Thornleigh Educate Together National School

Whole School English Plan

Reviewed January 2019

Name of school: Thornleigh Educate Together National School

Address: Applewood Village Swords Co. Dublin

Telephone: 01-8074969

Denomination: Multi- Denominational

Patron: Educate Together

# I**ntroduction**

Thornleigh Educate Together National School is a developing multi denominational school in Swords Co. Dublin with a high percentage of EAL students. The pupils come from a wide variety of backgrounds. The teaching approaches are underpinned by the Howard Gardiner theory of multiple intelligences. English is integrated throughout each curricular subject.

**Development, implementation and Review**

The progress of the policy and the review process will be co-ordinated by Paula Carolan, the literacy coordinator and the ISM team.Elements of the policy will be discussed as necessary at staff meetings

**Vision**

Our hope for English in our school is that after eight years in primary school pupils will appreciate and enjoy language, have good reading, writing and oral skills and have confidence when using the language in all aspects of their future lives.

**Aims**

The main aims of our English programme are

* To enable pupils to communicate clearly with each other and the wider community.
* To enable pupils to draw conclusions, appreciate language and fully comprehend the written and spoken word.
* To engender in the pupils a love of reading and learning.
* To equip the pupils with the skills necessary for their adult and working life.
* To teach the skill to locate information.
* That pupils have the ability to speak grammatically correct English.
* That the pupils should have legible writing including good spelling ability.
* To develop the child’s ability to engage in listener-speaker relationships.
* To develop their cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
* To take part in choral speaking

**Methodologies**

**Oral Language Methodologies**

|  |
| --- |
| **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 storytelling, 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, and 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**

|  |
| --- |
| **Junior & Senior Infants** |
| Listen to and respond to teachers / 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 |

**Oral Language**

**Broad Objectives**

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

1. Gain pleasure and fulfilment from language activity
2. Develop the capacity to express intuitions, feelings, impressions ideas and reactions in response to real and imaginary situations through talk and discussion, experimentation and the development of ideas.
3. Develop fluency, explicitness and confidence in reading and communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

## Resources

The resources we use include

|  |  |
| --- | --- |
| * First Steps * Jolly Phonics * Big Box Adventures * Spellbound * Exercise Your English * PM plus Reading Schemes * Collins Big Cat Readers * Oxford Reading Tree * Prim Ed resources * Prim Ed Literacy / Comprehension Boxes * PM Gem readers * Engage Literacy Readers * Big Books * New Wave English Activities | * Games. * CD’s. * Computers * IWB * Tablets * Charts, posters, pictures. * Exemplars in the Curriculum * Teacher reference books * Our visiting drama teacher Anne Marie * Interactive Whiteboard * Digital camera * Selection of toys * Mobile library * School Library |

**Strategies**

* Talk and discussion
* Active learning
* Collaborative learning
* Problem solving
* Skills through content
* Using the environment
* Use of ICT
* Cookery
* Aistear
* Power hour
* Reading recovery
* Use of school library

## Reading

Oral language activities will provide the basis for the children’s preparation for reading. Before being introduced to a formal reading scheme the child’s attention span, concentration, language, competence and perceptual abilities must be well developed. Informal reading activities will be concentrated on in the infant classes especially during the first year.

#### Broad Objectives for Reading

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

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

|  |  |  |
| --- | --- | --- |
| Reading Schemes | Supplementary Reading |  |
| Big books.  JI – 2nd Big Box Adventures  3rd – 6th Edco reading scheme  Texts from other subjects.  Class novels, | Jolly Phonics readers  PM Gems, PM Plus, Collins Big Cat  Oxford Reading Tree  Flying Start  Engage Literacy  Big Cat Readers |  |

## Writing

**First Steps /Genre**

In line with our Whole School DEIS Plan Thornleigh Educate Together embraces the methodologies for the First Steps Programme in the areas for Reading, Writing and Oral Language.

Please see appendix for sample yearly plan

**Broad Objectives For Writing**

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

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship, introduction of the cursive writing scheme from JI.

