

SCOIL MHUIRE

ENGLISH POLICY

Rationale

The purpose of our English Policy is to ensure best practice in the teaching of English in line with the Primary School Curriculum (1999). It is hoped that it will be a useful tool for teachers providing them with clear guidelines and ensuring consistency and continuity in practice throughout the school.

Aims:

- To promote positive attitudes and develop an appreciation of the value of language – spoken, read and written.
- To develop confidence and competence in listening, speaking, reading and writing.
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
- To enable the child to read and write independently.
- To enhance emotional, imaginative and aesthetic development through oral language, reading and writing experiences.
- To enable the child to read and comprehend various forms of literature both for pleasure and for information.
- To develop the children's ability to express themselves in a clear and concise manner, for various audiences and purposes in a structured, creative and interesting style.

Strands and Strand Units

The English curriculum is structured according to the strands and strand units. To aid clarity the staff has chosen to plan through the strand units:

- Oral Language
- Reading
- Writing

Teachers use the curriculum objectives in their planning. They refer to them regularly, use them for assessment purposes and ensure there is a balance between the strands as listed below:

- Receptiveness to language
- Competence and confidence in using language
- Developing cognitive ability through language
- Emotional and imaginative development through language

Oral Language

The English curriculum envisages language learning as an integrated process in which the three strand units are interconnected. The curriculum promotes oral language as a vital context for learning. We in Scoil Mhuire endorse this approach to language learning and teachers will adopt this approach in the teaching and learning strategies utilised in classroom work.

Language is at the heart of the children's learning. It enables them to both communicate with others effectively for a variety of purposes, and to examine their own and others experiences, feelings and ideas, giving them order and meaning. Language also has an important bearing on the mental, emotional and social development of the child. Our school attaches a high priority to giving pupils a command of the English language and the ability to use it appropriately and concisely to convey meanings.

Aims:

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

Objectives:

- To gain pleasure and fulfilment from language activity.
- To develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture.
- To learn to understand the conventions of oral language interaction and use oral language in a variety of social situations.
- To expand vocabulary and develop a command of grammar, syntax and punctuation.
- To become fluent and explicit in communicating ideas and experiences.
- To explore and develop ideas and concepts through talk and directed discussion.
- To justify and defend opinions and to present a coherent argument orally.
- To express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion.
- To explore and express reactions to poetry, fiction and the arts.
- To explore, experiment with and enjoy all the playful aspects of language.

Approaches and Methodologies to Oral Language

Infant Classes:

Oral Language Programme: Infant teachers follow the Wonderland Oral Language Scheme

Talk and Discussion:

Expand on a variety of topics: Myself, Families, Homes, Seasons, Festivals, Holidays, Feelings, etc.

News Time: Discuss weather, events, personal stories, Show and Tell.

Interview: Ask questions.

Directions: Go on messages, follow directions, listen and draw.

Language Functions: Greetings, seeking permission, sympathising, expressing excitement, paying compliments, seeking invitations, making apologies.

Social Stories: Dealing with social situations at home, in school, in the playground. SOCIAL PERSONAL HEALTH EDUCATION, Walk Tall.

Circle Time: Topics from SPHE/Walk Tall Programmes.

Vocabulary Development: Focus upon new words - use words in different contexts- engage in conversations using new words.

Posters/Pictures: Use Reading scheme posters, Alive-O posters, SOCIAL PERSONAL HEALTH EDUCATION posters, Interactive White Board pictures to stimulate talk and discussion.

Story:

Listening:	Listen to stories, rhymes, poems and songs and respond to them. Reason, describe, retell, sequence, predict, summarise and elicit a sequel.
Oral Comprehension:	Questions – Literal, Inferential, And Evaluative.
Use of Big Books:	Discuss pictures, make predictions, develop vocabulary.
Own books:	Children make their own story books and talk about them.

