



North Dublin Muslim National School

Ratoath Road

Dublin 7

20152L

**English Policy**  
Revised June 2018

**Introductory Statement:**

This policy was originally formed in 2010 and reviewed in 2012. The policy was again reviewed in 2018 through a process of consultation and collaboration with teaching staff, the principal and the Co-Managers, and takes into account changes which have taken place in the teaching, learning and assessment of English, the new Primary Language Curriculum, and recommendations from an English Curriculum evaluation carried out by the Inspectorate in June 2017. We aim, through this policy, to set out our approach to the teaching and learning of English which enables continuity and progression in teachers' long and short term planning, teaching, learning and assessment.

**Introduction:**

Language is at the heart of children's learning. Through language they receive many of their skills. Language enables children both to 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. It is the base on which successful teaching and learning in other areas is built.

Consideration is given to the Islamic ethos of the school. This informs decisions regarding appropriate resources, topics, themes and language used in the classroom. The majority of the children in the school have English as an additional language. We endeavor to place an emphasis on oral language development throughout the school.

**Vision:**

We emphasise the importance of the English language, and employ a variety of age appropriate approaches to teach children how to make use of, and enjoy the language. Our school cherishes all pupils equally and we aim to aid them in reaching their full potential. Through development of children's language ability we aim to also develop communication skills, confidence and competency and a love of the language.

**Aims and Objectives:**

While continuing to engage with the 1999 Primary School Curriculum for English until the full implementation of the new Language Curriculum, the North Dublin Muslim National School endorses the broad objectives of it. We also endorse the aims of the Primary School Curriculum for English to:

- promote positive attitudes and develop an appreciation of the value of language – spoken, read and written
- create, foster and maintain the child's interest in expression and communication
- develop the child's ability to engage appropriately in listener-speaker relationships
- develop confidence and competence in listening, speaking reading and writing
- develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- enable the child to read and write independently
- enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences
- enable the children in our school to use English naturally in a variety of contexts.

## Oral Language

Planning for the teaching of Oral Language from Junior Infants to Second Class is based upon the strands, elements and learning outcomes outlined in the Primary Language Curriculum, which can be found at [www.curriculumonline.ie](http://www.curriculumonline.ie).

Planning for the teaching of Oral Language from Third Class to Sixth Class is based upon the 1999 Primary School Curriculum, the objectives of which are outlined below:

	Third and Fourth Class	Fifth and Sixth Class
<b>Developing receptiveness to Oral Language</b>	<ul style="list-style-type: none"> <li>• experience the teacher's use of challenging vocabulary and sentence structure</li> <li>• listen to, retell and tape a narrative or a description, taking turns giving the account</li> <li>• give and follow instructions on how to perform a particular task or process</li> <li>• become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others</li> <li>• use mime to convey ideas, reactions, emotions, desires and attitudes</li> <li>• discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips.</li> </ul>	<ul style="list-style-type: none"> <li>• experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure</li> <li>• listen to expressions, reactions, opinions and interpretations and retell or summarise them</li> <li>• listen to radio broadcasts and discuss what has been learned</li> <li>• follow detailed instructions or directions from others in order to test their accuracy</li> <li>• take part in games in which unseen objects are identified from descriptions given by other pupils</li> <li>• be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others</li> <li>• use mime to convey ideas, reactions, emotions, desires and attitudes</li> <li>• interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs</li> <li>• listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content</li> <li>• listen to authors reading and discussing their own work.</li> </ul>
<b>Developing Competence and</b>	<ul style="list-style-type: none"> <li>• give and take turns in speaking and experience a classroom environment in</li> </ul>	<ul style="list-style-type: none"> <li>• acquire the ability to give detailed</li> </ul>

<p><b>Confidence in using Oral Language</b></p>	<p>which tolerance for the views of others is fostered</p> <ul style="list-style-type: none"> <li>• initiate conversations and respond to the initiatives of others in talking about experiences and activities</li> <li>• present ideas that are relevant to the subject in a logical sequence</li> <li>• summarise and prioritise ideas</li> <li>• discuss the meanings and origins of words, phrases and expressions with the teacher</li> <li>• become aware of new words and new connotations of words through his/her reading and writing experience</li> <li>• play synonym and antonym games</li> <li>• become familiar with the functions of words without necessarily using technical grammatical terms</li> <li>• practise the common social functions in the everyday context of class and school and through improvisational drama make lists of local expressions and words</li> <li>• use improvisational drama to re-create well known characters</li> <li>• hear, discuss and react to local storytellers.</li> </ul>	<p>instructions and directions</p> <ul style="list-style-type: none"> <li>• converse freely and confidently on a range of topics</li> <li>• give and take turns in an environment where tolerance for the views of others is fostered</li> <li>• practise and use improvisational drama to acquire a facility in performing more elaborate social functions</li> <li>• discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language</li> <li>• understand the functions and know the names of the parts of speech</li> <li>• learn about and name the basic properties of nouns and verbs</li> <li>• become familiar with compound and complex sentences, and know and understand the terms 'phrase' and 'clause'</li> <li>• explore the possibilities of language and sentence structure in expressing increasingly complex thoughts</li> <li>• discuss the meaning, effect and diversity of local words and expressions</li> <li>• hear accents and dialects other than his/her own on tape and on video and discuss them</li> <li>• use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations.</li> </ul>
<p><b>Developing Cognitive Abilities through Oral Language</b></p>	<ul style="list-style-type: none"> <li>• discuss issues that directly affect his/her life</li> <li>• discuss a story being read and predict future events and likely outcomes in it</li> <li>• discuss different possible solutions to</li> </ul>	<ul style="list-style-type: none"> <li>• discuss issues of major concern</li> <li>• discuss ideas and concepts encountered in other areas of the curriculum</li> <li>• use a discussion of the familiar as the basis of a more formal or objective grasp</li> </ul>

	<p>problems</p> <ul style="list-style-type: none"> <li>• discuss what he/she knows of a particular topic or process as a basis for encountering new concepts</li> <li>• discuss causes and effects in relation to processes and events and predict possible outcomes</li> <li>• listen to a presentation and discuss and decide which are the most important questions to ask</li> <li>• learn how to use the basic key questions</li> <li>• make presentations to the class about his/her own particular interests</li> <li>• justify personal likes and dislikes</li> <li>• argue a point of view and try to persuade others to support it</li> <li>• explore historical events through improvisational drama</li> <li>• explore reactions to ideas through improvisational drama.</li> </ul>	<p>of a topic or concept</p> <ul style="list-style-type: none"> <li>• use the basic key questions and checking questions as a means of extending knowledge</li> <li>• listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them</li> <li>• argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates</li> <li>• justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view</li> <li>• respond to arguments presented by the teacher</li> <li>• discuss the value, truth or relevance of popular ideas, causes and proverbs</li> <li>• explore and express conflicts of opinion through improvisational drama</li> <li>• explore historical contexts through improvisational drama.</li> </ul>
<p><b>Developing Emotional and Imaginative Life through Oral Language</b></p>	<ul style="list-style-type: none"> <li>• describe everyday experiences to the class or group and discuss them</li> <li>• discuss favourite moments, important events and exciting characters in a story, play or poem</li> <li>• express reactions to events and characters in stories</li> <li>• discuss reactions to poems</li> <li>• create and tell stories to the class or group, and retell them after questioning, comparing the versions</li> <li>• express feelings and attitudes through</li> </ul>	<ul style="list-style-type: none"> <li>• discuss with others his/her reactions to everyday experiences and to local, national and world events</li> <li>• discuss the concerns of other children</li> <li>• discuss ideas, concepts and images encountered in literature</li> <li>• discuss personal reading and writing</li> <li>• express individual responses to poems and literature and discuss different interpretations</li> <li>• discuss plays, films and television programmes</li> </ul>

	improvisational drama <ul style="list-style-type: none"> <li>• create and sustain imaginary contexts through improvisational drama</li> <li>• react to poems through improvisational drama</li> <li>• dramatise stories</li> <li>• experience and enjoy playful aspects of language</li> </ul>	<ul style="list-style-type: none"> <li>• experience and enjoy playful aspects of language</li> </ul>
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### Sample Approaches and Methodologies to Oral Language

