Darrara National School Language Plan

1. Introduction

This plan was prepared by the staff of Darrara National School during the 2020/21 school year and will be implemented in full from September 2021. This plan is intended to guide teachers in their individual planning for English and Irish and to ensure a consist approach in the teaching of the languages.

2. Rationale

In Darrara National School, we are committed to the holistic development of all pupils and language is key to the development of the child as a person. In developing this whole school plan we hope

- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the Primary Language Curriculum
- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

Tá gá leis an bplean seo:

- Chun cabhrú linn Curaclam na Gaeilge a chur i bhfeidhm agus a chur in oiriúint d'ár scoil
- Ionas go mbeidh a fhios ag gach duine cad atá ar siúil tríd na scoile
- Go mbeidh leanúnachas agus foirbairt ann ó rang go rang
- Mar áis scoile le haghaidh múinteoirí nua/ionadaithe
- Chun go mbeidh treoir cinnte againn i múineadh agus in úsáid na Gaeilge

3. Aims

We aim through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language learning. This plan will form the basis for teachers' long and short-term planning.

The Primary Language Curriculum aims to support teachers to:

- enable the children to speak, read and write independently and effectively
- foster an enjoyment and appreciation of the languages- English and Irish
- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of and to share their heritage
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

Fís

- Spéis agus suim a chothú sa Ghaeilge trí na páistí a spreagadh chun í a úsáid in atmaisféar taitneamhach
- Cuirtear béim ar labhairt na Gaeilge
- Ag fágáil rang a sé beidh muinín ag na páistí an Ghaeilge a úsáid agus cumarsáid simplí a dhéanamh trí chomhrá i nGaeilge
- Tá an Ghaeilge le feiceáil sa scoil. Tá béim ar an gcultúr Gaelach m.sh. ceol, iománaíocht, peil Ghaelach, Seachtain na Gaeilge, srl

Aidhmeanna

Is mian linn na haidheamma seo a bhaint amach:

- Gaeilge a úsáid chomh minic agus is féidir i rith an lae
- Taitneamh agus pléisiúr a bhaint as foghlaim na Gaeilge
- Dearcadh dearfach i leith na Gaeilge agus spéis agus dúil inti a chothú
- Cumas éisteachta agus labhartha an pháiste a fhorbairt agus a m(h)uinín chun an Ghaeilge a úsáid a chothú
- Cumas léitheoireachta agus scríbhneoireachta an pháiste a chothú ó rang a dó ag leibhéil a oireann dó/di féin agus don chinéal scoile
- Éisteacht, labhairt, léitheoireacht agus scríbhneoireacht a fhorbairt ar bhealach comhtháite
- Feasacht teanga agus feasacht cultúrtha a chothú
- Cúram a dhéanamh d'fhorbairt iomlán an pháiste
- Cur le líofacht, le cruinneas foghraíochta agus le saibhreas teanga an pháiste
- Go mbeadh 'Gaeilge beo' sa scoil réadúil, ag baint le saol an pháiste

The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.

4. Content- Elements and Learning Outcomes:

The Primary Language Curriculum seeks to support children on their language-learning journeys, in both English and Irish, while also acknowledging the diversity of languages spoken in Irish primary schools. The curriculum acknowledges the learning journeys that all children are on. From birth, children learn language through their interactions and experiences at home, in early childhood settings and into primary school.

There are three strands in the Primary Language Curriculum — oral language, reading and writing. Across the strands, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

The <u>elements</u> of language learning in each of the strands are:
1. Developing communicative relationships through language (Communication)
Gné 1: Caidreamh cumarsáideach a fhorbairt trí theanga (Cumarsáid)

2. Understanding the content and structure of language
Gné 2: Ábhar agus struchtúr na teanga a thuiscint (Tuiscint)

3. Exploring and using language
Gné 3: Teanga a fhiosrú agus a úsáid (Fiosrú agus úsáid)

<u>Learning Outcomes</u>:
Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The curriculum acknowledges that children's progress towards Learning Outcomes will be influenced by their varying circumstances, experiences and abilities. By focusing on learners, outcomes enable teachers to use a range of appropriate pedagogical approaches to support children on their learning journey.

Learning Outcomes focus on learning being an enabling process that helps children in their development of concepts, skills and dispositions.
Learning Outcomes help teachers to select what to teach and the best order in which to teach it. They also help teachers to choose appropriate pedagogical approaches and to identify the most appropriate assessment methods that match the intended learning.
Concepts, dispositions and skills are at the heart of language Learning Outcomes in this curriculum.

5. Literacy in the school's first and second languages
As an English medium school, children attending Darrara National School will be introduced to formal literacy skills in English (L1) during Stage 1 (junior and senior infants). Formal literacy skills in the school's L2 (Irish) will be introduced at the latest before the end of second class, in line with the Learning Outcomes which identify emergent oral language, emergent reading and writing skills to be developed by children in Stage 1. Opportunities for 'partial Irish language immersion' for all children can be created through the teaching of curriculum areas or aspects of curriculum areas in Irish.

Comhtháthú na Snáitheanna
Tarlaíonn sé go nádútha go bhfuil na snáitheanna fite fuaite lena chéile. Tá béim ar labhairt ach go háirithe. Cuirimid béim ar labhairt agus éisteacht sula ndéanaimid léitheoireacht agus scríbhneoireacht.