Drama, Play and Games:

Aistear:	Infant teachers follow this programme to role play social functions.
Let's Begin Programme:	Responding to Fairy Tales and Nursery rhymes through movement, mime and music.
Role Play:	Dressing up in role and using props to make up/ dramatize a story.
Play and Games:	Chinese Whispers, Simon Says, Commercial games (jigsaws, sequencing games etc.), Computer games (Choose and Tell)

Poetry and Rhyme:

- Infant teachers use a thematic approach to teaching poetry eg. Seasonal, Environmental, Character, etc.
- Listen to, learn and recite Nursery Rhymes and Nonsense Rhymes.
- Respond to poems and rhymes through movement, art, mime and drama.

First and Second Classes:

Oral language Programme:

First and second Classes follow the Wonderland English Literacy Programme.

Talk and Discussion:

Expand on Topics: Myself and my family, Homes, Seasons, Holidays, Weather, Feelings etc.

News Time: Talk and reflect on past and present experiences.

Show and Tell.

Circle Time: Discussion on various topics from SOCIAL PERSONAL HEALTH EDUCATION Programme and Walk Tall Programme.

Initiate discussions, respond to the initiatives of others and have practise in taking turns.

Vocabulary Development:

Define new and difficult words, use new words in sentences and introduce them into conversations.

Language Functions: Give a description, recount a narrative or describe a process and answer questions on it.

Posters and Pictures: Use Reading scheme posters, SPHE pictures, Alive-O posters, My Write a Book pictures to stimulate talk and discussion.

Interactive white board

Story:

- Reading and listening to stories which leads to expanding vocabulary, developing imagination, developing sequencing skills through retelling stories and incidents in the stories.
- Questions – Literal, Inferential, Evaluative.
- Story based activities: Character analysis, Plot development, Making predictions, Summarising.

Drama, Play and Games:

- Role play: Creating characters, etc.
- Pair Work/Group Work: Express ideas and opinions and relay to class.
- Class Work: Improvisational Drama in response to real or imaginary events, poetry, story, social situations-(SPHE/Walk Tall/ Stay Safe programmes)
- Play and Games: Commercial/Computer Games, Memory games, I Spy, Murder Wink.

Poetry and Rhyme:

- First and Second classes use a thematic approach to poetry.
- A core of eight poems from Starways Reading scheme will be taught during the year.
- Writing Poetry eg. Acrostic, Shape poems, simple four line verse ABAB.
- Clap the rhythms of poems and rhymes.
- Children read and record their favourite poems before classroom audience.

Third and Fourth Classes:

Talk and Discussion:

Children should be enabled to:

Expand on Topics.

Describe and discuss everyday experiences, favourite moments and important events.

Make presentations to class about their own particular interests – (bring in prop if necessary).

Discuss issues directly affecting life.

Take turns.

Experience a classroom environment in which tolerance for the views of others is fostered.

Argue a point of view.

Justify personal likes and dislikes.

Vocabulary development and Language Functions:

Learn the definitions of new and difficult words and use them in sentences.

Children should build up a bank of words and use them in writing activities at every opportunity.

Play antonym and synonym games

Learn how to use basic key questions

Experience and enjoy the playful aspects of language, eg. humorous verse, riddles, jokes, tongue twisters.

Story:

Children should be afforded the opportunity to listen, on a regular basis, to a rich and varied selection of stories, eg. legends, fairy tales, historical, imaginative, animal stories, classics, etc.

Children should be enabled to:

Appreciate and enjoy stories.

Appreciate the structure of the narrative.

Discuss events, characters, motives and consequences in stories.

Pick out main ideas in stories.

Summarise and retell stories.

Make predictions while listening to stories and discuss likely and alternative outcomes.

Discuss possible solutions to complex problems in stories.

Discuss favourite parts of stories and reactions to stories.

Mime and act out specific pieces from stories.

Sound recordings or local story tellers can be used as well as teachers own performance.

Question and answer sessions should be embarked upon after listening to stories.

Study of language and characters can form part of the response to stories.

Drama, Play and Games:

The teacher can achieve enrichment of language by encouraging role-playing, by exploring feelings and thoughts through drama, games and play.

Children should be encouraged to play a variety of word/language games, eg. hangman, bingo, synonym, antonym games, Chinese Whispers.

Use a variety of photographs and pictures to play guessing games, spot the differences, observation activities, etc.

Use mime to convey ideas, reactions, emotions, desires and attitudes.