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<ul style="list-style-type: none"> <li>• Learn simple commands and language of instruction for all subjects and the school playground</li> <li>• Instruction games</li> <li>• Elaboration of pupils' own news by teacher</li> <li>• Practice of social greetings</li> <li>• Re-read the same story occasionally, pupils choose the story to be read, read stories on particular topics</li> <li>• Pupils continue/finish the story</li> <li>• Teacher/pupils ask questions based on the story read, pupils invited to tell the story in their own words</li> <li>• Listening games</li> <li>• Drama – role-play and</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and discussion</li> <li>• Circle time</li> <li>• Discuss and consider advertisements and posters</li> <li>• Role play</li> <li>• Hotseating</li> <li>• Brain storming ideas</li> <li>• Word webs</li> <li>• Listening games</li> <li>• Story telling</li> <li>• Visitors to school during Active Schools Week and Intercultural Fortnight</li> <li>• Reciting poems and rhymes</li> <li>• Identifying word families, rhyming words, onsets and rimes</li> </ul>	<ul style="list-style-type: none"> <li>• General classroom conversation in all curricular areas</li> <li>• Discussion on local, national and global issues / sports, pupils' concerns and social issues</li> <li>• Assigning conversation to pictures</li> <li>• Brainstorming ideas</li> <li>• Follow instructions</li> <li>• Informal story telling, life experiences, news, current affairs</li> <li>• Use of alternative words, phrases, sentence structure</li> <li>• Listening games</li> <li>• Collaborative story telling</li> <li>• Pass on a story, each child adds on</li> </ul>	<ul style="list-style-type: none"> <li>• General classroom conversations in all curricular areas</li> <li>• Discussion on local, national and global issues, sport, pupils' concerns and social issues</li> <li>• Debate topical issues</li> <li>• Follow instructions</li> <li>• Drama, role play and miming</li> <li>• Assigning conversation to pictures</li> <li>• Hotseating</li> <li>• Talk and discussion</li> <li>• Discuss individual writing</li> <li>• Explanations</li> <li>• Collaborative story telling</li> </ul>

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<p>miming</p> <ul style="list-style-type: none"> <li>• Expand vocabulary through addition of descriptive words</li> <li>• Show and tell</li> <li>• Give an explanation of a science experiment.</li> <li>• Starters e.g. 'I like ....' 'After school I .....</li> <li>• Play memory games</li> <li>• Categorise – cats, dogs, rabbits – animals</li> <li>• Pick the odd word out</li> <li>• Listen to and identify nonsense sentences and deliberate mistakes</li> <li>• Circle time</li> <li>• Use pictures and objects to create a story</li> <li>• Listen to and learn poems and nursery rhymes</li> <li>• Listen to, identify and re-create sounds e.g. animals or everyday environmental sounds</li> <li>• Clapping syllables in a variety of words</li> </ul> <p>Use of Aistear to promote oral language on a variety of topics</p>	<ul style="list-style-type: none"> <li>• Describe a process</li> <li>• Twenty questions</li> <li>• Listen to and describe environmental sounds</li> <li>• Follow Instructions</li> <li>• Hypothetical situations</li> <li>• Collaborative story telling</li> <li>• Discussing children's news and world news</li> <li>• Think, Pair, Share</li> <li>• Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a process</li> <li>• Listening to and completing tasks</li> <li>• Drama, role play and miming</li> <li>• Use different tones of voice</li> <li>• Express feelings</li> <li>• Communicate using mime</li> <li>• Hotseating</li> <li>• Word webs</li> <li>• Recitation of poetry with boy actions</li> <li>• Making of presentations on project work etc. followed by question and answer session</li> <li>• Working in groups and introducing members</li> <li>• Using objects to illicit discussion e.g. Show and Tell</li> <li>• Predicting of events based on illustrations or prior knowledge of a subject</li> </ul>	<ul style="list-style-type: none"> <li>• Defending viewpoints</li> <li>• Questioning and logic</li> <li>• Creative inquiry – 'what if?'</li> <li>• Comparing and grouping</li> <li>• Brain storming ideas</li> <li>• Description activities</li> <li>• Circle time</li> <li>• Memory games</li> <li>• Use of oral language games.</li> <li>• Discrete teaching of oral language topics per term</li> <li>• Listening and responding to visiting storytellers</li> </ul>

### Oral Language Board

The oral language notice board aims to promote speaking and listening in the school. The theme of the Oral Language notice board changes every two months over a two-year period, with teachers taking turns to prepare the display and two lessons per class based upon the theme. These lessons are shared with teachers at the start of each theme and a copy of the lesson plans is emailed to the principal to keep on file for subsequent years. All classes are expected to engage with the oral language board.

<b>Months</b>	<b>Planning Year 1</b>	<b>Planning Year 2</b>
September / October	Myself	Our School
November / December	Food	Clothes
January / February	At Home	Weather
March / April	Television	Hobbies
May / June	Shopping	Special Occasions

## Reading

Planning for the teaching of Reading from Junior Infants to Second Class is based upon the strands, elements and learning outcomes outlined in the Primary Language Curriculum, which can be found at [www.curriculumonline.ie](http://www.curriculumonline.ie).

Planning for the teaching of Reading from Third Class to Sixth Class is based upon the 1999 Primary School Curriculum, the objectives of which are outlined below:

	<b>Third and Fourth Class</b>	<b>Fifth and Sixth Class</b>
Developing Strategies in Reading	<ul style="list-style-type: none"> <li>• use more than one strategy when reading unfamiliar text</li> <li>• identify unfamiliar words by reference to word parts, prefixes and suffixes</li> <li>• continue to self-correct reading errors</li> <li>• become an increasingly independent reader</li> <li>• understand the relationship between text and illustration</li> <li>• refine his/her listening skills through hearing the teacher read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• achieve proficiency in word identification by refining the different word identification skills</li> <li>• improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, syllabication</li> <li>• engage with an increasing range of narrative, expository and representational text</li> <li>• become self-reliant, confident, independent readers, having time in class for sustained, silent reading.</li> </ul>
Reading for Pleasure and Information	<ul style="list-style-type: none"> <li>• have access to a plentiful supply of books both in the classroom and in the school library</li> <li>• use library facilities outside school</li> <li>• select personal reading material and develop personal taste in reading for pleasure and information</li> <li>• experience different types of text</li> <li>• engage with a wide variety of poetry and verse on a regular basis</li> <li>• develop basic information retrieval skills</li> <li>• use simple dictionaries effectively</li> </ul>	<ul style="list-style-type: none"> <li>• read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability</li> <li>• engage with books in group or in whole-class settings</li> <li>• learn about the structure and appreciate the function of the component parts of a newspaper</li> <li>• participate in organised visits to the public library and avail of the mobile library service</li> <li>• read to satisfy personal interests.</li> </ul>
Developing Interests, Attitudes,	<ul style="list-style-type: none"> <li>• extend participation in listening and</li> </ul>	<ul style="list-style-type: none"> <li>• listen to, read, learn, recite and respond</li> </ul>