6. Approaches

- The Communicative Approach
- Functions of Language
- CLIC
- Immersion
- Transfer of Skills
- Language Awareness
- Linguistic Diversity
- Play

The Communicative Approach

the communicative approach is a recommended approach to teaching a second language. This approach is learner-centred; the main emphasis is on the learner fulfilling a communicative need. The approach focuses on the communication of meaning and messages, with the teacher modelling and reusing the target language throughout the day. The emphasis is on enjoyable, interactive and purposeful communication, with the target language used as early and as often as possible in the language lesson. There are three phases in a lesson using a communicative approach: • Pre-communicative phase: oral vocabulary, language functions or structures needed for the language task are taught and practised using a range of scaffolds and activities. There is a direct link between the language used in this phase and the communicative phase. There is a particular importance to the input phase of second language learning and second language lessons. Repetition is an essential part of this phase so as to establish new language for the communicative phase. In order for children to acquire language accurately, adequate preparation and exposure is necessary. • Communicative phase: learners use the new oral vocabulary, language function or structure to complete a communicative task. These tasks are learner-centred and might involve play, dramas, debates, interviews, and so on. With increased use, learners show a growing level of independence in using the new language as the teacher identifies errors. This informs the teacher's subsequent planning and provision for learning. • Post-communicative phase:	An cur chuige cumarsáideach Is é an cur chuige cumarsáideach an cur chuige atá molta sa churaclam leis an dara teanga a mhúineadh. Tá an cur chuige seo lárnaithe san fhoghlaimeoir; leagtar an phríomhbhéim ar riachtanas cumarsáide a bheith á chomhlíonadh ag an bhfoghlaimeoir. Dírítear an chur chuige ar bhrí agus ar theachtaireachtaí a chur in iúl, agus an múinteoir ag múnlú agus ag athúsáid na teanga an lá ar fad. Leagtar an bhéim ar chumarsáid thaitneamhach, idirghníomhach a bhfuil cuspóir léi agus úsáidtear an sprioctheanga chomh luath agus chomh minic agus is féidir sa cheacht teanga. Bíonn trí thréimhse i gceacht ina bhfuil cur chuige cumarsáideach á úsáid: • An tréimhse réamhchumarsáide: múintear stór focal ó bhéal, feidhmeanna teanga nó struchtúir atá riachtanach don tasc teanga agus cleachtar iad le réimse tacaí agus gníomhaíochtaí. Tá nasc díreach idir an teanga a úsáidtear sa tréimhse seo agus an teanga a úsáidtear sa tréimhse chumarsáide. Tá tábhacht ar leith ag baint leis an tréimhse ionchuir i dtaca le foghlaim an dara teanga agus ceachtanna sa dara teanga. Is cuid bhunriachtanach den tréimhse seo é an t-athrá chun teanga nua a bhunú le haghaidh na tréimhse cumarsáide. Le go mbeidh páistí in ann teanga a shealbhú go cruinn, ní mór dóthain ullmhúcháin a dhéanamh agus go mbeadh na páistí nochta don teanga a ndóthain. 39 Primary Language Curriculum • An tréimhse chumarsáide: baineann foghlaimeoirí úsáid as an bhfoclóir ó bhéal, feidhm teanga nó struchtúr nua chun tasc cumarsáideach a chur i gcrích. Tá na tascanna seo dírithe ar an bhfoghlaimeoir agus d'fhéadfadh súgradh, drámaí,

supported by the teacher, learners consolidate their learning and transfer it to other activities. The teacher looks ahead and plans for future language input and teaching. While language teaching, in general, may move fluidly across the three phases of the communicative approach, when introducing a topic the teacher may consider the pre-communicative phase as an appropriate starting point. The overriding goal for the teacher is to support the learner to talk and to communicate in the second language as early and as often as possible.

díospóireachtaí, agallaimh agus mar sin de a bheith i gceist. Agus an teanga in úsáid níos minice acu, éiríonn na foghlaimeoirí níos neamhspleáiche de réir a chéile ó thaobh an teanga nua a úsáid agus mar a sainaithníonn an múinteoir earráidí. Cuireann sé sin bonn eolais faoin bpleanáil agus faoin soláthar d'fhoghlaim a dhéanann an múinteoir ina dhiaidh sin. • An tréimhse iarchumarsáide: agus an múinteoir ag tacú leo, daingníonn na foghlaimeoirí a gcuid foghlama agus aistríonn siad í go dtí gníomhaíochtaí eile. Féachann an múinteoir chun cinn go dtí an chéad chéim eile agus pleanálann i dtreo ionchur agus teagasc teanga amach anseo. Le linn múineadh teanga go ginearálta, is féidir dul ó thréimhse go tréimhse go solúbtha leis an gcur chuige cumarsáideach, de ghnáth tosaítear leis an tréimhse réamhchumarsáide nuair atá ábhar nua á mhúineadh. Is é an sprioc mhór don mhúinteoir ná tacú leis an bhfoghlaimeoir chun labhairt agus cumarsáid a dhéanamh sa dara teanga chomh luath agus chomh minic agus is féidir.

Functions of Language/ Feidhmeanna Teanga

The functions of language are central to second language learning. A person's use of language to achieve some communication goal is called a 'language function'. In order for children who are learning a second language to function in their new language and communicate effectively, it is important that they have mastery of a number of functions of language. Functions of language enable children, for example, to introduce themselves to others, greet, ask questions, express, request and to structure their responses to others. A child is fulfilling language functions when this communication is taking place. The child can fulfill the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. The examples above of the language functions cannot be used in a vacuum and so, in order to attend to children's interests and language needs, it is recommended that the language is taught in the context of topics which relate to children's lives. The topics will create realistic contexts for using and teaching examples in the Irish lesson. Drawing upon the communicative approach the functions of language may be taught and practised through pre-communicative, communicative and post-

Tá na feidhmeanna teanga lárnach d'fhoghlaim an dara teanga. 'Feidhm teanga' a thugtar ar an úsáid a bhaineann duine as teanga chun sprioc chumarsáide éigin a bhaint amach. Ionas go mbeidh páistí atá ag foghlaim an dara teanga in ann feidhmiú sa teanga nua agus cumarsáid éifeachtach a dhéanamh, tá sé tábhachtach go mbeadh máistreacht acu ar roinnt feidhmeanna teanga. Cuireann feidhmeanna teanga ar chumas páistí iad féin a chur in aithne do dhaoine eile, ceisteanna a chur, smaointe a chur in iúl, iarratais a dhéanamh agus struchtúr a chur ar na freagraí a thugann siad ar dhaoine eile. Bíonn páistí ag comhlíonadh feidhmeanna teanga nuair atá an chumarsáid seo ar bun. Is féidir le páistí na feidhmeanna teanga a chomhlíonadh ní hamháin i bhfíorshuíomhanna ach freisin i suíomhanna samhailteacha, cuir i gcás rólghlacadh agus drámaíocht shochdhrámatúil. Ní féidir na samplaí thuas de na feidhmeanna teanga a úsáid i bhfolús. Dá bhrí sin, d'fhonn freastal ar ábhar suime agus ar riachtanais teanga na bpáistí, moltar an teanga a mhúineadh i gcomhthéacs topaicí a bhaineann le saol na bpáistí. Cruthóidh na topaicí comhthéacsanna réalaíocha le haghaidh samplaí a úsáid agus a mhúineadh sa cheacht Gaeilge. Ag tarraingt ar an gcur chuige cumarsáideach, is féidir na