Use improvisational drama to recreate well known characters.

Practice common social functions in everyday context in class and school.

Explore historical events through improvisational drama.

Explore reactions to ideas through improvisational drama.

Dramatize stories or parts of stories.

React to poems.

Express feelings and attitudes.

Create and sustain imaginary contexts.

Poetry and Rhyme:

It is important that children's engagement with poetry should be governed by the 'pleasure principle'.

Poetry should examine every area of children's experience and engage their imagination as well.

A rich and varied repertoire of poetry will be experienced.

Children's sense of beauty and their enjoyment of language can be fostered through poetry and their aesthetic response awakened.

Hearing and reading poetry are both very important.

Children will become aware of the special use of words, their meaning and connotations that is poetry.

Variety and suitability are important and there should be ample opportunity to respond, discuss, develop and integrate.

Children should be given opportunities to write their own poems. A variety of poems is very important: include Shape poems, Acrostics, Limericks, Haiku, Four Line Verse – ABAB, ABAC

Children will learn to recite a repertoire of ten poems under the following headings:

Seasons Home and Family relationships

Festivals Nature

Magic and Mystery Humour

Fifth and Sixth Classes:

Talk and Discussion:

Children should be enabled to:

- Expand on topics.
- Express opinions
- Argue points of view
- Persuade others
- Report on topical news
- Engage in debates
- Give oral presentations of project work
- Practise basic social functions
- Partake in interviews
- Give comprehensive directions

Vocabulary Development and Language Functions:

- Expand vocabulary
- Define new and difficult words and use them in conversation and in writing activities
- Discuss the use of jargon/slang
- Antonyms and Synonyms

- Idioms – Colloquialisms
- Proverbs
- Figurative Language – Similes and Metaphors

Story:

Children should be given the opportunity to listen to a variety of stories told in different dialects. Sound recordings can be used or a local storyteller as well as the teacher's own performance.

Children should be enabled to:

- Appreciate and enjoy stories
- Re-tell stories
- Mime/Dramatise parts of stories
- Discuss events, characters, motives and consequences in stories
- Evaluate stories
- Discuss the structure of stories

Play and Games:

- Chinese whispers
- Word Games eg word tennis
- Synonym and Antonym games
- Games in which objects are identified from descriptions given by others
- Word association games (eg list 20 metal objects, 20 things you would find in a fridge)

- Games in which children ask questions to elicit information (eg. 20 questions to identify a character in a story/ an political person/a celebrity etc)

Poetry and Rhyme:

Poetry should be studied with the pleasure principle in mind. Above all, the children should enjoy listening to, reading, learning and writing poetry. Poems should not be over studied so that poetry becomes a chore.

Children should be enabled to:

- Develop emotional and imaginative life through poetry.
- Clarify thought and perceive accuracy and sincerity of expression through poetry writing.
- Engage in a variety of poetry forms:
 - Shape Poems
 - Acrostics
 - Alliterative
 - Couplet
 - Triplet
 - Verse 4 Lines – ABAB, ABBA, ABAC, ABCD.
 - Limericks
 - Haiku

Reading

Broad Objectives

We, as a staff aim to...

- Develop print awareness, and understanding of the purposes of print and a control over the different ways meaning is derived from a point.
- Develop a range of reading skills and abilities that includes phonemic awareness, word identification strategies and a growing sight vocabulary.
- Develop an awareness of a range of comprehension strategies.
- Identify and evaluate the key points, issues and central meaning of a text and organise efficiently the information presented.
- Develop an awareness of the richness and diversity of reading material available and read from a variety of texts of gradually increasing complexity.
- Encourage pupils to choose reading material and engage in and enjoy sustained silent reading.
- Develop a sense of discrimination with regard to the use of language and images in the media.
- Enhance reading development through the involvement of parents and guardians.
- The Learning Support and resource teachers work in conjunction with the class teacher to identify differing needs in the classroom. We operate a policy of early intervention, so children receive support at the earliest level through a range of in class team teaching and withdrawal.