<p>Information Retrieval Skills and the Ability to Think</p>	<p>silent reading activities</p> <ul style="list-style-type: none"> <li>• read short books in one sitting to experience success in reading</li> <li>• explore new interests and perspectives through reading</li> <li>• read books independently</li> <li>• seek recommendations for books to read and recommend books to others</li> <li>• continue to use information technology to increase motivation to read and to enhance reading development</li> <li>• know the structure and terminology of books</li> <li>• develop skills in locating and handling books through using well-stocked school and classroom libraries</li> <li>• continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material</li> <li>• use a knowledge of printing conventions as an aid to expression and comprehension bold type, punctuation marks, capital letters</li> <li>• keep a record of his/her reading in various forms</li> </ul>	<p>to a challenging range of poetry</p> <ul style="list-style-type: none"> <li>• have access to a wide range of reading material in the classroom and/or school library</li> <li>• continue to keep a record of personal reading in various forms</li> <li>• use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction</li> <li>• develop study skills such as skimming, scanning, note-taking and summarising</li> <li>• retrieve and interpret information presented in a variety of ways</li> <li>• support arguments and opinions with evidence from the text</li> <li>• read and interpret different kinds of functional text</li> <li>• explore appropriate non-fiction texts for various purposes</li> <li>• use information retrieval strategies in cross-curricular settings</li> <li>• distinguish between fact and opinion, and bias and objectivity, in text and in the media</li> <li>• use the school, classroom and public libraries to develop greater insight into book location, classification and organisation</li> <li>• find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology</li> </ul>
<p>Responding to Text</p>	<ul style="list-style-type: none"> <li>• extend and develop his/her response to increasingly challenging reading material</li> </ul>	<ul style="list-style-type: none"> <li>• hear the teacher model a response to poems, fiction, plays and parts of plays</li> </ul>

	<ul style="list-style-type: none"> <li>• engage in talk about books</li> <li>• talk about choice of books and the reasons for choices</li> <li>• recognise and discuss differences in reading tastes</li> <li>• share responses with other children and with adults to cultivate a community of readers</li> <li>• experience a shared response to fiction through the use of a class novel</li> <li>• read aloud with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to poetry and fiction through discussion, writing, drama, the visual arts and dance</li> <li>• relate personal experience to the ideas and emotions conveyed in the text</li> <li>• appreciate issues in fiction</li> <li>• examine similarities and differences in various types of text</li> <li>• continue to share response to an ever-increasing variety of texts with the wider community of readers</li> <li>• browse through, handle, discuss, recommend and select books for independent reading</li> <li>• develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading</li> <li>• read aloud from a personal choice of texts to entertain and inform an audience</li> <li>• listen to books or extracts from books and poetry read aloud or presented on tape, radio or television.</li> </ul>
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### Sample Approaches and Methodologies to Reading

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<ul style="list-style-type: none"> <li>• Teacher modelling reading process</li> <li>• Pupils engage in early reading through collaborative reading of Big Books, using a variety of genres</li> <li>• Follow structured phonics programme – Jolly Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Read a rich variety of stories, facts and poetry</li> <li>• Develop sound awareness through focusing on sounds associated with letters and letter clusters and patterns of sounds in words</li> <li>• Rhyming words, onsets</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for different purposes</li> <li>• Read silently/read for an audience</li> <li>• Paired, peered, shared, guided and independent reading</li> <li>• Comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to pupils</li> <li>• Modelled reading by the teacher and pupils</li> <li>• Guided, shared and independent reading</li> <li>• Read class novels</li> <li>• Annual Literacy Week reading activities</li> </ul>

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<ul style="list-style-type: none"> <li>• The conventions of print are taught – left to right orientation, spaces, and full stops</li> <li>• Allow children the opportunity to handle a variety of books</li> <li>• Shared reading</li> <li>• Create a print rich environment and teach common sight words</li> <li>• Pre-reading activities – matching cards, jigsaws, arranging cards in sequence, snap games, what’s missing etc.</li> <li>• Oxford Reading Tree books are used for shared reading with parents at home</li> <li>• Teach 60 Dolch words by the end of Senior Infants (See Appendix A)</li> <li>• Pupils read Our News from the board</li> <li>• Games – Bingo, word matching</li> <li>• Clap out the syllables of words</li> <li>• Onset and rime</li> <li>• Rhyming games</li> <li>• Word families</li> <li>• Respond to characters and events in stories read</li> <li>• Draw pictures of</li> </ul>	<p>and rimes</p> <ul style="list-style-type: none"> <li>• Create a print rich environment and teach common sight words</li> <li>• Encourage shared reading with parents at home</li> <li>• Individual and independent reading</li> <li>• Reading for different purposes</li> <li>• Encourage the use of the class and the local library.</li> <li>• Book reviews</li> <li>• Alphabetical order exercises</li> <li>• Discussion of books, authors and plots</li> <li>• Recall and discuss significant events in stories</li> <li>• Analyse and interpret characters and situations</li> <li>• Teach sight vocabulary from children’s Sunny Street readers</li> <li>• Oxford Reading Tree books are used for shared reading with parents at home.</li> <li>• Teach 150 Dolch words by the end of 2<sup>nd</sup> class (Appendix A)</li> <li>• Follow structured</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic awareness</li> <li>• Read class novels</li> <li>• Discussion of the front cover, the spine and the blurb of books</li> <li>• Respond to characters and events in stories</li> <li>• Discuss opinions of books and characters with the class</li> <li>• Use of dictionaries</li> <li>• Book reviews and recommendations for other pupils</li> <li>• Readers theatre- students develop scripts, perform in groups, and practice using their voice to depict characters from texts</li> <li>• DEAR- Drop Everything And Read</li> <li>• Reading of brochures, fliers, leaflets, advertisements and packaging</li> <li>• Read newspaper headlines and predict the story</li> <li>• Word building</li> <li>• Cloze procedure exercises</li> <li>• Read other pupils’ work</li> <li>• Pupils read stories and dramatise different</li> </ul>	<ul style="list-style-type: none"> <li>• Readers theatre- students explore scripts, perform in groups, and practice using their voice to depict characters from texts</li> <li>• DEAR- Drop Everything And Read</li> <li>• Paired, shared and independent reading</li> <li>• Reading for research</li> <li>• Use of class and local library</li> <li>• Project work</li> <li>• Recalling, retelling, predicting</li> <li>• Analysis and explanation of text, exploring mood, issues and themes</li> <li>• Discrete teaching of the following comprehension strategies: determining, connecting and skimming</li> <li>• Inference, deduction, summarising and evaluation of texts</li> <li>• Reading and discussing different genres and text styles</li> <li>• Reading for different purposes – scanning, skimming, research reading, reflective reading</li> </ul>

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
characters and scenes from stories read  <ul style="list-style-type: none"> <li>Respond to texts through pictures and captions</li> <li>Parallel books and supplementary books available in class</li> </ul>	phonics programme – Jolly Phonics.  <ul style="list-style-type: none"> <li>Dear Time: Drop Everything and Read</li> <li>Paired reading and Peer Reading Programmes</li> <li>Readers’ Theatre (2<sup>nd</sup> Class)</li> </ul>	endings  <ul style="list-style-type: none"> <li>Select a well known book and create a new story for the characters</li> <li>Teach 220 Dolch words by the end of 4<sup>th</sup> class (Appendix A)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of texts in relation to style and genre</li> </ul>

### Phonological Awareness

The Jolly Phonics programme is in use at the North Dublin Muslim School.