| communicative phases. It is recommended that phrases are taught so that the child may develop conversation skills in the second language. | feidhmeanna teanga a mhúineadh agus a chleachtadh tríd an tréimhse réamhchumarsáide, an tréimhse chumarsáide agus an tréimhse iarchumarsáide. Moltar frásaí a mhúineadh ionas go bhforbróidh an páiste scileanna comhrá sa dara teanga. Tá tacaíocht do mhúinteoirí le haghaidh na bhfeidhmeanna teanga ar fáil in Uirlisí Úsáide Teanga na Bunscoile. |

CLIC(Content and Language Integrated Learning)/ Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT)

| Content and Language Integrated Learning (CLIL) is an effective way to increase exposure to Irish by creating authentic contexts for children to use the language. CLIL affords children the opportunity to learn concepts, dispositions and skills in a particular curriculum area through Irish, and to develop their confidence by using their new language skills in real contexts outside of the discrete language lesson. For teachers, it provides opportunities for integrating Irish across the curriculum in an active and meaningful way. An important consideration in this regard is the teacher's confidence and proficiency in the language. Teachers may begin their planning by choosing a subject in which they are comfortable communicating through Irish, that lends itself to CLIL and that offers opportunities for discussion and active engagement by children in groups. Subjects can be taught using CLIL with teachers having introduced the necessary new language related to the subject in advance. Support Material on using CLIL is available in the Primary Language Toolkit. | Is bealach éifeachtach í an Fhoghlaim Chomhtháite Ábhair agus Teanga (FCÁT) le teagmháil na bpáistí leis an nGaeilge a mhéadú trí fhíorchomhthéacsanna a chruthú ina mbeidh an teanga á húsáid ag páistí. Tugann FCÁT deis do pháistí coincheapa, meonta agus scileanna i réimse ar leith den churaclam a fhoghlaim trí Ghaeilge, agus a muinín a fhorbairt trína scileanna nua teanga a úsáid i bhfíorchomhthéacsanna taobh amuigh den cheacht teanga scoite. Tugtar deiseanna do mhúinteoirí an Ghaeilge a chomhtháthú ar fud an churaclaim ar bhealach gníomhach lánbhrí. Rud tábhachtach le cur san áireamh ina thaobh seo ná muinín agus oilteacht an mhúinteora sa teanga. Is féidir le múinteoirí tús a chur lena gcuid pleanála trí ábhar a roghnú ina bhfuil siad compordach cumarsáid a dhéanamh trí Ghaeilge, atá oiriúnach don FCÁT agus a thugann deiseanna do pháistí páirt ghníomhach a ghlacadh i ngrúpaí plé. Is féidir úsáid a bhaint as FCÁT chun ábhar a theagasc má bhíonn an teanga nua riachtanach a bhaineann leis an ábhar curtha ar fáil roimh ré ag an múinteoir. Tá Ábhar Tacaíochta maidir le FCÁT a úsáid le fáil in Uirlisí Úsáide Teanga na Bunscoile. |

Immersion/ Tumoideachas

| Immersion occurs where language learners are immersed in a language that is different from their home or native language. In an immersion environment, the child acquires the language of the immersion environment in addition to their home language. Following a period of immersion in the new language, children should | Tarlaíonn an tumoideachas nuair a thumtar foghlaimeoirí teanga i dteanga atá difriúil lena dteanga baile nó lena dteanga dhúchais. I dtimpeallacht tumoideachais, faigheann an páiste teanga na timpeallachta tumoideachais chomh maith lena dteanga baile. Tar éis tréimhse de bheith tumtha sa teanga nua, ba |

be encouraged to transfer the skills they have learned in the new language to other languages and vice versa. Children from non-Irish speaking families who attend a Gaelscoil or Gaeltacht school are in an immersion setting. To facilitate the practice of immersion education in Irish-medium schools, for learners of Irish, and to support continuity in the development of native speakers' competence in the language, these schools will have the option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association. The teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion decided by the school. Children for whom English is an additional language (EAL) are immersed in the language of the school. For children immersed in a language of the community, where this differs from that of the home, parents and the school can play a key role in celebrating and maintaining the child's home language.

cheart na páistí a spreagadh leis na scileanna atá foghlamtha acu sa teanga nua a aistriú go teangacha eile agus a mhalairt. Bíonn páistí as teaghlaigh nach labhraíonn Gaeilge, agus a fhreastalaíonn ar Ghaelscoil nó ar scoil Ghaeltachta, i suíomh tomoideachais. Ar mhaithe le cleachtas an tumoideachais i scoileanna Gaeltachta agus lán-Ghaeilge a éascú, d'fhoghlaimeoirí Gaeilge, agus chun buanú agus treisiú a dhéanamh ar an nGaeilge go háirithe i gcás cainteoirí dúchais, beidh sé de rogha ag na scoileanna seo tréimhse tumoideachais iomláin a fheidhmiú go dtí deireadh rang na naíonán sinsearach, faoi réir ag faomhadh bhord bainistíochta na scoile agus tar éis dul i gcomhairle leis an bpátrún, le múinteoirí agus le cumann na dtuismitheoirí. Ní thosófar ar mhúineadh an Bhéarla agus scileanna foirmiúla litearthachta in T2 na scoile go dtí tar éis tréimhse tumoideachais iomlán a shocraíonn an scoil. Déantar páistí a bhfuil an Béarla mar theanga bhreise acu (BTB) a thumadh i dteanga na scoile. Nuair a bhíonn teanga an phobail éagsúil le teanga an bhaile, is féidir le tuismitheoirí agus leis an scoil ról tábhachtach a imirt le teanga baile an pháiste a cheiliúradh agus a chothabháil.