### Phonics

In the junior classes we use Jolly Phonics

Teachers will also use supplementary programmes, which we have in our resources.

### Handwriting

From Junior Infants we use the cursive script and used this throughout the school.

**Punctuation and Grammar**

This is done informally from Junior Infants. Emphasis put on pointing out punctuation marks in big books first, and on sentences and labelling in the classroom –eg. Summer is here!. Capital letter and full stop are pointed out and also examined in the pupil’s own reading books.

Grammar is done in context and linked to reading materials. Emphasis is put on good grammar such as There are two boys in my class and We did our work . Pupils are introduced in first class to common nouns and verbs. We also find these in our reading lessons.

Punctuation and grammar is taught throughout the school both informally and in discrete time.

**Organisation of Teaching and Learning:**

English is formally taught for the allocated curriculum times from junior infants to 6th class. The predominant mode of working in English is:

1. Whole class teaching with group work and individual tuition where appropriate with members of the SET team
2. Aistear
3. Reading Recovery Power hour in JI, SI and 1st Class.
4. First Steps
5. Reading Recovery

**Parental Involvement:**

We acknowledge the crucial role that parents play in their children’s language development and the following strategies are employed to enhance such involvement:

* New infants parents are met prior to junior infants starting school
* Parental collaboration is also encouraged by encouraging parents to read with and to their children e.g. shared reading
* Parents are also encouraged to listen to their children read at home

**Homework**

Homework is used to support English through tasks such as:Phonic work and practice, Spelling, Reading exercises, Writing assignments, See also school policy on homework

## Assessment

Assessment is very important and necessary to provide the teacher with continuous detailed information about the pupils progress and can help the teacher design appropriate learning activities. See TETNS assessment policy

To enable us assess progress we use the following methods:

* Teacher observation
* Teacher-designed tasks and tests
* Collect samples of writing from each pupil
* Standardised tests
* Bury Infant Checklist
* EAL screening
* Tracker Pupils

**Feedback to Pupils**

Effective feedback is best given to pupils by consistently marking their work and orally commenting on their work. Children will be praised for work that communicates their potential. Children will have their work recognised by classroom/corridor displays, certificates e.g. writer of the fortnight etc.

**Resources** : The following are used for the teaching of English in our school. This list will be added to at the teacher’s discretion.

|  |  |  |
| --- | --- | --- |
|  | | |
| * Exemplars and ideas from the teacher guidelines. * Approved reading schemes * School/mobile library * Wall charts. * Flash cards. | * Shared reading senior pupils with Junior pupils. * Book Fair annually. * Sustained silent reading. * Entering various writing competition. * ICT software. * Our visiting drama teacher Anne Marie * Computer, printer and internet access in each room | * Peer Tutoring, * Jolly Phonics * Class novels * Dictionaries * Workbooks * Word games |

.

**Information and Communication Technologies**

ICT will be used in the school to enhance language teaching and learning in the following ways:

* Software will be used to consolidate spelling work e.g. Jolly Phonics
* The internet is used as a reference
* Interactive whiteboards are used throughout the school
* Visualizers are also used throughout the school

**Development of Phonemic Awareness**

In acquiring the ability to use letter-sound relationships (grapho/phonic cues) the child needs to develop phonological and phonemic awareness, that is an ability to manipulate the sound segments in words. Activities such as the following can contribute to the development of this ability.

(1) Syllabic Awareness

• Beating out syllables – child can tap rhythmically nursery rhymes a they say them.

• Blending syllables e.g. m-ary dus-ter

• Segmenting syllables.

• Kinesthetic reinforcement – get child to reproduce rhymes and rhymed stories.

• Clapping and dancing to syllabic rhythms. To touch their head for the first syllables, shoulders for the second, hips for the third, knees for the fourth, toes for the fifth.

• Counting syllables – putting up one finger for each syllable

• Segmenting of sentence into in words

(2) Onset and Rime awareness

• Learning and saying rhymes

• Listening to stories with strong rhyming patterns

• Matching rhyming pictures

• Rhyme box – child picks out an object, names it and supplies three rhyming words.