In Junior Infants the 26 basic sounds are taught in the following order: s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, z, w, v, y, x, qu. The sounds are taught through rhymes and actions, as well as stories in the Big Books and the appropriate work sheets. Jolly Phonics word boxes 1, 2, 3 and 4 will also be taught in Junior Infants.

In Senior Infants the rest of the sounds from the 7 lists are taught: ai, oa, ie, ee, or, ng, oo, oo, ch, sh, th, th, ou, oi, ue, er, ar. Word boxes 5 – 12 are also taught in Senior Infants.

The following sounds are taught in 1<sup>st</sup> class: ai, ay, a\_e / ee, ea / ie, igh, y, i\_e / oa, ow, o\_e / ue, ew, u-e. Also covered are the word boxes 13 – 18.

In 2<sup>nd</sup> class the following sounds are taught: or, er, ir, ur, oi, oy, au, aw, ck, short i and y.

### Paired Reading

Paired Reading is a programme where children work in pairs to read, develop comprehension skills and to develop language. It takes place in First to Sixth Class from Monday to Thursday for 20 minutes per day in the months of September, November, January, March and May.

A full guide to Paired Reading can be found in Appendix C.

### Peer Reading

Each class is partnered with another class for 20 minutes of peered reading per day for the months of October, December, February, April and June.

A box of books for the programme is stored in the senior classrooms. On Mondays the senior pupils choose a book, read it in their own classroom and prepare questions to ask their partner. From Tuesday to Friday, the peer reading programme takes place.

At a pre-arranged time, half of the pupils from the senior class go to the junior class and half of the junior

class pupils go to the senior class.

The senior pupils and junior pupils sit with their partners. The teachers arrange the partners at the start of the year. They can be changed if necessary.

The senior pupil reads to the younger pupil. They discuss the story and the senior pupil asks the junior pupil questions as they read. Some of the junior pupils might be able to read part of the story for the senior pupil.

### **Reading Wall**

- A Reading Wall was created to promote reading in the school.
- The wall is currently displayed on the long corridor beside the maths display.
- Each month at assembly a certificate is given to the most enthusiastic reader in each class. Their names are displayed on the reading wall.
- Each month a class is asked to write a response to a story or a book they have read. A number are displayed on the reading wall.

### **Oxford Reading Tree**

The Oxford Reading Tree scheme is a whole school approach to reading and is used from Junior Infants to Sixth Class. A book is sent home to be read with parents and this encourages parental involvement in their child's education. The readers in this scheme are differentiated by level so that each child has the opportunity to read a book suitable to them.

A brief guide to the implementation of the Oxford Reading Tree programme can be found in Appendix D.

### **Readers' Theatre**

Children are given the opportunity to explore and perform a scripted story once per term. Sample scripts are made available to each class band in our literacy folders. Stories integrate with other curricular areas. Readers' theatre assists in the development of reading fluency, expression and intonation; as well as building each child's self confidence in reading aloud collaboratively. Classes are given an opportunity to perform their readers' theatre scripts to a younger class in the school.

### **Library**

Each class in the school has a library area which contains a variety of fiction and non-fiction books, aiming to appeal to broad interests and cater for a wide range of abilities. Library books are updated on a yearly basis.

Librarians from Cabra library visit the school to read to various classes. Classes may visit the library to read or when carrying out research.

## Writing

Planning for the teaching of Writing from Junior Infants to Second Class is based upon the strands, elements and learning outcomes outlined in the Primary Language Curriculum, which can be found at [www.curriculumonline.ie](http://www.curriculumonline.ie).

Planning for the teaching of Writing from Third Class to Sixth Class is based upon the 1999 Primary School Curriculum, the objectives of which are outlined below:

	<b>Third and Fourth Class</b>	<b>Fifth and Sixth Class</b>
<b>Creating and Fostering the Impulse to Write</b>	<ul style="list-style-type: none"> <li>• experience a classroom environment that encourages writing</li> <li>• observe the teacher modelling different writing genres</li> <li>• use personal reading as a stimulus to writing</li> <li>• write stories that explore a variety of genres</li> <li>• re-read his/her writing for pleasure</li> <li>• choose the audience for which to write</li> <li>• choose both the subject and form of his/her writing</li> <li>• receive and give positive responses to writing</li> <li>• see his/her writing valued</li> </ul>	<ul style="list-style-type: none"> <li>• experience a classroom environment that encourages writing</li> <li>• observe the teacher model a wide variety of writing genres</li> <li>• express and communicate reactions to reading experiences</li> <li>• experience interesting and relevant writing challenges</li> <li>• write for an increasingly varied audience</li> <li>• receive and give constructive responses to writing</li> <li>• see his/her writing valued</li> <li>• experience a level of success in writing that will be an incentive to continue writing.</li> </ul>
<b>Developing Competence, Confidence and the Ability to Write Independently</b>	<ul style="list-style-type: none"> <li>• write regularly, and gradually extend the period over which a writing effort is sustained</li> <li>• engage with the writing of one piece over a period</li> <li>• experience varied and consistent oral language activity as a preparation for writing</li> <li>• learn to use questions as a mechanism for expanding and developing a story</li> <li>• give sequence to ideas and events in</li> </ul>	<ul style="list-style-type: none"> <li>• write regularly on chosen topics</li> <li>• write for a sustained length of time</li> <li>• engage in the writing of one piece over a period</li> <li>• experience varied and consistent oral language activity as part of the pre-writing process</li> <li>• observe the teacher improving writing</li> <li>• write independently through a process of drafting, revising, editing and publishing</li> </ul>

	<p>stories</p> <ul style="list-style-type: none"> <li>• develop an appreciation of how the intended audience should influence the nature of a piece of writing</li> <li>• develop an awareness of the difference between written language and oral language</li> <li>• learn to revise and re-draft writing</li> <li>• learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process</li> <li>• learn to write with increasing grammatical accuracy through the process of revision and editing.</li> <li>• use a range of aids and strategies, including the use of approximate spelling, to improve his/her command of spelling</li> <li>• write in a legible joined script with confidence and fluency</li> <li>• develop his/her ability to write using information technology</li> <li>• regularly select his/her own topics for writing</li> <li>• choose to write for himself/herself only</li> <li>• decide, after conferring with the teacher and others, who the audience for a piece of writing should be</li> <li>• decide the quality of presentation in relation to the purpose and audience of a piece of writing</li> <li>• co-operate in writing a record of class activities</li> </ul>	<ul style="list-style-type: none"> <li>• write, without re-drafting, on a given or chosen topic within certain time constraints</li> <li>• observe the conventions of grammar, punctuation and spelling in his/her writing</li> <li>• use dictionaries and thesauruses to extend and develop vocabulary and spelling</li> <li>• explore the possibilities of syntax and sentence structure in reading and writing</li> <li>• choose a register of language appropriate to subject and audience</li> <li>• choose a form and quality of presentation appropriate to the audience</li> <li>• help others with editing their writing</li> <li>• take part in co-operative writing activities</li> <li>• write fluently and relevantly in other areas of the curriculum</li> <li>• develop a legible, fluent, personal style of handwriting</li> <li>• develop skills in the use of information technology.</li> </ul>
<p><b>Clarifying Thought Through Writing</b></p>	<ul style="list-style-type: none"> <li>• write in a variety of genres with greater sophistication</li> <li>• read a story and write it in his/her own</li> </ul>	<ul style="list-style-type: none"> <li>• write in a wide variety of genres</li> <li>• examine the characteristics that differentiate written and oral language</li> </ul>