Transfer of Skills/ Aistriú scileanna

Languages by their nature are interconnected. There is an underlying conceptual understanding, or knowledge base, that is common across languages. This makes possible the transfer of concepts, literacy skills, and learning strategies from one language to another. Children learn a second language in much the same way as they learn their first language, by interacting with others in order to communicate their needs. The vast majority of children can speak at least one language on commencing school. This ability in one language affects how they will learn subsequent languages. Some features of the first language such as pronunciation and syntax may impact on how the child will speak the second language. Other features such as similarities in the alphabet and letter sounds can transfer from one language to the other and thereby help the child learn the second language. Although it is appropriate to maintain a separate space for each language, it is also important to teach for transfer across languages. By drawing children's attention to similarities and differences between

Is de nádúr teangacha iad a bheith gaolmhar le chéile. Tá buntuiscint choincheapúil nó bunachar eolais ann atá mar a chéile i gcás gach teanga. Fágann sé sin gur féidir coincheapa, scileanna litearthachta agus straitéisí foghlama a aistriú ó theanga amháin go teanga eile. Foghlaimíonn páistí an dara teanga ar an gcaoi chéanna, a bheag nó a mhór, is a fhoghlaimíonn siad an chéad teanga, trí bheith ag idirghníomhú le daoine eile chun a gcuid riachtanas a chur in iúl. Bíonn teanga amháin ar a laghad ag formhór mór na bpáistí nuair a thosaíonn siad ar scoil. Téann an cumas seo i dteanga amháin i bhfeidhm ar an gcaoi a bhfoghlaimíonn siad teangacha eile ina dhiaidh sin. D'fhéadfadh sé go gcuirfeadh roinnt gnéithe den chéad teanga, cuir i gcás fuaimniú agus comhréir, isteach ar an gcaoi a labhróidh an páiste an dara teanga. Is féidir gnéithe eile ar nós cosúlachtaí san aibítir agus i bhfuaimeanna na litreacha a aistriú ó theanga amháin go dtí an ceann eile agus, ar an gcaoi sin, cabhraíonn siad leis an bpáiste an dara teanga a fhoghlaim. Cé gur cuí spás ar leith a choinneáil i gcomhair gach teanga, tá sé

the languages that they are learning, teachers can give children opportunities to reflect on and discover these similarities and differences. Many children do this naturally and in an informal way. This process helps children to learn a second and subsequent language more efficiently and to gain a greater understanding of the structure of their first language. The process of learning a second language can be supported if teachers devote some instructional time to teaching for transfer across languages rather than viewing each language in isolation, or as separate "subjects". A focus on transfer of skills enables children to make connections between languages and develop an awareness of how languages work.

tábhachtach freisin go mbeadh sé mar aidhm ag an múinteoir go n-aistreofaí scileanna ó theanga go teanga. Ach aird na bpáistí a tharraingt ar chosúlachtaí agus ar dhifríochtaí idir na teangacha atá siad a fhoghlaim, is féidir le múinteoirí deiseanna a thabhairt do pháistí a machnamh a dhéanamh ar na cosúlachtaí agus difríochtaí sin agus iad a aimsiú. Déanann a lán páistí é sin go nádúrtha agus ar bhealach neamhfhoirmiúil. Cabhraíonn an próiseas seo le páistí chun an dara teanga agus teanga ina dhiaidh sin a fhoghlaim ar bhealach níos éifeachtúla agus tugann sé tuiscint níos fearr dóibh ar struchtúr na chéad teanga. Bíonn an próiseas a bhaineann le foghlaim an dara teanga níos éifeachtúla má chaitheann múinteoirí roinnt ama teagaisc ag díriú ar an aistriú ó theanga go teanga seachas breathnú ar gach teanga ina haonar nó mar "ábhar" ar leith. Ach díriú ar aistriú scileanna, beidh páistí in ann ceangail a dhéanamh idir teangacha agus feasacht a fhorbairt ar an gcaoi a n-oibríonn teangacha.

Language Awareness/ Feasacht teanga agus feasacht chultúrtha

Language awareness and cultural awareness Language awareness draws children's attention to languages people use to communicate. Nurturing children's awareness of, and interest in, other languages encourages them to actively engage with the new languages they encounter. Where possible, they should be encouraged to explore different languages, and to recognise similarities and differences between their home language and other languages. An awareness of the culture and heritage associated with a new language engages children and gives them an appreciation of cultures and customs different to their own. When they can actively engage to some degree in the culture associated with a language, their level of interest in the language intensifies. It is important that children have opportunities to build an awareness of Irish culture. For children who are speakers of a language different to the majority in a class, or native speakers of a target language, it is important for the teacher to affirm their language skills. It is important to provide opportunities to share the culture and customs of the country/heritage of their language. The home language of these children is thus affirmed, and they see that it is important. Language Awareness encompasses the transferable language learning skills and

Díríonn feasacht teanga aird páistí ar theangacha difriúla a úsáideann daoine le cumarsáid a dhéanamh. Nuair a chothaítear feasacht páistí ar theangacha eile agus nuair a chothaítear a suim iontu, spreagtar iad le dul i ngleic go gníomhach leis na teangacha nua a chastar orthu. Nuair is féidir, is ceart páistí a spreagadh le teanga difriúla a fhiosrú, agus na cosúlachtaí agus na difríochtaí idir teanga an bhaile agus teangacha eile a aithint. Mealltar páistí le feasacht ar an gcultúr agus ar an oidhreacht a bhaineann le teanga nua agus tugann sí tuiscint dóibh ar chultúir agus ar nósanna atá éagsúil lena gcultúr agus nósanna féin. Nuair is féidir le páistí dul i ngleic go gníomhach méid áirithe leis an gcultúr a bhaineann le teanga, treisítear an méid spéise a bhíonn acu sa teanga. Tá sé tábhachtach go mbeadh deiseanna ag na páistí chun cur lena bhfeasacht ar chultúr na hÉireann. I gcás páistí nach ionann an teanga atá acu agus an teanga atá ag formhór na bpáistí sa rang, nó páistí ar cainteoirí dúchais de chuid na sprioctheanga iad, tá sé tábhachtach go ndearbhaíonn an múinteoir a gcuid scileanna teanga. Tá sé tábhachtach deiseanna a thabhairt dóibh chun cultúr agus nósanna na tíre nó na hoidhreachta lena mbaineann a dteanga a roinnt. Dearbhaítear teanga bhaile na bpáistí seo ar an gcaoi sin agus léirítear dóibh go bhfuil tábhacht lena dteanga

concepts outlined in Section 2.3, which can use English, Irish and a third language in some instances, to reinforce and generalise what children know and have learned about languages.	bhaile. Cuimsíonn Feasacht Teanga na scileanna agus na coincheapa foghlama teanga inaistrithe atá leagtha amach i Roinn 2.3, ar féidir leo Béarla, Gaeilge agus an tríú teanga a úsáid i gcásanna áirithe, chun an méid atá ar eolas ag páistí agus a fhoghlaim faoi theangacha a threisiú agus a ghinearálú.