Scoil Mhuire uses the Fallons Wonderland English Literacy Programme, and 3rd class to 6th study a class novel. (Class novels reviewed annually)

Infant Classes:

- Experience/Language based approach to reading e.g. reading and discussing class made books about the children, their likes, dislikes etc.
- Provide a print rich environment so children become aware of a variety of print.
- Language / pre reading activities: Visual discrimination, auditory discrimination, matching, bingo, spot the difference, find the pairs, etc.
- Listen to enjoy, and respond to stories, rhymes, poems, and songs being read aloud by the teacher.
- Use large format and big books
- Provide children with books from Sails and Oxford Reading Tree Book Bag scheme
- Play with language to develop an awareness of sound: rhyming games, nonsense rhymes etc.
- Learn from the teacher modelling the reading process: left to right, top to bottom orientation, front to back orientation. Become familiar with the terminology of the book. Ask questions regarding the author, illustrator, title, publisher, blurb etc.
- Use of Orton and Gillingham approach to develop phonological awareness: Junior Infants learn first 10 letters first a, b, f, h, i, j, k, m, p, t, then begin blending activities based on these 10 letters. Introduce next letters and continue blending activities and written dictation exercises.
- Children are encouraged to choose books from the class library.
- Develop sight vocabulary through games, IWB starfall (e.g. Oxford Reading Tree online) printable booklets.

- Develop word attack skills (eg. isolating syllables, recognising smaller words within words, etc.) Use of letter box.
- Shared reading activities with senior classes.
- Visit to the Village Bookshop.
- Invite parents into the classroom to read to the class.

1st and 2nd Classes:

- Teachers ensure a print rich environment.
- Learn from the teacher modelling the reading process: left to right, top to bottom orientation, front to back orientation. Continue to become familiar with the terminology of the book. Ask questions regarding the author, illustrator, title, publisher, blurb etc.
- Children involved in individual/group/paired reading.
- Word attack skills: based on phonics. Continuation of Anne Newell literacy programme.
- Children read for meaning (comprehension) getting information from the text.
- Children read for pleasure (DROP EVERYTHING AND READ) Class library: Children are encouraged to choose a book on a regular basis. Class reading club.
- Children are exposed to a variety of genres e.g. invitations/recipes/poetry etc.
- Teacher uses Prim Ed Publishing resources among others e.g. cloze procedures etc.
- Children listen to and respond to stories and poetry read by teachers/recordings/parents etc.

3rd and 4th Classes:

- Children continue to develop skills learnt in 1st and 2nd class and use these skills to further develop word attack and reading skills.
- Teacher encourages self-correction of reading.
- Children predict possible future events/endings.
- Reading for pleasure is encouraged.
- Children read for the purpose of retrieving information.
- Use of DROP EVERYTHING AND READ time and class library.
- Use of the Interactive White Board
- Children are exposed to a variety of texts/genres e.g. narrative, comic etc.
- Children learn to differentiate between texts and to recognise some of the following: narratives/recount/report/diary entry/informative texts/persuasive texts.
- Dictionary work: Skills developed. Children from 3rd Class up use the 'Oxford Dictionary' Each child has their own dictionary.
- Discussion and responses to reading material is continued.

5th and 6th Classes:

- Children continue to develop skills learnt in 3rd and 4th class and use these skills to further develop word attack and reading skills.
- Read to satisfy personal interest.
- Teacher encourages self-correction of reading.
- Children have access to and engage with an increasing range of reading material in the classroom: novels, short stories, extracts, newspapers, magazines, poetry, reference material etc.
- Engage with books in groups or whole class settings.
- Use library time for sustained silent reading to improve confidence and independence while reading.
- Develop skills such as scanning, skimming, and summarising.
- Support arguments with evidence from the text.
- Continue to share response to a wide variety of texts.
- Read aloud from a personal choice of texts to inform or entertain an audience.
- Listen to books/extracts/poetry read aloud.

The following activities take place to support reading and areas of the English curriculum:

- Author visit: Visits by selected authors throughout the school year.
- Library: Class library stocked with books from the County Library. Mobile library visits each term so books can be exchanged.
- World Book Day: Children attend readings when invited by Dubray Bookshop and The Village Bookshop.
- Paired/Shared reading: Book bags (Oxford Reading Tree and Sails books) Infants-2nd class. Tips for shared reading activities sent to parents in Junior Infants.
- Paired reading: Senior classes work in tandem with junior classes during 1st and 3rd terms

Assessment of reading:

- Teacher observation.
- Drumcondra tests.
- Micra T tests.
- Belfield Infants Assessment Profile
- Middle Infants Screening Test
- Cloze procedure.