	<p>words</p> <ul style="list-style-type: none"> <li>• read a narrative or expository piece and summarise it</li> <li>• write about an idea to explain it to someone else</li> <li>• write about why he/she finds an idea attractive</li> <li>• write about ideas encountered in other areas of the curriculum</li> <li>• write down directions on how to perform a particular process</li> <li>• write a list of questions about a particular topic and prioritise them</li> <li>• write a sentence and elaborate on it by adding one or more ideas to it</li> <li>• expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.</li> </ul>	<ul style="list-style-type: none"> <li>• write for a particular purpose and with a particular audience in mind</li> <li>• reflect on and analyse ideas through writing</li> <li>• refine ideas and their expression through drafting and re-drafting</li> <li>• express and communicate new learning</li> <li>• relate new ideas to previous learning</li> <li>• use notes to summarise reading material and write an account from the notes</li> <li>• sketch an ordered summary of ideas and draft a writing assignment based on it</li> <li>• argue the case in writing for a particular point of view</li> <li>• argue the case in writing for a point of view with which he/she disagrees</li> <li>• explore the use of compound and complex sentences in expressing thought.</li> </ul>
<p><b>Developing Emotional and Imaginative Life through Writing</b></p>	<ul style="list-style-type: none"> <li>• express his/her reactions to particular experiences in writing</li> <li>• write about experiences and feelings in diary form</li> <li>• write about feelings experienced in improvisational drama</li> <li>• create stories and poems</li> <li>• write extended stories in book form</li> <li>• write about favourite moments, characters and events in stories</li> <li>• express in writing his/her reactions to poems</li> <li>• express in writing his/her reactions to personal reading</li> </ul>	<ul style="list-style-type: none"> <li>• analyse in writing his/her reactions to personal experiences</li> <li>• express in writing reactions to the experiences of others</li> <li>• write stories and poems</li> <li>• write longer stories or a series of related stories in book form</li> <li>• keep a personal diary</li> <li>• express a personal reaction to ideas, emotions and images encountered in literature</li> <li>• express and analyse his/her reactions to poems</li> <li>• analyse different interpretations of</li> </ul>

	<ul style="list-style-type: none"> <li>• use his/her own artwork and that of others as a stimulus to writing.</li> </ul>	<p>poems in writing</p> <ul style="list-style-type: none"> <li>• write about the relationship between poems and personal experience</li> <li>• write short plays based on activity in improvisational drama</li> <li>• express in writing reactions to music, artwork, films, television programmes and videos.</li> </ul>
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### Sample Approaches and Methodologies to Writing

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<ul style="list-style-type: none"> <li>• Pupils should be exposed to a print-rich environment</li> <li>• Modelled writing by the teacher</li> <li>• Shared writing of Our News on the whiteboard</li> <li>• Self composed news</li> <li>• Opportunities for pre-writing activities on paper, whiteboards, sand and paint</li> <li>• Forming letters using a variety of instruments and materials</li> <li>• Teacher models letter formation on the whiteboard, in the air and using a variety of kinaesthetic resources</li> <li>• Letter formation of both lower case and capital letters</li> <li>• Ensure children develop a satisfactory grip of the pencil and other writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to model writing and story structure</li> <li>• Pupils should be exposed to a print-rich environment</li> <li>• Oral preparation for all writing work</li> <li>• Express feelings in print, write about experiences and describe sensations</li> <li>• Allow pupils to spell words independently using approximate spelling.</li> <li>• Encourage pupils to spell known words correctly</li> <li>• Choose writing topics and use brainstorming and mind-mapping to expand on the chosen topics</li> <li>• Pupils select their own topic to write about</li> <li>• Display pupils writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be exposed to a print-rich environment</li> <li>• Free writing</li> <li>• Poetry writing</li> <li>• Pupils write to one another for a specific purpose</li> <li>• Compose invitations</li> <li>• Write a set of directions</li> <li>• Compose a set of class rules</li> <li>• Use story prompts</li> <li>• Compose various types of letters</li> <li>• Display pupils writing both in classroom and on school literacy board</li> <li>• Pupils read written work aloud to class</li> <li>• Story writing- use brainstorming and mind-mapping to plan, sequence and develop</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be exposed to a print-rich environment</li> <li>• Play scripts</li> <li>• Folklore from around the world</li> <li>• Writing Genres</li> <li>• Personal free writing</li> <li>• Writing activities to compliment reading of class novel</li> <li>• Provision of relevant topics</li> <li>• Brainstorming, mind mapping and research</li> <li>• Note-taking</li> <li>• Formal / Informal letters</li> <li>• Editing, drafting and publishing</li> <li>• Spelling, grammar, punctuation and layout</li> <li>• Correction, self-</li> </ul>

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
<p>implements</p> <ul style="list-style-type: none"> <li>• Copying and writing own name, environmental labels, words and simple sentences</li> <li>• Read pupils' writing aloud</li> <li>• Allow pupils to spell their own words using approximate spelling</li> <li>• Draw a picture and write about it</li> <li>• Use adjectives to describe objects</li> <li>• Draw pictures and write about feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to read their writing to the class</li> <li>• Free-writing</li> <li>• Poetry</li> <li>• Compose lists, reminders, letters and invitations</li> <li>• Write for different audiences</li> <li>• Write the important details of an event</li> <li>• Practice letter formation</li> </ul>	<p>the story</p> <ul style="list-style-type: none"> <li>• Edit and draft work before presenting the final copy after discussion with teacher</li> <li>• Read a story to the class and ask them to write a summary</li> <li>• Take a paragraph from a familiar story and pupils to re-write it in their own words</li> <li>• Select a famous person whom you would like to interview and select questions to ask them</li> <li>• Short dialogue writing</li> </ul>	<p>correction, use of dictionary, thesaurus</p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Written comprehension exercises</li> <li>• Close procedures</li> <li>• Shared and collaborative writing</li> </ul>
<p>Please refer to the school's Handwriting Policy for information relating to the teaching of handwriting and the use of font for displays, etc.</p>			

<b>Spellings</b>
<p>Children are introduced to informal spelling in Senior Infants through the use of the Jolly Phonics and the PAT beginners programme in Learning support. Formal spelling begins in 1<sup>st</sup> class. The Jolly Phonics 'My Spelling Booklet' is used in 1<sup>st</sup> and 2<sup>nd</sup> Class and the Folens Revised Spelling Book is used from 1<sup>st</sup> class to 6<sup>th</sup> Class.</p> <p>Children are given spellings each night for homework. Spelling tests and dictation are given on Fridays and parents sign spelling notebooks. Spellings are differentiated as appropriate. Look, say, cover, write, check is the method used in all classes. Spelling games are used to reinforce spellings in an enjoyable manner.</p>

### First Steps Writing

Children from 1<sup>st</sup> to 6<sup>th</sup> Class engage in 'First Steps Writing' and cover seven writing genres over a two-year cycle.