Linguistic Diversity/ Éagsúlacht teangacha

Linguistic Diversity Primary classrooms have changed greatly in recent times, welcoming children from a range of cultural and linguistic backgrounds. Language and cultural identity are inextricably linked and the importance of affirming children's home languages in Irish primary schools has previously been highlighted (NCCA, 2005). Acknowledging the presence of a variety of languages in a classroom provides an opportunity for teachers to embrace the multilingual classroom and to foster increased learning and awareness about language for all children. The Primary Language Curriculum reflects the linguistic diversity visible in primary schools by acknowledging languages to include English, Irish and other languages. Each child comes to school with their own unique linguistic repertoire and opportunities lie in drawing on all children's knowledge of language. Reference to 'other languages' in the curriculum enables teachers to draw on and support the linguistic abilities of all children and to provide exciting opportunities for them to explore, examine and compare languages. For example, they can be encouraged to read and write texts in their home languages and to share these texts with peers. Encouraging them to use their home languages and to share their knowledge of languages promotes language awareness in the classroom. Discussing the similarities and differences between languages, to include English and/or Irish and other languages helps children to develop an awareness of them and to gain insight into the links that exist between language and culture.	Tá athrú mór tagtha ar sheomraí ranga bunscoile le blianta beaga anuas agus cuireadh fáilte roimh pháistí ó réimse cúlraí cultúir agus teanga. Tá teanga agus féiniúlacht chultúrtha fite fuaite ina chéile agus tarraingíodh aird roimhe seo ar an tábhacht atá le teangacha baile na bpáistí a dhearbhú i mbunscoileanna na hÉireann (CNCM, 2005). Má aithníonn múinteoirí go bhfuil éagsúlacht teangacha sa seomra ranga, beidh deis acu aghaidh a thabhairt ar an seomra ranga ilteangach agus níos mó foghlama agus níos mó feasachta ar theanga a chothú do gach páiste. Léiríonn Curaclam Teanga na Bunscoile an éagsúlacht teangacha i mbunscoileanna sa mhéid is go dtugann sé aitheantas don Ghaeilge, don Bhéarla agus do theangacha eile. Bíonn a réimse scileanna teanga uathúil féin ag gach páiste a thugann chun na scoile agus is ceart an deis a thapú chun tarraingt ar eolas gach páiste ar theanga. Cuireann an tagairt do 'theangacha eile' sa churaclam ar chumas múinteoirí tarraingt ar chumas teanga gach páiste agus tacú leis agus deiseanna spreagúla a thabhairt do pháistí chun teangacha a chíoradh agus a scrúdú agus iad a chur i gcomparáid lena chéile. Mar shampla, is féidir páistí a spreagadh le téacsanna a léamh agus a scríobh ina dteangacha baile agus leis na téacsanna seo a roinnt le piaraí. Cuirtear feasacht teanga chun cinn sa seomra ranga ach páistí a spreagadh lena dteangacha baile a úsáid agus leis an eolas atá acu ar theangacha a roinnt. Forbraíonn páistí feasacht ar struchtúr teangacha agus tugtar léargas dóibh ar na naisc idir teanga agus cultúr ach na cosúlachtaí agus na difríochtaí idir an Ghaeilge agus/nó an Béarla agus teangacha eile a phlé.

Play/ Súgradh:

Playful approaches generally happen in three different ways: play that is completely directed by the child/ children; playful activities that are planned and led by the teacher; and times when	Is féidir cur chuige spraíúil a roinnt ina thrí chatagóir de ghnáth: súgradh a stiúrann an páiste/na páistí go hiomlán; gníomhaíochtaí spraíúla a phleanálann an múinteoir agus a

the teacher and the children share play activity. These are all opportunities to experience and use all aspects of their developing literacy in an integrated way. While the benefits of play for children's oral language are very obvious to an observer, play and playful activity provide rich opportunities for the other literacy practices-- reading and writing. When they play, particularly when they are in charge of their own play, children will bring reading and writing into the scenario if the opportunity is provided. The teacher can have a discussion with the children in advance about the things they need for their play. This raises the children's awareness of the uses and usefulness of reading and writing in everyday life. For example, when younger children are playing doctors, they need to write prescriptions, the waiting room needs reading material, the receptionist needs an appointment book and so on. Older children might create scripts for dramas that evolve from role play or write text to accompany photographs of constructions they have made with blocks. Teachers who are able to join the children's play as a player have the chance to model real-world literacy by, for example, writing shopping lists and prescriptions and taking notes of the children's talk during role play to use for script development. Play is where children practise real-world reading and writing and this is where positive dispositions towards literacy can be nourished. Play makes a major contribution to literacy in the opportunities it provides for the development of the children's oral language, which is an important contributor to developing overall literacy. For example, having phones available and accessible prompts make-believe conversations about imaginary situations. This not only promotes oral language development but also abstract thinking, and as we know, for young children, talking and thinking are often the same process. This is consistent with and reflective of the approaches supported by Aistear: the Early Childhood Curriculum Framework.