(3) Phonemic Awareness

• Identifying words that begin with the same initial sound, same end sounds, same middle sounds.

• Producing sounds with given initial sounds – I spy games

• Phoneme blending

• Song games

• Sound dominoes – child says a word, next child says a word beginning with the final sound of the previous word.

• Phoneme deletion – child identifies missing e.g. sound (f) ox.

• Phoneme substitution – child has fun changing the initial phonemes of their own names.

**Word Identification Strategies**

In order to identify words the child needs to use information from different sources.

• Experiences and understanding of the world (meaning or semantic cues).

• Knowledge of the forms of language (syntactic cues).

• Knowledge of the directional (left to right) and positional conventions of print (top to bottom).

• Awareness of the function of punctuation marks.

• Knowledge of letter – sound relationships (using grapho/phonic cues). – onset/rime.

**Use of I.C.T.**

Software e.g. PrimEd

Interactive Whiteboards

Internet and e-mail

Roles and Responsibilities

The implementation of our plan will be supported as follows:

|  |  |
| --- | --- |
| ***Roles*** | ***Person (s) responsible*** |
| Development of schemes of work | Class Teacher |
| Assessment (Standardised/Diagnostic) | Class Teacher/SET Team |
| Co-ordination of School/Class Libraries | Pamela Roden |
| Purchasing of Resources | Principal & Deputy Principal |
| Parental Involvement | Staff and Principal |
| Co-ordination of monitoring and evaluation of plan | Principal & Deputy Principal |

|  |
| --- |
| Evaluation date and evaluation co-ordinator The implementation of this plan will commence in the academic year \_\_2016/2017 \_\_\_\_\_\_\_\_\_\_It is intended that it will be implemented in full during this school year taking into account the NPLC \* |

\*Due for review as appropriate, in accordance with NPLC

**Ratification and Communication**

This plan was ratified by the Board of Management of Thornleigh Educate Together National School in December 2016.

Parents may obtain a copy of this plan at the school or on the school website.

Paula Carolan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

James Kavanagh \_\_\_\_\_\_\_\_\_\_\_\_\_

**SPEAKING & LISTENING ACTIVITIES**

Suggested Activities ( in Map of Development Book) for Each Phase Under Each of the 10 Text Types