- Word recognition and checklists (eg Wonderland English Literacy Programme and Dolch lists) Infant Classes.

Phonics

Ann Newell Literacy Scheme used throughout the school

Junior Infants:

- Names and sounds of all the letters
- Using the Newell Literacy Scheme the children will learn to blend the following ten letters to make *consonant vowel* and *consonant vowel consonant* words:
a, b, f, h, i, j, k, m, p, t
- Blend real and nonsense words using the above letters
- Begin to blend other letters

Senior Infants:

- Revision of Junior Infant work
- Focus on initial and final sounds
- Blending real and nonsense words using the remaining letters in the following order:
g, o, l, n, r, u, d, c, s, e, qu, v, w, x, y, z
- Short vowel sounds in the initial and medial positions.
- Word family drills eg (at, ot, in, it etc)
- Introduction to initial consonant digraphs **sh** and **ch**

First Class:

- Revision of initial and final consonants and short vowel sounds.
- Open vowel
- Reinforcement of **sh, ch, qu**.
- Consonant diagraph **ph** and **th** in initial and final positions.
- Initial consonant diagraph **wh**
- **Ck** endings
- **Ng** endings: **ing, ang, ung, ong**
- **Nk ending**
- **CVCC**- Four letter phonetic words using final blends - also
ll, ff, ss, zz
- **CCVC** -Four letter phonetic words using initial blends (ccvc)
St, br, fr, tr, gr, pr, dr,cr, bl, gl, spetc
- **CCVCC**- Words with initial and final blends together
- Introduction to Magic E
- *Dictation sentences from Newell Literacy Scheme based on above.*

Second Class

- Revision of First Class work
- Triple consonant blends/Trigraphs
Thr, str ,spr, shr, sph, squ, scr, spl etc
- Magic/Silent *e*:
a-e, i-e, o-e, u-e, e-e
- Different sounds of *y*:
Y says “y” as in yes
Y says “i” as in cry
Y says “ee” as in happy
- Vowel diagraphs/Double vowels:
ee, ou
ea, oo, ow (Both sounds)
- Silent letters:

kn, mb, gn,wr

Dictation sentences from Newell Literacy scheme based on above

Third Class

- Revision of Second Class work
- Review of Magic e
- Vowel diagraphs: **oa , oi, oy, ay, ai, ey,ie, ei, au,aw**
- **ew, ue, oe**
- Word endings – **tch, dge**
- Controlling r (Vowels modified by r)
- Silent letters: **k, l, w, b, t, h, gh**
- Soft **c** and soft **g**
- Suffixes: **y, ly, er, or, est**
- Prefixes: **be, un, re, ex**
- Double middle consonants : **ss, pp, tt, nn, rr, dd**
- Syllabication of simple phonetic words

Fourth Class

- Revision of Third Class work
- Review of Magic e
- Review of all vowel diagraphs
- Silent letters: complete review (**k, m, g, w, l, b, t, h, gh, u, c, n, o**)
- Ch says K
- Sch
- Final *le* and *el*
- Word endings:
Sion, tion, ture, ous, ious, gue, que, ought, ior
- Introduction of additional suffixes and prefixes
- Syllabication of more difficult phonetic words

Fifth and Sixth Classes

- Consolidation and development

Resources:

- Anne Newell Literacy Scheme
- Interactive White Board Sites:
 - Starfall.com
 - Storybook Phonics
 - Phonic Focus

Writing

Broad Objectives:

- Explore and develop ideas and concepts through talk, discussion and writing.
- Justify and defend opinions and present a coherent argument orally and in writing.
- Express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing.
- Organise, clarify, interpret, and extend experience through oral language activity and writing.
- Compose, relate and write his/her own stories and poems.
- Write for different purposes and for different audiences.
- Write in a variety of genres and become aware of different forms of writing.
- Learn to edit and refine writing and develop a sense of appropriate presentation.
- Develop a personal style of writing and learn to distinguish and to use appropriate levels of formality.