mbíonn an múinteoir i gceannas orthu; agus an múinteoir agus na páistí a bheith ag stiúradh an tsúgartha le chéile. Is deiseanna iad seo ar fad do pháistí gach gné dá litearthacht atá ag forbairt a bhrath agus a úsáid ar bhealach comhtháite. Tá na buntáistí a bhaineann le súgradh ó thaobh theanga ó bhéal na bpáistí de an-soiléir don té a bheadh ag breathnú, ach cuireann súgradh agus gníomhaíocht spraíúil deiseanna saibhre ar fáil le haghaidh na gcleachtas litearthachta eile freisin – léitheoireacht agus scríbhneoireacht. Nuair a bheidh siad ag súgradh, go háirithe má bhíonn siad i gceannas ar a súgradh féin, rachaidh na páistí i mbun léitheoireachta agus scríbhneoireachta mar chuid den súgradh má chuirtear an deis ar fáil. Is féidir leis an múinteoir na rudaí a theastaíonn ó na páistí le haghaidh a gcuid súgartha a phlé leo roimh ré. Cuireann sé sin le feasacht na bpáistí ar na slite ina n-úsáidtear léitheoireacht agus scríbhneoireacht sa saol laethúil. Nuair a bhíonn páistí níos óige ag ligean orthu féin gur dochtúirí iad, mar shampla, caithfidh siad oidis a scríobh, caithfidh ábhar léitheoireachta a bheith sa seomra feithimh, teastaíonn leabhar coinní ón bhfáilteoir agus mar sin de. D'fhéadfadh páistí níos sine scripteanna a chruthú le haghaidh drámaí a eascraíonn as rólghlacadh nó téacs a scríobh le gabháil le grianghraif de rudaí a thóg siad le bloic. Múinteoirí atá in ann páirt a ghlacadh i súgradh na bpáistí, bíonn deis acu litearthacht an ghnáthshaoil a léiriú ach, mar shampla, liostaí siopadóireachta agus oidis a scríobh agus nótaí a ghlacadh ó chaint na bpáistí le linn rólghlacadh lena n-úsáid chun scripteanna a fhorbairt. Is sa súgradh a chleachtann páistí léitheoireacht agus scríbhneoireacht an ghnáthshaoil agus is sa súgradh féidir leo meon dearfach a chothú i leith na litearthachta. Cuireann súgradh go mór le litearthacht sa mhéid is go gcuireann sé deiseanna ar fáil chun teanga ó bhéal na bpáistí a fhorbairt, rud atá tábhachtach ó thaobh litearthacht na bpáistí trí chéile a fhorbairt. Mar shampla, má bhíonn fáil ag na páistí ar ghutháin, spreagtar comhráite bréige faoi rudaí a shamhlaíonn siad féin. Ní hamháin go gcuireann sé seo forbairt na teanga ó bhéal chun cinn ach cuireann sé smaointeoireacht theibí chun cinn freisin agus, mar is eol dúinn, is minic gur aon phróiseas amháin iad an chaint agus an smaointeoireacht i gcás páistí óga. Léiríonn sé sin agus tá sé sin ag teacht leis na cineálacha cur

	chuige a dtacaíonn Aistear: Creatchuraclam na Luath-Óige leo.

Cross-curricular and disciplinary literacy/ Litearthacht trasna an churaclaim agus litearthacht disciplín

Cross-curricular and disciplinary literacy Learning, language and literacy are closely intertwined. The tools provided by language support learning in a way that extends across and beyond the school day. Looking across the curriculum, we can see that important concepts, dispositions and skills influence how we communicate in different subjects. For example, explaining a food chain in science requires vocabulary and language structures that are quite different to those used to describe the elements present in a musical composition. The texts we associate with the visual arts can be contrasted with the print-based text structures children might encounter in a novel. Comprehending a primary source in history requires skills that are different to those needed to appreciate a poem. Disciplines communicate in different ways. Teaching language and literacy throughout the curriculum, in a manner that supports thinking and learning in different subjects, is termed disciplinary literacy. Learning in other curriculum areas offers rich potential for the meaningful and critical application of language and literacy skills. Engaging children in inquiry in another subject gives an authentic context for development in oral language, reading and writing. Planning for, and teaching language in this way supports both linguistic development and understanding of a discipline. The Primary Language Curriculum encourages the integration of language and subject-based learning across the school day, week and year.	Tá dlúthbhaint ag foghlaim, teanga agus litearthacht lena chéile. Na huirlisí a chuireann teanga ar fáil, tacaíonn siad leis an bhfoghlaim an lá scoile ar fad agus ina dhiaidh. Ach féachaint ar an gcuraclam ar fad, feicfimid go dtéann coincheapa, meonta agus scileanna tábhachtacha i bhfeidhm ar an gcaoi a ndéanaimid cumarsáid in ábhair éagsúla. Mar shampla, ní hionann an stór focal agus na struchtúir teanga a theastaíonn chun biashlabhra a mhíniú san eolaíocht agus iad siúd a theastaíonn chun cur síos a dhéanamh ar na gnéithe a bhaineann le píosa ceoil. Is féidir codarsnacht a dhéanamh idir na téacsanna a bhaineann leis na hamharc-ealaíona agus na struchtúir téacs chlóbhunaithe a bhíonn le fáil in úrscéal. Ní hionann na scileanna a theastaíonn chun foinse phríomha a thuiscint sa stair agus na scileanna a theastaíonn le go mbeadh tuiscint agat do dhán. Déanann disciplíní difriúla cumarsáid ar bhealaí difriúla. Litearthacht disciplín, nó inniúlacht disciplín, a thugtar ar theanga agus litearthacht a theagasc ar fud an churaclaim ar bhealach a thacaíonn le smaointeoireacht agus le foghlaim in ábhair éagsúla. Cuireann an fhoghlaim i réimsí eile den churaclam deis den scoth ar fáil chun scileanna teanga agus litearthachta a chur i bhfeidhm le lánbhrí agus go criticiúil. Má bhíonn páistí i mbun fiosrúcháin in ábhar eile, cuireann sé sin fíorchomhthéacs ar fáil chun an teanga ó bhéal, an léitheoireacht agus an scríbhneoireacht a fhorbairt. Ach pleanáil le haghaidh teanga, agus í a theagasc, ar an gcaoi seo, tacaítear le forbairt teangeolaíochta agus le tuiscint ar dhisciplín. Cothaíonn Curaclam Teanga na Bunscoile comhtháthú idir foghlaim teanga agus foghlaim atá bunaithe ar árbhar an lá scoile, an tseachtain scoile agus an bhliain scoile ar fad.