**Steps to teaching new form of writing/genre include:**

- Familiarisation
- Discovery
- Modelled writing
- Shared writing
- Guided writing
- Assessment and evaluation of writing
- Presentation to audience

**Effective teaching strategies include:**

- Modelling
- Sharing
- Joint construction of meaning
- Provision of scaffolds or frameworks
- Involvement of children in self-monitoring of their achievements
- Open questions

Term	Months	Planning Year 1 <i>2017/18, 2019/20, etc.</i>	Planning Year 2 <i>2018/19, 2020/21, etc.</i>
1	Sep/Oct	Recount	Report
1	Nov/Dec	Procedural	Explanatory
2	Jan/Feb/Mar	Narrative	
3	Apr/May/Jun	Persuasive	Writing to Socialise

Writing samples from each class are placed on the display board for each theme.

**Assessment and Record Keeping:**

The North Dublin Muslim National School recognises assessment as an integral element of the teaching and learning process. The school has developed an Assessment Policy which should be referred to in conjunction with this policy.

**Children with Additional Needs:**

Children with additional needs are supported by the school in line with the school's Special Educational Needs Policy, which should be referred to in conjunction with the English Policy.

A combination of withdrawal and team teaching is utilised to support pupils with additional needs. Team teaching is used in mainstream classrooms. The importance of collaboration and communication between personnel is recognized, and the teachers involved have monthly meetings to assess progress and plan for the coming month. The class teacher retains responsibility for the welfare and progress of the children in their class.

**Differentiation:**

Teachers use various differentiation strategies within the classroom to enable groups of students with diverse learning characteristics to participate in the mainstream programme. Examples of differentiation strategies used to assist children experiencing difficulties are differentiation by support, by task, by outcome, by pace, by resource and by group.

**Gender Equality:**

We are committed to the provision of equal opportunities to all our pupils in the implementation of our English programme. Equal opportunities are provided to all pupils to participate in discussions, debates, reading and writing opportunities, etc. We encourage gender awareness through promoting critical consideration of the roles associated with men and women in literature, the media, advertising etc. as well as consideration of the language associated with such roles.

**Organisational Aspects of the School's English Plan:****Timetable:**

As a minimum, Infant Classes will receive 3 hours of formal instruction per week and from 1st to 6th class pupils will receive a minimum of 4 hours as outlined in the *1999 Revised Primary School Curriculum*.

In accordance with the new *Literacy and Numeracy Strategy* an additional 70 minutes will be allocated to the teaching of literacy each week. Junior Infants and Senior Infants are currently engaging in Aistear which includes the teaching of English, and First and Second Class engage in station teaching which partially focuses on the teaching of English.

In keeping with the guidelines set out in the Literacy and Numeracy Strategy, classes from Second to Sixth have an additional 20 minutes for English each day (Monday – Thursday). This extra twenty minutes per day is devoted to the implementation of a structured paired reading scheme from 1<sup>st</sup> class – 6<sup>th</sup> classes.

**Homework:**

Personnel should refer to the school's Homework Policy. Homework is used to support English and tasks such as the following are given:

- new word practice
- phonic work
- spelling
- reading exercises
- writing assignments
- shared reading

**Staff Development:**

- Teachers are encouraged to keep abreast of curriculum developments by attending summer courses, on-line courses and in service seminars.
- Notices of upcoming courses are displayed in the staff room.

- Teachers are encouraged to share their knowledge, expertise and experience.

#### **Parental Involvement:**

The North Dublin Muslim National School encourages and welcomes the involvement of parents in their children's education. Parental involvement in supporting learning at home may take the form of; checking children's homework, signing homework diaries, asking spellings, checking oral homework, listening to and reading with their children, engaging with their children's reading of Oxford Reading Tree books.

Parents are encouraged to discuss issues of progress with their child's teacher. Annual parent teacher meetings take place and informal meetings take place at the request of parents or teachers.

#### **Resources:**

The school reviews the resources it uses on a yearly basis while compiling the booklists for the forthcoming year. The resources currently in use can be found in appendix F.

#### **Success Criteria:**

The North Dublin Muslim National School will know the policy has been successfully implemented through the following criteria:

- Teacher's planning based on the content of this policy.
- Procedures outlined in this document being consistently followed.

Means of assessing the outcomes of the plan will include

- Revisiting the aims of this plan as a staff
- Teacher, parent and pupil feedback
- Inspector reports and feedback
- Results of class assessments and standardised tests
- Contents of assessment folders

The indicators that the plan has enhanced pupil learning will be that:

- Pupils have a positive attitude and appreciation of the value of language – oral, reading and writing. This will be assessed on an informal level through individual and class discussions.
- Pupils have an interest in expression and communication
- Pupils have the ability to engage appropriately in listener-speaker relationships
- Pupils have confidence and competence in listening, speaking, reading and writing
- Pupils are engaging with a variety of genres in reading and writing
- Pupils use a variety of approaches as evident in their writing
- Pupils' comprehension and higher order thinking skills are developed through oral language, reading and writing
- Pupils' emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

#### **Implementation and Review:**

This plan will be implemented from September 2018 and will be reviewed in 2021.

**Ratification and Communication:**

This plan was ratified by the Co-Managers on \_\_\_\_\_.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The plan was communicated to staff through the shared drive and is available to the wider school community on the school website.

## Appendix A

### Dolch Words

High frequency words from the Dolch list are taught according to the following structure:

#### **Junior Infants**

the	I	was	for	at	look
to	you	said	on	him	is
and	it	his	they	with	her
he	of	that	but	up	there
a	in	she	had	all	some

#### **Senior Infants**

out	we	do	what	get	my
as	am	can	so	them	would
be	then	could	see	like	me
have	little	when	not	one	will
go	down	did	were	this	yes

#### **First Class**

big	now	very	ride	from	want	put	every
went	long	an	into	good	don't	too	pretty
are	no	over	just	any	how	got	jump
come	came	your	blue	about	know	take	green
if	ask	its	red	around	right	where	four

#### **Second Class**

away	saw	ran	sleep	walk	again	stop	cold	tell	first
old	call	let	brown	two	play	off	today	much	try
by	after	help	yellow	or	who	never	fly	keep	new
their	well	make	five	before	been	seven	myself	give	must
here	think	going	six	eat	may	eight	round	work	start

#### **Third Class**

black	goes	soon	has	our	warm	use
white	write	made	find	better	ate	fast
ten	always	run	only	hold	full	say
does	drink	gave	us	buy	those	light
bring	once	open	three	funny	done	pick
hurt	sit	under	wash	live	upon	thank
pull	which	read	show	draw	these	wish
cut	fall	why	hot	clean	sing	many
kind	carry	own	because	grow	together	shall
both	small	found	far	best	please	laugh

General revision of all Dolch words will occur in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class.

