**Oral Language Methodologies**

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| **Methodologies for Junior & Senior Infants** |
| Giving of instructions in class and wider school context e.g. PE, school playground.  Instruction games e.g. ‘O Grady Says’, ‘Follow the Leader’, Drawing and pupils giving instructions to each other in pairs, groups.  Elaboration of pupil’s own news by teacher.  Practice of social greetings e.g. introduces self and others, greet and say goodbye.  Read to children daily emphasising tone of voice, facial expression in reading story, occasionally inviting outside storyteller / older pupil.  Re-read the same story occasionally, pupils choose the story to be read, read stories on particular topics e.g. animals / pets.  Pupils continue / finish the story e.g. ‘what do you think happened next?’  Teacher / pupils ask questions based on the story read, pupils invited to tell the story in their own words.  Chinese whispers.  Drama – role-play and miming based on stories, poetry, rhymes, popular films / videos, home situations, shopping, school etc.  Use of puppets and dress-up box.  Close your eyes and describe what you see’, giving a definite topic e.g. a beautiful garden.  Name objects in the classroom, school bag, home etc.  Expand vocabulary through addition of descriptive words e.g. big / small, heavy / light (Maths language), warm / cold (environmental language), run / walk / skip (P.E.).  Listen to music (e.g. Learn Together programme) and ask ‘how does it make you feel?’  Show and Tell, encouraging pupil to use sentences e.g. ‘this is my doll. She has blonde hair...’  Describe a friend.  Starters like e.g. ‘I like…’ ‘After school I…’  Send pupil on a message e.g. ‘May I have 20 copies please’  Emphasise appropriate vocabulary / sentence structure when requesting and relating.  Provide vocabulary required to describe people, places etc.  Teasing out situations e.g. ‘If you were lost, what would you do’.  Encourage questions about the world around us (SESE).  Use big books as a springboard for discussion.  Circle Time, Stay Safe, Learn Together  Picture and / or object stimuli to create a story, create a collaborative story.  Listening to rhymes, tapes etc. alerting pupils in advance to listen for specific sounds.  Listen to and learn poems, nursery rhymes, nonsense rhymes, jingles and riddles, reciting individually and in groups (revise regularly).  Listen to, focus on and re-create sounds e.g. animals, imaginary and add sounds to a story. |
| **Oral Language: Methodologies for 1st & 2nd Classes** |
| Talk and discussion.  Circle Time  Consider advertisements, posters, and themes of interest.  Role-play.  Hot seating – one pupil takes on the role of a story / poem character and the pupils ask questions of him / her.  Brainstorming.  Word webs.  Listening games e.g. Chinese whispers, auditory tapes / CDs / activities, Simon Says, clapping games.  Story telling – rich and varied selection of texts.  Cross-age tutoring and sharing stories.  Visitors to school / classroom e.g. garda, priest, storyteller / poet, touring theatre.  News board – newspaper cuttings, photographs.  Reciting poems and rhymes.  Identifying word families, rhyming words, onsets and rimes.  Call out a list of words twice omitting one the second time.  Teacher gives a list of numbers. Pupils repeat. Repeat in reverse order.  Teacher taps rhythm. Pupil repeats.  Twenty questions.  Pupils listen for the silly sentence / word that shouldn’t be there.  Listen to sounds inside / outside the classroom.  Different child presents news / weather / area of interest each morning.  Pupil takes turn for the day for answering phone, door, going with messages.  Introduce new words e.g. night words, scary words, magical words.  List new words on the wall.  Presentations to own / other class e.g. project, poem.  Follow a recipe.  Kim’s Game – identify the missing object.  ‘What would you do if…?’ e.g. found an injured animal, found a €1,000 lottery ticket.  Finish the story. |
| **Oral Language: Methodologies for 3rd & 4th Classes** |
| General classroom conversation in all subject areas.  Informal story telling, life experiences, news, current affairs.  Use of alternative words, phrases, and sentence structures.  Listen to commercial recordings / own recordings of stories and accounts.  Chinese whispers.  Pass on a story – each child adds on.  Describing a process e.g. how to make a cup of tea, how to make a photocopy etc.  Listening to and completing tasks e.g. in PE lesson.  Turn down sound on TV – identify moods etc.  Mime – charades.  Use different tones of voice e.g. say ‘I need a cup of tea’ in 5 different ways.  Display anger, sadness, joy, tiredness etc.  Communicate using mime e.g. ‘I’m going out’.  Role-play arguments as to why / why not e.g. I need a mobile phone.  Listen to a piece of music, select words to describe it, make up a story behind it.  View a short video clip; turn down the music, select language to describe the extract.  Use drum-tapping to convey moods e.g. happy, sad, angry, agitated, excited etc.  Hot seating.  Word webs.  Collect local expressions.  Act out sections of the class novel.  Relay role-play i.e. pupil takes place of existing character in middle of role-play.  Engage local storytellers.  Make list of questions – correct use of why, what, where, when as a reaction to a passage.  Making of presentations on project work etc. followed by question and answer session.  Social interactions – greeting / introducing visitor, answering the phone.  Working in groups and introducing members.  Verse speaking. |