Critical literacy/ Litearthacht chriticiúil

Meaningful and active engagement with literacy requires us to go beyond traditional conceptions	Le go mbeidh plé gníomhach lánbhrí againn leis an litearthacht, ní leor coincheapa traidisiúnta ar

of what it means to understand what we read. Children encounter a range of texts in different forms and modes on a daily basis. It has become increasingly important for them to be aware of the underlying biases that influence the perspectives presented in these texts. As every text has been created by at least one author, every text is shaped and constructed by social factors. Critical readers not only understand what they are reading, they question it. Who is represented in the text? Who is not? What ideas are given prominence? What ideas are ignored? Adopting a resistant stance helps children to identify power imbalances in the texts that shape their world and society at large. Critical literacy involves actively identifying, analysing and challenging the perspectives offered in texts. It also involves questioning the influence of these viewpoints on our everyday lives. From a teaching perspective, it is supported by reading and listening to multiple texts, from multiple perspectives. Teachers facilitate critical literacy through carefully considering the texts that children encounter in their classroom and helping children to analyse who and what the texts represent. Children can also be supported to produce texts that consider alternative perspectives, that challenge the norm, or that explore underrepresented voices. In applying their language and literacy skills in this way, they come to be active, thoughtful and critical contributors to the world in which they live.

a bhfuil i gceist leis an méid a léimid a thuiscint. Castar réimse téacsanna ar pháistí gach lá, téacsanna i bhfoirmeacha éagsúla agus i modhanna éagsúla. Tá sé ag éirí níos tábhachtaí an t-am ar fad go mbeadh páistí ar an eolas faoin gclaonadh a théann i bhfeidhm ar na tuairimí a chuirtear i láthair sna téacsanna sin. Ó tharla gur chruthaigh údar amháin ar a laghad gach téacs, bíonn gach téacs múnlaithe agus tógtha ag tosca sóisialta. Ní hamháin go dtuigeann léitheoirí criticiúla a bhfuil á léamh acu, ceistíonn siad é freisin. Cé dó a seasann an téacs? Cé dó nach seasann an téacs? Cé na smaointe a dtugtar tús áite dóibh? Cé na smaointe a dtugtar neamhaird orthu? Ach dearcadh amhrasach a bheith acu, cabhraítear le páistí easpa cothromaíochta a shainaithint sna téacsanna a mhúnlaíonn a saol agus, go deimhin, an tsochaí trí chéile. Is éard atá i gceist le litearthacht chriticiúil ná na tuairimí a chuirtear i láthair i dtéacsanna a shainaithint, anailís a dhéanamh orthu agus a ndúshlán a thabhairt. Rud eile atá i gceist léi ná an tionchar atá ag na tuairimí sin ar ár saol laethúil a cheistiú. Ó thaobh an teagaisc de, tacaítear leis an litearthacht chriticiúil ach a lán téacsanna éagsúla a léamh agus éisteacht leo, téacsanna ina gcuirtear a lán tuairimí éagsúla i láthair. Éascaíonn múinteoirí an litearthacht chriticiúil ach a machnamh a dhéanamh go cúramach ar na téacsanna a léann páistí sa seomra ranga agus cabhrú le páistí anailís a dhéanamh ar dhá cheist: (i) cé dó a seasann an téacs? agus (ii) céard dó a seasann an téacs? Is féidir tacú le páistí freisin chun téacsanna a chruthú a bhreithníonn tuairimí malartacha, a thugann dúshlán thuairimí an tromlaigh, nó a chíorann guthanna arb annamh a léirítear iad. Ach a scileanna teanga agus litearthachta a chur i bhfeidhm ar an gcaoi seo, cuireann páistí go gníomhach, go machnamhach agus g o criticiúil leis an domhan ina maireann siad.

Digital literacy/ Litearthacht dhigiteach

As new technologies continue to emerge and as a result of living in a society and culture increasingly influenced by digital technologies, digital literacy is an important aspect of children's learning. The curriculum supports children's abilities to engage with technology to acquire, comprehend and communicate knowledge to and with a variety of audiences and in a variety of contexts. Essential to the development of digital literacy is the child's

Ó tharla go bhfuil teicneolaíochtaí nua ag teacht chun cinn an t-am ar fad agus go bhfuil teicneolaíochtaí digiteacha ag dul i bhfeidhm níos mó agus níos mó ar an tsochaí agus ar an gcultúr, is gné thábhachtach d'fhoghlaim na bpáistí í an litearthacht dhigiteach. Tacaíonn an curaclam le cumas na bpáistí dul i ngleic leis an teicneolaíocht chun eolas a fháil, a thuiscint agus a chur in iúl do lucht féachana éagsúla agus i gcomhthéacsanna éagsúla. Le go

ability to locate, select and critically analyse relevant information in multiple modes to include text, visual and audio. It also includes the capacity to engage with digital technology in creative and imaginative ways. The curriculum recognises that technology can be used as a tool for literacy development and learning. The definition of 'text' in the curriculum refers to all products of language use including electronic and digital. Appropriate use of digital technologies in the classroom can help children to demonstrate knowledge, skills and understanding in accordance with the learning outcomes for all three strands of the curriculum. By enabling them to engage with digital technologies from the start of primary school, teachers can support children to foster a positive attitude towards the use of digital technologies and to use technology responsibly and appropriately. As children become digitally literate, they can use a variety of digital technologies to develop understanding and to source, critique and manage information as engaged thinkers and active learners.

