrible...Day - Judith Viorst
The Boy,the mole,the fox and the horse -Charlie Mackesy
When Jessie Came Across the Sea – Amy Hest
School’s First Day of School – Adam Rex
Dear Greenpeace – Simon James
When Sophie Gets Angry–Really, Really Angry –Molly Bang
The Incredible Book Eating Boy – Oliver Jeffers
The True Story of the Three Little Pigs – Jon Scieszka
The Paper Bag Princess – Robert Munsch
Rosie’s Walk – Pat Hutchins

Dandelion Launchers Units 1 - 6		Mon	Tues	Weds	Thurs	P/G Signature Comment
1a	Sam, Tam, Tim					
1b	I am Sam					
1c	Is it Sam?					
1d	On the Mat					
2a	Pam					
2b	The Pot					
2c	A Map					
2d	A Man					
3a	Bob					
3b	Pip and the Bat					
3c	Sam's Bag					
3d	Pam and the Cat					
4a	Ted					
4b	The Fib					
4c	Bob and the Cod					
4d	Meg and Ted					
5a	Ken, the Rat					
5b	Kim, the Bug					
5c	Mud					
5d	The Bus					
6a	Viv Can Run					
6b	Jim and Jam					
6c	Ken Gets Wet					
6d	Zog					

Child's Name: _____

Dandelion Launchers Units 7 - 10		Mon	Tues	Weds	Thurs	P/G Signature Comment
7a	Rex Yells					
7b	Rex Will Not Sit					
7c	Bob on the Sill					
7d	The Hill					
8a	Lost					
8b	Jump!					
8c	Junk					
8d	The Gift					
9a	Bob is Glum					
9b	Don't Spill!					
9c	Floss					
9d	Stop the Pram!					
10a	Stunt Rat					
10b	Punk Smells Crisps					
10c	Frank Swims					
10d	Mum Gets Strict					

Child's Name: _____

Dandelion Launchers Units 11 - 15		Mon	Tues	Weds	Thurs	P/G Signature Comment
11a	The Big Chip					
11b	Chit Chat					
11c	Nuts for Lunch					
11d	The Champ					
12a	Shep and Tosh					
12b	The Shop					
12c	Fresh Fish					
12d	The Fish Pond					
13a	This and That					
13b	Will This Fit?					
13c	Thud! Crash!					
13d	That's It!					
14a	The Clock					
14b	The Back Pack					
14c	Which Shall I Pick?					
14d	When Can I Get On?					
15a	Ding, Dong!					
15b	Spring					
15c	Ting-a-ling					
15d	The Strong Wind					

Child's Name: _____

Dandelion Launchers Units 16 - 20		Mon	Tues	Weds	Thurs	P/G Signature Comment
16a	The Itch					
16b	The Ditch					
17a	The Sandpit					
17b	The Muffin Shop					
18a	Stranded					
18b	Stan is Shocked					
19a	Thinking of a Gift					
19b	Swimming					
20a	Cuddles					
20b	A Muddle in the Middle					

Appendix P: C.A.P.E.R. Paired Reading Guide

CAPER: Child and Parent Enjoying Reading

This programme promotes and facilitates children enjoying reading supported and facilitated by their parents and supported by the class teacher.

Aims of the C.A.P.E.R. Programme

1. To promote the reading levels of children in school through appropriate book provision
2. To increase awareness of the essential parental contribution to children's early reading development
3. To develop positive parental attitudes towards school and to strengthen links between home and school
4. To foster positive attitudes towards reading
5. To extend parents' and teachers' knowledge of good children's literature

C.A.P.E.R. involves parents reading along with their children to promote reading as a part of children's everyday habits.

Organisation of C.A.P.E.R.

C.A.P.E.R. will take place in both First and Second classes at intervals throughout the school year.

Each pupil will choose a book from Monday to Thursday each week and will need to spend ten minutes reading this chosen book each evening.