| **Oral Language: Methodologies for 5th & 6th Classes** |
| Discussion – local, national and global issues, sport, pupils’ concerns and social issues.  Debate topical issues e.g. homework.  Instructions – giving, receiving, interpreting.  Non-verbal communication.  Assigning conversation to pictures.  Character interviews.  Character role-plays – creating a story using a selection of characters.  News telling.  Narratives.  Explanations.  Story reconstruction – using sets of picture sequences, groups of pupils put the pictures into a logical sequence and practise retelling the story around the circle.  Defending viewpoints.  Story composition.  Questioning.  Creative inquiry – ‘What if?’  Questioning and logic.  Comparing and grouping.  Brainstorming and building knowledge.  Description activities.  Circle Time.  Communication skills – clear, distinct, concise, and coherent.  Respectful for communication.  Etiquette and social convention. |

**Reading Methodologies**

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| **Junior & Senior Infants** |
| Listen to and respond to teacher’s / taped stories and rhymes.  Simple re-telling of stories focusing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases.  Listen to and repeat in proper sequence, alerting children in advance re what to listen for.  Marching and clapping games, teacher claps and children copy.  Making of simple percussion instruments.  Clap syllables e.g. a cat is \_\_ (fat)  Finish line of a poem / rhyme.  B/a/t  bat.  Onset and rime e.g. d – og.  Clap for each syllable e.g. John – 1 clap, Mary – 2 claps.  Follow structured phonics programme.  Labels in classroom, alphabet frieze, labelling charts using flashcards.  Allow opportunities to handle a variety of books – cover, author, illustrations, left to right, page turning.  Shared reading e.g. big books, our news, and language experience charts.  Shared reading with parents, older pupils.  Letter / sound relationships using appropriate resources e.g. Jolly Phonics.  Teacher modelling reading process.  Develop sight vocabulary of common words e.g. treasure hunt, word walk in locality.  solate beginning sound e.g. onset and rime, word families, adding on rhymes, games e.g. foods that begin with b.  Rhyming part of words using simple poems e.g. ‘There was a man called Pat, he had a pet \_\_’  Pre-reading activities, reading scheme, library reading.  Bingo, word matching.  Re-read, re-tell and act out e.g. drama box, previous stories.  Respond to characters / relate to events e.g. ‘Did that ever happen to you?’  Draw self in picture with characters or in scene from story, draw favourite part of the story / favourite character.  Respond to text through pictures, bubble conversation, captions.  Captions with marla / magnetic letters, write words under pictures etc.  Pupils invited to bring in and discuss their favourite books from home.  Books about favourite things. |
| Reading: Methodologies for 1st & 2nd Classes |
| Read to children a rich variety of stories, facts and poetry.  Develop sound awareness through focusing on sounds associated with letters and letter clusters and patterns of sounds in words.  Rhyming words, onsets and rimes, different onsets, different rimes.  Shared reading – parents / older siblings / older pupils.  Individual / independent reading.  Silent reading / personal reading.  Reading for different purposes e.g. browsing, simple scanning, skimming.  Encourage use of class and local library.  Provide interesting and varied selection of books in class library and continuously change / supplement selection.  Use of tapes, storybooks and tapes and CD ROMs.  Use of comics, catalogues and local publications to augment library contents.  Simple information retrieval e.g. table of contents, simple index.  Book reviews.  Write-a-Book Project – read other pupils’ books.  Reading programmes on CD ROMs.  Alphabetical order exercises.  Discuss books, authors, plot with other pupils, teacher, parents.  Recall and discuss significant events in stories.  Analyse and interpret characters and situations. |
| Reading: Methodologies for 3rd & 4th Classes |
| Skim / scan through a passage.  Read silently / out loud.  Teacher provides questions first and pupils read passage to find answers.  Pick out the sentence which proves the answer.  Phonetic awareness.  Begin with a discussion of the illustrations.  Personalise the story.  Use of class set of dictionaries.  Use of computer to source specified information with questions being provided at outset.  Distribute poetry books, pupils read and select their favourite poem.  Pupils select which poem will be learned.  Book reviews and recommendations for other pupils to read.  Read book and present views to class.  Group read same material. Pupils in group have different roles to discuss material.  USSR – Uninterrupted Sustained Silent Reading.  Reading various packaging for information.  Reading of brochures, fliers, leaflets, circulars.  Read newspaper headline and predict story.  Word building.  Cloze procedure.  Class novel.  Read other pupils’ work e.g. Write-a-Book.  Pupil reads a story and other pupils dramatise different endings.  Select 5 well-known characters from different stories and create a new story for them.  Invite younger / older children to read to class |