- Share writing and responses to reading experience with other children and adults.
- Use computer technology in learning to write and for information retrieval.
- Enhance reading and writing development through the involvement of parents and guardians.

Process of writing

Teachers are familiar with the seven steps to teaching writing (listed below) and are encouraged to follow these steps at all class levels.

Step 1: Familiarisation with the genres.

Step 2: Use an example to devise a framework.

Step 3: Modelled writing (teacher only)

Step 4: Shared writing (teacher and pupils)

Step 5: Children plan their writing.

Step 6: Independent writing.

Step 7: Presentation to an audience.

The 'draft- edit- redraft' process begins in 3rd class.

Self-correction begins in 3rd class.

Check essay copy.

Collection of class stories.

Write a Book Project from 1st class.

Handwriting

Modern Handwriting scheme is used throughout the school.

Cursive writing begins in 2nd class.

Emphasis on use of ink pens begins in the second term of 5th class.

Some children with special needs have the use of slant boards in their classrooms.

Children at all class levels are encouraged to present written work in a neat and legible manner, with attention to letter size, spacing and writing on the line.

Occasional whole school focus on handwriting. Rewards for most improved handwriting, neatest copy etc.

Transcription.

Methodologies and approaches to writing:

Infant Classes

- The Infant classroom should be a print rich and visually appealing environment, where children's written work is valued and displayed.
- Children will participate in activities to develop fine motor skills and correct pencil grip (tripod grip) e.g. Marla activities, use of chubby crayons, pre writing pattern activities etc.
- Teacher acts as scribe and models the following: Left to right orientation, top to bottom orientation, letter formation and correct sentence structure. (e.g capital letters and full stops)
- Formation and identification of letters, both lower case and capitals, in the following order: c, o, a, d, g, q, p, i, r, n, m, h, b, l, s, e, j, t, f, k, v, w, u, y, x, z. Use of chalk, crayons, pencils, and other writing materials.
- Copying from the whiteboard or posters kept to a minimum.

- Infants should be writing: Scribbles, drawings, writing in their workbooks, copying simple sentences.
- Children will be encouraged to write/draw 2-3 sentence 'stories'
- Children will learn to write their own name.
- Write for a variety of audiences oneself, teacher, family etc.
- Write –a –Book competition

1st and 2nd Classes

- Children continue to see their written work displayed in a print rich classroom.
- Teacher draws attention to the different forms of writing: informational, narrative, and poetry.
- Children write in a **variety of genres**:
 - Informational: simple recounts, short reports, explanations, simple menus, letters, postcards, invitations.
 - Narrative: Stories, longer stories in book form (Write a Book)
- Children use strategies to plan their writing individually, in pairs and in groups: Talk, discussion, brainstorming.
- Children learn to use and write simple questioning words: Who, What, When, Where, How and write answers to questions asked by the teacher.
- Teacher provides picture prompts, discussion based on picture sequence. Then children write the sequence of events.

- Children will be enabled to write for a variety of audiences.
- Children continue to write in their workbooks and are encouraged to complete and present their written work with care, handwriting should be legible, with attention to word spacing and letter size.
- Children become more aware of sentence structure, use of capital letters, full stops etc.
- Children attempt to spell words in a recognisable way, spell familiar words correctly and use approximate spelling of more difficult words.
- Write –a - Book competition

Third and Fourth Classes:

- Written word displayed in classroom – flashcards, posters, samples of children’s work.
- Children are exposed to writing in comics, menus, timetables, different types of books. ([Link to reading](#))
- Children are exposed to a variety of print and lay-out of writing (fables, comic strips and history books)
- Children become more aware of the different forms of writing - informational, narrative, poetry.
- Children write in a ***variety of genres:***
 - Informational: Recounts, reports, notes, summaries, explanations, menus, advertisements, procedures, letters, PowerPoint presentations.
 - Narrative: Stories, plays, extended stories in book form.