Books will be alternated each day.

Parents are asked to sign the child's C.A.P.E.R. card each evening also. This is to facilitate communication between home and school.

Appendix Q: Handwriting and Penmanship Plan

The following guidelines act as a support to class teachers with regard to handwriting and penmanship at each class level by providing the main areas of focus according to each grouping; Each Class is currently using the Mrs Murphy Handwriting copies

Approach

Pre-cursive writing in Junior and Senior Infants. Cursive writing in First Class – Sixth Class.

Shape

Letters are taught according to shape; c, o, a, d, g, etc

Children frequently struggle with letter heights. These copies offer support by using red and blue lines throughout until the children become confident writers.

Phonics

Designed with a phonetic approach - Children at all class levels can read what they are writing.

Progression

The writing in this programme is developed in a structured way.

Free Writing

Free writing from Junior Infants to Sixth Class.

Junior Infants	<ul style="list-style-type: none">○ Fine motor skills○ Considerable work on patterns○ Use of tripod pencils and Chubb crayons○ Lower case letter formation (shared with parents)○ Correct writing posture and pencil grip○ Formal handwriting workbook
Senior Infants	<ul style="list-style-type: none">○ Continued work on fine motor skills○ Use of tripod pencils○ Upper case letter formation (shared with parents)○ Correct writing posture and pencil grip○ Use of project copies○ Formal handwriting workbook
1st Class	<ul style="list-style-type: none">○ Correct writing posture and pencil grip○ Print○ Lower and upper case reinforcement○ Formal handwriting workbook○ Use of B2 Learn to Write copies
2nd Class	<ul style="list-style-type: none">○ Correct writing posture and pencil grip○ Print practised initially○ Cursive writing from Christmas onwards○ Use of B4 Learning to Write copies○ Formal handwriting workbook
3rd Class	<ul style="list-style-type: none">○ Cursive formation○ Formal handwriting workbook○ Discrete lesson on correct pencil grip and writing posture at the start of each term○ 'Writer of the Week/Month' encouraged

	<ul style="list-style-type: none"> ○ Assigned handwriting copy encouraged
4th Class	<ul style="list-style-type: none"> ○ Cursive formation ○ Formal handwriting workbook ○ Discrete lesson on correct pencil grip and writing posture at the start of each term ○ 'Writer of the Week/Month' encouraged ○ Assigned handwriting copy encouraged ○ Introduction to pen use ○ Introduction to touch-typing skills
5th Class	<ul style="list-style-type: none"> ○ Discrete lesson on correct pencil grip and writing posture at the start of each term ○ Cursive formation ○ Discrete lessons on letter formation ○ 'Writer of the Week/Month' encouraged ○ Assigned handwriting copy encouraged ○ Touch-typing skills
6th Class	<ul style="list-style-type: none"> ○ Discrete lesson on correct pencil grip and writing posture at the start of each term ○ Cursive formation ○ Discrete lessons on letter formation ○ 'Writer of the Week/Month' encouraged ○ Assigned handwriting copy encouraged ○ Touch-typing skills

Appendix R: Writing Genre Plan

It was decided that a whole-school monthly genre approach to writing would be of benefit to literacy practice across the school. A plan that sets the specific writing genre that is being focused on from infants up to 6th class each month provides opportunity for a boost in the sharing of resources and

consolidation of skills through the increased sharing of student work. It should also act as an aid to staff to engage meaningfully with the given genre when a definitive and significant time frame is assigned to the same. 'The Writing Genre: A Structured Approach to the Teaching and Learning of the Writing Genre' (PDST) is a useful resource for staff planning in this area.

Please note the two year plan below

The following table sets out the writing genre focus for both odd and even years.