## **Appendix B**

### **Grammatical yearly plan for Junior and Senior Infants:**

Junior and Senior Infants will cover the following topics:

- Capital letters
- Full stops
- Commas
- Question marks

### **Grammatical yearly plan for 1<sup>st</sup> to 6<sup>th</sup> Classes:**

<b>Month</b>	<b>Topics to be covered 1<sup>st</sup> Class</b>	<b>Topics to be covered 2<sup>nd</sup> to 6<sup>th</sup> Class</b>
September	<ul style="list-style-type: none"><li>• Nouns</li><li>• Capital letters</li></ul>	<ul style="list-style-type: none"><li>• Capital letters, full stops, commas</li><li>• Question marks, exclamation marks</li></ul>
October	<ul style="list-style-type: none"><li>• Verbs: regular present tense</li><li>• Full stops</li></ul>	<ul style="list-style-type: none"><li>• Verbs (past / present / future) and subjects</li><li>• Irregular past tense</li></ul>
November	<ul style="list-style-type: none"><li>• Verbs: regular past tense</li><li>• Commas</li></ul>	<ul style="list-style-type: none"><li>• Nouns</li><li>• Pronouns</li></ul>
December	<ul style="list-style-type: none"><li>• Verbs: regular future tense</li><li>• Question marks</li></ul>	<ul style="list-style-type: none"><li>• Adjectives</li><li>• Adverbs</li></ul>
January	<ul style="list-style-type: none"><li>• Adjectives</li><li>• Speech marks</li><li>• Pronouns</li></ul>	<ul style="list-style-type: none"><li>• Direct speech</li><li>• Indirect speech</li></ul>
February	<ul style="list-style-type: none"><li>• Adverbs</li><li>• Apostrophes</li></ul>	<ul style="list-style-type: none"><li>• Possessives / Plurals</li><li>• Contractions</li></ul>
March	<ul style="list-style-type: none"><li>• Verbs: irregular present tense</li><li>• Synonyms</li></ul>	<ul style="list-style-type: none"><li>• Synonyms</li><li>• Antonyms</li></ul>
April	<ul style="list-style-type: none"><li>• Verbs irregular past tense</li><li>• Antonyms</li></ul>	<ul style="list-style-type: none"><li>• Spelling strategies</li><li>• Homophones</li></ul>
May	<ul style="list-style-type: none"><li>• Verbs: irregular future tense</li><li>• Plurals</li></ul>	<ul style="list-style-type: none"><li>• Prefixes</li><li>• Suffixes</li></ul>
June	<ul style="list-style-type: none"><li>• Compound words</li><li>• Word order/punctuate sentences</li></ul>	<ul style="list-style-type: none"><li>• Prepositions</li><li>• Proof-reading / editing</li></ul>

## **Appendix C**

### **Paired Reading**

Paired Reading Programme Lesson Structure: Monday to Thursday 20 minutes per day

First to Sixth Class

#### **Stage 1 (approx. 3 minutes):**

- Revise new words on flashcards
- In pairs, pupils take out the flashcards from their folder and practice reading the words.
- If the pupils know the word, they can make a small circle at the top of the page.
- If they do not know the word, their partner tells them and they read it again the next day.
- Once they have read the word correctly for three days and have three circles at the top of the page, they can write the word into the back of their notebook.

#### **Stage 2 (approx. 4 minutes):**

- Teacher announces its time to start reading
- Pupil one reads the book aloud for pupil two, keeping their fingers under the words as they read.

#### **Stage 3 (approx. 8 minutes):**

- Teacher announces its time to swap reading
- Now pupil two takes over and re-reads the same pages as pupil one.
- If the pupil cannot read a word after trying to sound it out, pupil one can help.
- This word is then written onto a flashcard to be practiced again the next day.
- If the pupil does not know what a word means, they can use a dictionary. The word and its meaning are then written into the front of the notebook.

#### **Stage 4 (approx. 3 minutes):**

- Teacher announces its time to stop reading
- Pupils stop reading and pupil one questions pupil two on the content of the text.
- Pupil two can then ask pupil one some questions based on the text.

#### **Paired Reading Programme Resource Boxes**

- The resource boxes are only for use during the paired reading time
- Pupils should NOT write their names on any folders A4 or A5. These will be used again in future years.
- Books must NOT be taken home by the pupils.
- The class teacher is responsible for ensuring the books, folders and resource box are kept in good condition at all times.

#### **In each box you will find:**

- A list of all books in the box
- An A5 folder containing a notebook for each pupil.
- An A5 folder containing blank flashcards to be distributed to the pupils as necessary.
- A selection of A4 folders containing a record sheet and a book.

### **Notebooks**

- Each pupil is given a notebook and an A5 folder.
- They should write their name on the notebook only.
- The first half of the notebook is for pupils to use as a personal dictionary- any words that they looked up in their actual dictionaries should be written in here along with the meaning.
- The second half of the notebook is for recording words that were written onto flashcards but are now known. These are words that they could not read initially.
- Pupils are given time each day during the paired reading time to practice both sets of words.

### **A4 Folders and books**

- In each folder there is a book and a record sheet.
- The record sheet should be completed by the pupils when they start and finish the book.
- It does not matter which pupil's name is written first on the record sheet.
- There is a large selection of books for each class.
- The books are graded (see back of book)
- Class teachers can differentiate the books according to the ability of the pupils.
- The pupils read at their own pace- they don't all need to finish the books on the same day. Once they are finished, they then start a new book.

### **Organisation of Groups**

- Using the pupil's reading age, class teachers need to pair up their pupils for the programme.
- Order pupils from highest to lowest reading age.
- Divide list in half.
- Match the highest reader from one half with the highest reader from the other half.
- Repeat this process until all pupils are partnered.
- The pairings then need to be recorded.
- It is essential that pupils are not told who is the strongest reader in their pairs.

## **Appendix D**

### **Oxford Reading Tree**

- At the beginning of the school year, each mainstream teacher will be given a box of Oxford Reading Tree books.
- Class teachers should check the boxes to ensure all books are included.
- Teachers will also be given a book record sheet which must be photocopied for each child.
- This sheet contains the names of the books, the date and a space for a parents signature.
- Teachers may decide when to give these books to children to take home as homework.
- Only one book may be given to a pupil at any one time and teachers must check the record sheet regularly.
- These books are school property and it is the teacher's responsibility to ensure that all of the books are intact at the end of the school year. If books are missing, the teacher must contact parents to ensure the books are replaced.

## Appendix E: English Overviews

### English Overview Junior Infants

<b>Oral language topics</b>	
<b>Term 1</b> Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
<b>Term 2</b> Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
<b>Term 3</b> Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

#### **Comprehension Strategies**

Summarising  
Predicting

## English Overview Senior Infants

<b>Oral language topics</b>	
<b>Term 1</b>  Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
<b>Term 2</b>  Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
<b>Term 3</b>  Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

<b>Comprehension Strategies</b> Comparing Creating images
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## English Overview First Class

<b>Grammar</b>	
<b>Month</b>	<b>Topics to be covered</b>
September	Nouns Capital letters
October	Verbs: regular present tense Full stops
November	Verbs: regular past tense Commas
December	Verbs: regular future tense Question marks
January	Adjectives Speech marks Pronouns
February	Adverbs Apostrophes
March	Verbs: irregular present tense Synonyms
April	Verbs irregular past tense Antonyms
May	Verbs: irregular future tense Plurals
June	Compound words Word order/punctuate sentences

<b>Comprehension Strategies</b>
Connecting Scanning Summarising

<b>Oral language topics</b>	
<b>Term 1</b>  Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
<b>Term 2</b>  Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
<b>Term 3</b>  Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

## English Overview Second Class

<b>Grammar</b>	
<b>Month</b>	<b>Topics to be covered</b>
September	Capital letters, full stops, commas Question marks / Exclamation marks
October	Verbs (past / present / future) and subjects Irregular past tense
November	Nouns Pronouns
December	Adjectives Adverbs
January	Direct speech Indirect speech
February	Possessives / Plurals Contractions
March	Synonyms Antonyms
April	Spelling strategies Homophones
May	Prefixes Suffixes
June	Prepositions Proofreading / editing

<b>Comprehension Strategies</b>
Skimming Self-questioning Creating images

<b>Oral language topics</b>	
<b>Term 1</b>  Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
<b>Term 2</b>  Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
<b>Term 3</b>  Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

<b>Reader's Theatre</b>
One piece to be chosen per term. Scripts are available in the Reader's Theatre folder in each room.  Reader's Theatre plays used:  Term 1: _____  Term 2: _____  Term 3: _____

## English Overview Third Class

Grammar		Oral language topics	
Month	Topics to be covered	Term 1	
September	Capital letters, full stops, commas Question marks / Exclamation marks	Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
October	Verbs (past / present / future) and subjects Irregular past tense		
November	Nouns Pronouns		
December	Adjectives Adverbs		
January	Direct speech Indirect speech		
February	Possessives / Plurals Contractions		
March	Synonyms Antonyms		
April	Spelling strategies Homophones		
May	Prefixes Suffixes		
June	Prepositions Proofreading / editing		
<b>Comprehension Strategies</b> Determining importance Inferring Comparing		Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
		Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

**Reader's Theatre**  
One piece to be chosen per term.  
Scripts are available in the Reader's Theatre folder in each room.