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning** | **Early** | **Exploratory** | **Consolidating** | **Conventional** |
| Storytelling and Anecdotes | Retell p.64, Props with a purpose p.62, Picture talk p.76 | What comes next? p. 97, Props with a purpose p.98, Picture talk p.117 | To summarise p. 47, What comes next? p. 148, Props with a purpose p. 149, Take a picture p. 168 | What comes next? p. 192, Radio play p.193, Time machine p.203, Say it again p.214, Changing view p.214 | Time machine p.245, Say it again p.255, storytelling p.235 |
| Extended Conversations | What shall I do today? p. 61, What can you hear? p. 77, Sorting and Classifying activities p. 76-Maths | What shall I do today? p. 102, What can you hear? p. 123, Sorting and Classifying activities p. 118-Maths, Telephone Talk p. 119, Role Plays p. 125 | Sorting and Classifying activities p. 168-Maths, Telephone Talk p. 172 | Conversation starters p.190, Let me introduce you p. 213, Role play p.213 | Read between the lines p.246, say it again p. 255, impromptu speech p.257, running commentary p.260 |
| Oral Reports | Talking about speaking and listening p. 68, People I talk to, people I listen to p.71 | Comparison Activities p. 119 | Listen to learn p.145, time for talk p.149, communicating in the community p.156, reviews p. 159, comparison activities p. 169 | Listen to learn p. 191, Time for talk p. 189, communicating in the community p.201, comparison activities p.212 | Listen to learn p. 233, Time for talk p. 233, communicating in the community p.246, the speech of the century p.231, report talk p.235 |
| Interest Talks | Personality phones p.69 | Personality phones p.110 | Time for talk p.149, Personality phones p. 161 | Graffiti groups p.204 | Graffiti groups p.243 |
| Interviews | People I talk to, people I listen to p. 71 | Who can I talk to? Who can I listen to? How do I do it? p.109, Body talk p.126, Analyse a video p. 127, What come next? p. 97 | Who can I talk to? Who can I listen to? How do I do it? p.161, Body talk p.170, Analyse a video p. 171, What come next? p. 148 | Getting to know you p.192, Analyse a video p.216 | Rate the reporter p.232 |
| Partner and Small-Group Work | Talk to teach p.63, Act it out p.71, Taking turns p.78, My grandma went shopping p.78 | Talk to teach p.101, Act it out p.108, Take a turn p.121, My grandma went shopping p.120, Barrier games p. 123, What did you see? P.120 | Talk to teach p.147, Take a turn p.172, Guessing games p. 169, Barrier games p.169, role-plays p. 171 | Talk to teach p.191, Take a turn p.213, Guessing games p. 212, Barrier games p.213, role-plays p. 213, Let’s negotiate p.211, What did you see? P. 212 | Talk to teach p.233, Context game p.244, 212, Barrier games p.258, Take a turn p. 258 |
| Meetings | Class Meetings p. 70 | Class Meetings p.112  Exploring speaking and listening p.111 | Class Meetings p.`167 | Speech pyramid p.202, class meetings p.204 | Class meetings p.243 |
| Questioning and Inquiry | Guessing games p.77, | Listen to learn p.99, Guessing games p.119 | Guessing games p.169, Ask an expert p.172 | Getting to know you p.192, Ask an expert p.216 | Icebreakers and interrogators p. 256, ask an expert p. 257 |
| Discussions | Reflect and respond p.63 | Reflect and respond p.102, Watch your tone p.125, Zoom p.127 | Reflect and respond p. 147, Which words? Which actions? Which voice? P. 160, Watch your tone p. 169 | Reflect and respond p. 192, Speech pyramid p. 202, eye contact p. 41, speaking and listening grid p. 201, who’s listening? P. 215, Watch your tone p. 214 | Reflect and respond p. 253, Speech pyramid p. 245, speaking and listening grid p. 255, who’s listening? P. 258, Come on! P.246, telephone talk p.258, listening matters p.260 |
| Arguments and Debates |  |  | `Persuade me, persuade me not p.159 | What’s my opinion? P.191, mini debate p.193, graffiti groups p.204 | Graffiti groups p.243, mock trial p. 243, adjust my view p.243, advertising avalanche p.248, subjective v objective p.246, consumer quandaries p.247 |