| Reading: Methodologies for 5th & 6th Classes |
| Reading to pupils.  Modelled reading by teacher / pupil.  Guided reading.  Shared reading.  Independent reading.  Performance reading.  Paired-reading.  DEAR  Research reading.  Encouraging use of class / city library  Project work.  Recalling, retelling, predicting.  Analysis, explanation, mood, issues, theme.  Inference.  Deduction.  Summarising.  Evaluation.  Correlation, classification.  Use of different genres.  Reading strategies – scanning, skimming, research reading, reflective reading.  Book discussions involving comparisons of style etc.  Class reader.  Class novel.  CD reading.  Magazines, newspapers.  Visit by author, poet. |
| Writing Methodologies for Junior & Senior Infants |
| Provision of print-rich environment e.g. labels, flashcards, posters.  Teacher as scribe – pupils tell story and teacher writes and pupils may copy / type.  Compilation of Our News on flip chart pad.  Scribbling, writing patterns using different media e.g. chalk, crayon, and paint.  Tracing of basic letters on sandpaper and sand, making letters with marla and use of magnetic letters.  Letter formation including lower case, upper case, capital letters and full stop.  Making cards and writing simple messages.  Copying / writing own name, environmental labels, words and simple sentences.  Writing for different people / purposes e.g. card, name on artwork.  Display personal writing and read pupils’ writing aloud.  Making of little books e.g. My Book about…autumn.  Teacher models letter formation on the blackboard / air and pupils imitate.  Start with dot – left / right, top / bottom. front / back.  Teach writing grip progressing from chubby crayons to Chublets, to chubby pencils to standard pencils.  Allow children to spell own words – approximate spelling.  Draw a picture and write about it e.g. name, caption, and sentence.  Add descriptive words to naming words.  Dominoes – match the start of a sentence with an ending and write.  Draw and write about feelings e.g. happy face and write word ‘happy’, I feel sad / happy when… |
| Writing: Methodologies for 1st & 2nd Classes |
| Teacher as scribe, modelling story structure.  Cross-age tutoring – older pupil as scribe for younger pupil.  Print-rich environment e.g. labels, captions, displays of simple sentences / stories, writing corner.  Oral preparation for all written work.  Express feelings in print, write about experiences, and write about senses.  Spelling in accordance with school policy.  Choose writing topic through brainstorming, mind-mapping, drawing up lists of favourite topics.  Pupils select own topic to write about.  Personal writing collections.  Include pupils’ writing in class library.  Free-writing in personal journal.  Lists, messages, reminders, letters, invitations.  Write for self, other pupils, teacher, and parents.  Write the important details of an event e.g. school / local event.  Class story – each pupil writes 5 – 10 sentences.  Writing pairs / groups for editing and re-drafting.  Pupils read own work to class / at assembly.  Displays of writing in corridor.  Publish work in an anthology / school newsletter. |
| Writing: Methodologies for 3rd & 4th Classes |
| Personal class diary.  Poetry writing.  Pupils write to one another for a specific purpose.  Party invitation.  Write a quiz on a particular topic.  Write a set of directions.  Devise an evacuation plan for the building.  Collate class rules.  Give a sentence – each child writes for 5 minutes starting with that sentence.  Give 6 to 8 words – build a story around them.  Letters of thanks, complaint, invitation.  Display pupils’ written work – writing corner, corridor display, school anthology / newsletter.  Encourage pupils to ornament work for display. Create book covers.  Pupils read written work aloud to class, assembly.  Create boxes of facts etc. for projects.  Brainstorm for story writing and use questions to expand. Sequence events. Discuss different beginnings and endings.  Paired / group writing.  Write a book for younger family member / younger classes.  Provide middle of story – tease out beginning and conclusion.  Use rough work drafts before presenting final copy after discussion with teacher.  Earmark weeks for poetry, letters etc.  Read a story to the class and ask them to write a summary.  Take a paragraph from a familiar story / piece and re-write in own words.  Select a famous person whom you would like to interview and select questions you would ask. |
| Writing: Methodologies for 5th & 6th Classes |
| Supply print-rich environment e.g. posters.  Narrative:  adventure  horror  plays  folk and fairy tales  historical  mystery  magic  science  fables  personal experiences  Provision of relevant topics.  Brainstorming, webbing, research, conferencing.  Note-taking.  Instructions.  Newspapers.  Reports.  Persuasive text.  Explanations.  Formal / informal letters and faxes.  Reports and reviews.  Diary.  Editing, drafting and publishing.  Spelling, grammar, punctuation and layout.  Correction, self-correction, use of dictionary, thesaurus.  Poetry |