Odd year colour coded **red**

Even year colour coded **green**

Term and Year	Genre
Term 1 2023/2024	Narrative Writing Revision of Recount
Term 2 2023/2024	Explanation Writing Revision of: Procedural
Term 3 2023/2024	Report Writing Revision of Persuasive
Term 1 2024/2025	Recount Revision of Narrative
Term 2 2024/ 2025	Procedural Revision of Explanation
Term 3 2024/ 2025	Persuasive Revision of Report Writing

Free Writing

Each class should have 10 – 15 minutes of *free writing* a number of times a week. This *free writing* will be analysed later and located on a *map of development*. *Free writing* should be just that, 10 – 15 minutes max 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.
- The children can choose the topic although they may need some guidance in the beginning. Brainstorm all the different types of writing they can do – news, story, letter, list, menu, instructions, labels etc. There should be no pressure on children to “produce” an amount of writing.
- The reluctant writer may use pictures to convey a message

Appendix S: Spelling Plan (First to Sixth Class)

Classes from First to Sixth currently engage with the ‘Spellings for Me Spellings Programme’.

St. Mary’s has adopted the ‘Spellings for Me’ multidimensional approach to spelling in recent years. This programme includes an online and offline programme. Within this framework, are differentiated activities that support the child's learning of the errors they made online. Despite being a “spelling workbook”, it is still completely differentiated, as children print out their spellings from their individual online profile and paste them into the workbook. The child works according to their ability, not their class or age.

Spelling: Multi-Dimensional Approaches

1. Using the Spellings for Me strategies –word in a word/ letter drawings/ mnemonics and letter strings
2. Spelling through phonological and phonetic awareness
3. Approximation – trial and error, “have a go”
4. Onset and rime
5. Building up a word bank
6. Experiencing a print rich environment

7. Learning common spelling rules – change the “y” to “ies”
8. Encourage children to have a go
9. Use of dictionaries and thesauruses
10. Utilising the activities included in Spellings for Me e.g. wordle, Dots and dashes. Spelling Bee

Consultation at the time of this policy’s development pointed to the need for increased dictation in relation to spelling exercises and efforts to improve skills in this area so the Newell Programme is still being utilised in First and Second classes to address this.

First and Second classes have adapted the Spellings For Me Programme for the benefit of their classes and they currently do not engage with the online testing feature. Instead whole class lists are created and shared with the entire class weekly using the strategies suggested.

This programme will be under review 2024/2025.

Appendix T: English as an Additional Language

‘English Language Support in primary education strives to empower students from many different communities to access the same educational opportunities as their English-speaking peers and to become fully-integrated members of the community of the school and the wider social community,

while respecting and valuing the richness of cultural and linguistic diversity.’ (Integrate Ireland Language Programme)

The variety and diversity of the languages that the children bring to the classroom and to the school yard is respected and celebrated. In St. Mary’s N.S. We acknowledge pupils’ differing culture, backgrounds and language. EAL support endeavours to enable the pupils whose primary language or language of the home is other than English, to develop their individual potential, both socially and academically, within the school system. We are committed to providing appropriate provision of teaching and resources for students for whom English is an additional language and for raising the achievement of all students.

The aim of our EAL provision is to ensure that students develop the competence to use English confidently in order to access the curriculum and reach their full potential.

We also aim to:

- Identify individual EAL learner's needs.
- Recognise the talents and skills they bring to the school.
- Respond to the needs of the EAL learner.
- Support EAL learners in accessing and engaging with the school curriculum.
- Assesses the student’s proficiency in English using the assessments tasks from the Post - Primary Schools EAL Assessment Kit.
- Support the pupil’s needs in targeted, EAL class groups or whole class settings.
- Records and monitors the student's progress.

Support may take the form of in-class or withdrawal, whichever is deemed most beneficial. Teachers of EAL students will encourage EAL students to speak English while in school, be aware of the language demands of the Curriculum, including subject specific vocabulary in subjects such as Literacy, Maths, Geography, History & Science and will differentiate planning and teaching to take into account the Learning needs of EAL pupils.