**First Steps**

**Yearly Plan**

**Term 1.2 &3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **September** | | | **October** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | **S&L** |
| **Recount**  Writing Resource  Chapter 4  Pg 44-67 | **Prediction**  Reading Resource  Chapter 4  Pg 133-136  I guess that... | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L Resource Book (RB)-creating character profiles, circle stories, that’s good, that’s bad, remembering stories, reader’s theatre, reflection, puppetry, choral speaking, drama) Possible links with History, Drama  **Extended conversations**  (pg 53 S&L RB)  Possible links with SESE, SPHE, Drama, Learn Together, Maths | **Report**  Writing Resource  Chapter 6  Pg 85-110 | **Connecting**  Reading Resource  Chapter 4  Pg 137-140  This reminds me of... | *Text Types:*  **Oral reports**  (pg 64 S&L RB-preparing to speak, presenting formally, news, show & tell)  Possible links with SESE, Visual Arts, Learn Together  **Interviews** (Pg 76 S&L RB-news, TV and radio reports, interviewing grandparents/parents about games they played/their school etc., )  Possible links with SESE (History-interviewing grandparents) |
| **November** | | | **December** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | **S&L** |
| **Narrative**  **(Novel Activities )**  (Pg21-44 WRB)  Writing stories  Imaginative stories, may be based on facts.  Focus on sequencing.  Suggested activities Pg 25-32  Draft plan pages P37-39  Assessment P40-44 | **Creating Images**  Reading Resource  Chapter 4  Pg 133-136 | *Text Types:*  **Revise-Storytelling and anecdotes & Oral Reports (pgs 94 and 64 S&L RB)-See Sept. and Oct.**  **Interest Talks** (Pg 90 S&L RB-sharing topics of personal interest, show and tell, speak about an object) Possible links with SESE | Revision | **Compare**  Reading Resource  Chapter 4  Pg 137-140  This is like... | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L RB)-See Sept.  **Interest Talks** (Pg 90 S&L RB)-See Nov. |
| **January** | | | **February** | | |
| **Writing** | **Reading** | **S&L** | **Writing** | **Reading** | ***S&L*** |
| **Explanations**  (Pg 111-125 WRB)  Explain how things come to be, the way they are or how things work.  Suggested activities  Pg 115- 117  Explanation Plan Pg 119 | **Determining Importance**  (Pg120, Pg 163- 165)  Making decisions about what is important in a text and what is not. | **Meetings** (pg 82 S&L RB) Possible links with SPHE  **Partner and small group inquiry**  (pg 56 S&L RB- Think, pair, share/Square, partner conversations, talking circles, circle within a circle, cooperative learning groups, literature conversations/circles, twos to fours, jigsaw, listening triads, critical friends) Possible links with all curricular areas | **Procedural**  (Pg 68-81 WRB)  Recipes  Experiments  Instructions  How Things work  -4 stages of procedural writing pg70  Suggested activities pg69 |  | *Text Types:*  **Questioning and inquiry**  (pg 67 S&L RB-types of questions, questioning tools p.73) Possible links with Maths, SESE  **Partner and small group inquiry**  (pg 56 S&L RB)-See Jan. \*\*\*See ‘Activities’ sheet below |
| **March** | | | **April** | | |
| **Writing** | **Reading** | ***S&L*** | **Writing** | **Reading** | ***S&L*** |
| **Narrative**  (Pg21-44 WRB)  Writing stories  Imaginative stories, may be based on facts.  Focus on sequencing.  Suggested activities Pg 25-32  Draft plan pages P37-39  Assessment P40-44 | **Inferring**  (Pg 117, Pg 144-148 RRB)  Combining text information with own experiences and ideas to create a unique interpretation  Suggested Activities Pg 144 RRB  Use of previous strategies- creating images, connecting, predicting | *Text Types:*  **Storytelling and anecdotes**  (pg 94 S&L RB)-See Sept.  **Discussions**  (pg 46 S&L RB-modelling discussion skills using puppets, offering opinions, elaborating on ideas, seeking clarification, agreeing/  disagreeing ) Possible links with all curricular areas  \*\*\*See ‘Activities’ sheet below | **Expositions**  (Pg 129-141)  Simple debate  Preferences  Persuasion  Compare & contrast  Suggested activities Pg 133-135 WRB  \*\*Using familiar fairy tales- debate red riding hood going through wood alone, Goldilocks breaking into house. | **Self-Questioning**  (Pg155-157, Pg 118 RRB)  Generating one’s own questions before, during or after text.  **Summarising**  (Pg 121, Pg 166-168)  Condensing information to the most important. | *Text Types:*  **Arguments and debates**  (pg 85 S&L RB-giving opinion, brainstorming, take a stand, four corners, formal debates)  **Discussions**  (pg 46 S&L RB)-See Mar.  \*\*\*See ‘Activities’ sheet below |
| **May** | | | **June** | | |
| **Writing** | **Reading** | ***S&L*** | **Writing** | **Reading** | ***S&L*** |
| **Explanations**  (Pg 111-125 WRB)  Explain how things come to be, the way they are or how things work.  Suggested activities  Pg 115- 117  Explanation Plan Pg 119  \*\*\*See ‘Activities’ sheet below | **Determining Importance**  (Pg120, Pg 163- 165)  Making decisions about what is important in a text and what is not. | *Text Types:*  **Questioning and inquiry**  (pg 67 S&L RB)-See Feb.  **Extended conversations**  (pg 53 S&L RB)-See Sept. |  |  |  |

\*\*\*See ‘Activities’ sheet below for suggested activities from the Map of Development book for the above text types.