- Children write for different audiences – (teacher, parents, peers, younger children)
- Children learn and use the following **writing skills**:
 - Sentence structure
 - Punctuation marks – knowing them and when to use them.
 - Correct grammar - appropriate to their age
 - Approximate spelling of unfamiliar words
 - Handwriting – write in legible joined script
 - Draft – Edit – Redraft
- Children use their writing skills to develop responses to material read.
- Children will learn how to structure their writing into paragraphs, give sequence to ideas and events in stories and use questions to expand and develop a story – *when, where, why, etc.*
- Children will engage in strategies such as brainstorming, research, use of mind-maps and story plan frameworks to help them create and advance a piece of writing.
- Participation in Write – a –Book competition

Fifth and Sixth Classes:

- Written word displayed in classroom.
- Displays of children’s written material.
- Children continue to be exposed to a variety of print and lay out of writing.
- Brainstorming and discussion, research and story planning in preparation for writing.
- Children will write for a variety of audiences eg. teacher, family, peers, friends, public, display, younger children, etc.
- Children may partake in Write – a - Book competition
- Children continue to write in a variety of genres and should understand the structure of each genre:

Informational:

- **recounts** (personal experiences as well as other)
- **reports** (including PowerPoint presentations)
- **instructions** to describe how to carry out a process or procedure
- **explanation** to describe how something works or why something happens
- **argument** to persuade or put forward a point of view

Children will write letters, speeches, debates, menus, recipes, summaries, notes, etc.

Narrative:

Children will understand that when composing a narrative they must include characters, setting, plot, present a problem to solve and end the narrative with a solution.

- Creative stories
- Extended stories in book form
- Creating character profiles
- Dialogue between characters
- Short plays
- Fairy tales/stories for infant classes.

Children will expand on their knowledge of writing skills and use them when writing.

Writing Skills:

- Good sentence structure – sentences are complete, have clear meaning, capital letters and full stops.
- Appropriate use of tenses.
- Correct grammar and punctuation.
- Correct spellings (children check spellings in dictionary for final draft)
- Draft-Edit-Re-write
- Write without re-drafting

- Partake in co-operative writing (projects, class magazine etc.)
- Develop a legible, fluent, personal style of handwriting
- Writing across the curriculum (History, Geography, S.P.H.E.)

Grammar

The following is a guide to grammar covered at each class level.

First and Second:

Capital Letters :

- Beginning of sentences
- Names of people and places
- Days of week
- Months of year
- Pronoun 'I'

Full stops

Question marks

Exclamation Marks

Plural – adding 's'

Past tense regular +'ed'

Present tense – add 'ing'

Opposites

Compound words

Simple Homonyms

Prepositions

Introduction to Nouns, Adjectives and Verbs in Second Class

Third and Fourth Classes:

Revision of Capital letters, Full Stops, Question Marks, Exclamation Marks.

Singular and plural – add's' add'es', irregular plurals

Alphabetical order

Comparative and Superlative

Confusing words eg.to/too/two, it's/its, are/our, of/off, a/an

Nouns, Verbs and Adjectives

Verb Tenses – Past, Present and Future

Homonyms

Similes

The following are taught in Fourth Class

Adverbs

Collective Nouns

Quotation marks – Direct Speech/Indirect Speech

Masculine and Feminine

Suffixes

Prefixes

More confusing words – passed/past, there/their

Fifth and Sixth Classes:

Revision of Capital Letters

Revision of Alphabetical Order

Sentences – Simple to complex and vice versa

Revision of Nouns, Adjectives, Verbs, Adverbs

Collective Nouns, Gender of Nouns

Types of Nouns – Common, Proper, Abstract, Concrete

Verb Tenses – Past, Present, Future, Past Participle, Present Participle

Adverbs – Adjectives to Adverbs

Adjectives – adjectives to nouns, comparison of adjectives

Pronouns – Nominative, Objective, Possessive, Possessive Adjective

Singular and plural

The Comma

The Apostrophe

Quotation marks – Direct speech to indirect speech and vice versa

Contractions

Prepositions, Conjunctions

Abbreviations

Antonyms, Synonyms, Homonyms

Similes, Analogies

Concord – correction of errors in sentences, Punctuation

Prefixes, Suffixes