Reader's Theatre plays used:

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

Term 3: \_\_\_\_\_

## English Overview Fourth Class

Grammar		Oral language topics			
Month	Topics to be covered	Term 1			
September	Capital letters, full stops, commas Question marks / Exclamation marks	Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting		
October	Verbs (past / present / future) and subjects Irregular past tense				
November	Nouns Pronouns				
December	Adjectives Adverbs				
January	Direct speech Indirect speech				
February	Possessives / Plurals Contractions				
March	Synonyms Antonyms				
April	Spelling strategies Homophones				
May	Prefixes Suffixes				
June	Prepositions Proofreading / editing				
<b>Comprehension Strategies</b>		Term 2			
Summarising and paraphrasing Self-questioning Synthesising		Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call		
				Term 3	
				Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

### Reader's Theatre

One piece to be chosen per term.

Scripts are available in the Reader's Theatre folder in each room.

Reader's Theatre plays used:

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

Term 3: \_\_\_\_\_

## English Overview Fifth Class

Grammar		Oral language topics	
Month	Topics to be covered	Term 1	
September	Capital letters, full stops, commas Question marks / Exclamation marks	Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
October	Verbs (past / present / future) and subjects Irregular past tense		
November	Nouns Pronouns		
December	Adjectives Adverbs		
January	Direct speech Indirect speech		
February	Possessives / Plurals Contractions		
March	Synonyms Antonyms		
April	Spelling strategies Homophones		
May	Prefixes Suffixes		
June	Prepositions Proofreading / editing		
<b>Comprehension Strategies</b> Determining importance Connecting Skimming		Term 2	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
		Choose any five	
		Term 3	
		Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

### Reader's Theatre

One piece to be chosen per term.

Scripts are available in the Reader's Theatre folder in each room.

Reader's Theatre plays used:

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

Term 3: \_\_\_\_\_

## English Overview Sixth Class

Grammar		Oral language topics	
Month	Topics to be covered	Term 1	
September	Capital letters, full stops, commas Question marks / Exclamation marks	Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
October	Verbs (past / present / future) and subjects Irregular past tense		
November	Nouns Pronouns		
December	Adjectives Adverbs		
January	Direct speech Indirect speech		
February	Possessives / Plurals Contractions		
March	Synonyms Antonyms		
April	Spelling strategies Homophones		
May	Prefixes Suffixes		
June	Prepositions Proofreading / editing		
<b>Comprehension Strategies</b> Synthesising Inferring Self-questioning		Term 2	
		Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call
Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype		

### Reader's Theatre

One piece to be chosen per term.  
Scripts are available in the Reader's Theatre folder in each room.

Reader's Theatre plays used:

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

Term 3: \_\_\_\_\_

## Appendix F: Resources

<p><u>Junior Infants</u></p> <ul style="list-style-type: none"> <li>• Reading Zone Pre Reading Activity Book</li> <li>• Just Phonics Junior Infants – 26 Sounds</li> <li>• Just Phonics ‘My Sounds Booklet’</li> <li>• Just Cursive Junior Infants</li> <li>• Just Cursive Practice Copy</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• ‘Look Out Teddy’ Reader</li> <li>• ‘Look Out Teddy’ Activity Book</li> <li>• ‘The Lost Ball’ Reader</li> <li>• ‘The Lost Ball’ Activity Book</li> <li>• ‘Mud’ Jolly Phonics Level 1 Reader</li> <li>• Oxford Reading Tree Books</li> </ul>	<p><u>Senior Infants</u></p> <ul style="list-style-type: none"> <li>• Just Phonics Senior Infants</li> <li>• Just Phonics ‘My Sounds Booklet’</li> <li>• Just Cursive Senior Infants</li> <li>• Just Cursive Practice Copy</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• ‘The Big Horse’ Reader</li> <li>• ‘What A Mess’ Reader</li> <li>• ‘Stop That Dog’ Reader</li> <li>• Activity Book for Readers 4-6</li> <li>• ‘Inky’ Jolly Phonics Level 1 Reader</li> <li>• ‘Zack’ Jolly Phonics Level 1 Reader</li> <li>• ‘Snake’ Jolly Phonics Level 1 Reader</li> <li>• ‘Monster Footsteps’ Jolly Phonics Level 1 Reader</li> <li>• ‘ Moat Farm’ Jolly Phonics Level 1 Reader</li> </ul>
<p><u>1<sup>st</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Just Cursive 1<sup>st</sup> Class</li> <li>• Just Phonics 1<sup>st</sup> Class</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• Finn’s Dream (and activity book)</li> <li>• Four Friends (and activity book)</li> <li>• Two Little Frogs</li> <li>• Oxford Reading Tree</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Jolly Phonics – My Spelling Workbook</li> <li>• Folens Revised Spelling and Table Book</li> </ul>	<p><u>2<sup>nd</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Just Cursive 2<sup>nd</sup> Class</li> <li>• Just Phonics 2<sup>nd</sup> Class</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• The Grumpy Teaspoon (and activity book)</li> <li>• The Green Genie</li> <li>• Oxford Reading Tree</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Jolly Phonics – My Spelling Workbook</li> <li>• Folens Revised Spelling and Table Book</li> </ul>
<p><u>3<sup>rd</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Handwriting Today</li> <li>• The Talking Horse</li> <li>• Literacy Leap</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• Oxford Reading Tree books</li> <li>• <i>Tom Crean – Ice Man</i></li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Folens Revised Spelling and Table Book</li> <li>• Child friendly English Dictionary</li> </ul>	<p><u>4<sup>th</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Handwriting Today</li> <li>• The Golden Harp</li> <li>• Literacy Leap</li> </ul> <p><u>Readers</u></p> <ul style="list-style-type: none"> <li>• Oxford reading tree – Treetops range</li> <li>• <i>The Butterfly Lion</i></li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Folens Revised Spelling and Table Book</li> <li>• Child friendly English Dictionary</li> </ul>
<p><u>5<sup>th</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Literacy Leap 5</li> <li>• Reading Zone: Call of the Sea</li> <li>• Handwriting Today C</li> </ul> <p><u>Readers</u></p>	<p><u>6<sup>th</sup> Class</u></p> <ul style="list-style-type: none"> <li>• Literacy Leap 6</li> <li>• Reading Zone: Smart Ice-cream</li> <li>• Handwriting Today D</li> </ul> <p><u>Readers</u></p>

<ul style="list-style-type: none"> <li>•Oxford reading tree</li> <li>• <i>Holes</i></li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Folens Revised Spelling and Table Book</li> <li>• Child friendly English Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>•Oxford reading tree</li> <li>•<i>Benny and Omar</i></li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Folens Revised Spelling and Table Book</li> <li>• Child friendly English Dictionary</li> </ul>
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