bhforbrófar an litearthacht dhigiteach, tá sé bunriachtanach go mbeidh an páiste in ann faisnéis ábhartha ina lán modhanna éagsúla, lena n-áirítear téacs, ábhar físe agus ábhar fuaime, a aimsiú agus a roghnú agus anailís chriticiúil a dhéanamh uirthi. Cuimsíonn sé freisin a bheith in ann leas a bhaint as an teicneolaíocht dhigiteach ar bhealaí cruthaitheacha agus samhlaíocha. Aithníonn an curaclam gur féidir teicneolaíocht a úsáid mar uirlis d'fhorbairt agus foghlaim litearthachta. Tagraíonn an sainmhíniú a thugtar ar théacs sa churaclam do gach toradh ar úsáid teanga, leictreonach agus digiteach ina measc. Ach úsáid chuí a bhaint as teicneolaíochtaí digiteacha sa seomra ranga, is fearr a bheidh páistí in ann eolas, scileanna agus tuiscint a thaispeáint, de réir na dtorthaí foghlama le haghaidh gach ceann de na trí shnáithe sa churaclam. Ach é a chur ar chumas páistí plé le teicneolaíochtaí digiteacha ó thús na bunscoile, is féidir le múinteoirí cabhrú le páistí dearcadh dearfach i leith úsáid teicneolaíochtaí digiteacha a chothú agus úsáid a bhaint as an teicneolaíocht go freagrach agus go cuí. De réir mar a bhaineann páistí litearthacht dhigiteach amach, is féidir leo úsáid a bhaint as teicneolaíochtaí digiteacha éagsúla chun tuiscint a fhorbairt agus chun faisnéis a aimsiú agus a bhainistiú agus léirmheas a dhéanamh uirthi mar smaointeoirí agus foghlaimeoirí gníomhacha.

7. Curriculum planning

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

The elements of language learning across each of the strands are:
1. Developing communicative relationships through language (cumarsáid)
2. Understanding the content and structure of language (tuiscint)
3. Exploring and using language (Fiosrú agus úsáid)

	Oral Language	**Reading**	**Writing**
Communicating Cumarsáid	Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht

	Motivation and choice Inspreagadh agus rogha Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha
Understanding Tuiscint	Sentence structure and grammar Struchtúr abairte agus gramadach Vocabulary Stór focal Demonstration of understanding Léiriú tuisceana	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte Vocabulary Stór focal Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocail Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte Vocabulary Stór focal Spelling and word study Litriú agus staidéar ar fhocail
Exploring and using language Fiosrú agus úsáid	Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe Categorisation Catagóiriú Retelling and elaboration Athinsint agus mionléiriú Playful and creative use of language Teanga a úsáid go spraíúil agus go cruthaitheach Information giving, explanation and justification Eolas, míniú agus údar a thabhairt	Purpose, genre and voice Cuspóir, seánra agus guth Comprehension Tuiscint Response and author's intent Freagairt agus intinn an údair Fluency and self-correction Líofacht agus féincheartú	Purpose, genre and voice Cuspóir, seánra agus guth Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs Response and author's intent Freagairt agus intinn an údair Handwriting and presentation Peannaireacht agus cur i láthair

	Description, prediction and reflection Cur síos, tuar agus machnamh		

8. Planning, teaching and assessing for learning

The Primary Language Curriculum helps teachers to support children's language learning and development through the process of planning, teaching and assessing for learning in English. Teachers should complete the following:

1. Long term plan/ Pleanáil fad téarmach
2. Short term plans/ Pleanáil ghearr-théarmach
3. Cuntaisí Míosúla

Each teacher should keep a planning folder which contains all plans, should they be requested. A copy of the Cúntas Míosúil should be submitted to the office the first week of each month for the previous month.

Teachers should create long term termly plans for each school year, which take into consideration the outline and appendices attached to this policy. Teachers refer to the sample completed short term plan when completing fortnightly plans for English and Irish, while constantly referring to the Primary Language Curriculum online NCCA Curriculum Online Primary Language. Teachers use this information to guide and inform their teaching to ensure all aspects of the Primary Language Curriculum are taught. Teachers should constantly refer to the curriculum when planning and reflect on their classroom practise.

Comhtháthú le hÁbhair eile

Moltar an Ghaeilge a úsáid i múineadh ábhair eile an churaclam chomh minic agus is féidir m.sh:

- Corpoideachas – cluichí, damhsa, srl
- Ceol – amhráin Ghaeilge, feadóg
- Matamaitic – uimhreas, áireamh
- Amharcealaíona – péint, dath
- Drámaíocht trí Ghaeilge- Na trí Bhéar, Cochaillín Dearg srl.

Gaeilge Neamhfhoirmiúil – úsáid na Gaeilge i rith an lae:

Déanfar iarracht an Ghaeilge a úsáid go feidhmiúil i rith an lae taobh amuigh den cheacht Gaeilge: sa seomra ranga, sa chlós, sa halla, srl. Moltar an Ghaeilge a úsáid chomh minic agus is féidir i dtaispeantaisí, fógraí, postaerí, srl. laistigh agus lasmuigh den seomra ranga. Is féidir an Ghaeilge a úsáid ag amannta áirithe i rith an lae;

- Ar maidin
- Am rolla
- Am sosa
- Am lóin
- Am baile
- Teachtaireachtaí

Na h-imeachtaí a bhaineann le cultúr na Gaeilge sa scoil agus i dtimpeallacht sa scoil;

- Frása na Seachtaine.

- Fógraí agus lipéidí sa timpeallacht.
- Seachtain na Gaeilge.
- Sciath na Scol.

9. Assessment and Record Keeping
Teachers are encouraged to use a wide range of assessment methodologies such as:
- Teacher observations
- Teacher designed tasks
- Simple projects and presentations
- Responses the child makes to question and answer situations
- Child participation
- Interaction and reaction of the child

Standardised tests are administered in May of each year. Currently we use the Drumcondra Reading Test from 1st – 6th class. Dolch lists and Jolly Phonics assessments are also used in Junior classes. In Senior Infants we administer the Drumcondra Early Literacy Test and Jolly phonics assessments. Teacher designed tasks and tests are also used to assess at all class levels.
Teachers will use the progression continua or the Drumcondra Profiles (3rd to 6th) to assist them in making judgements about their pupils' achievement of key curriculum outcomes in English.

10. Children with Special Needs
It is the policy of our school that all children will participate in English lessons and activities. The English programme will be differentiated in order to meet the needs of all the children in the class. Every attempt, with the valued assistance of additional staff (Support teachers, S.N.A.s) will be made to ensure that all children are accessing the English Curriculum at their own level. Differentiation will be outlined in our Cúntas Míosúil each month to enable the teachers to reflect how effectively and successfully they have differentiated for children with different learning needs in each subject area.
We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SEN team. Team teaching and station teaching blocks are arranged throughout the year. Children with Irish Examptions do not take part in Irish lessons. During this time, these children complete unfinished work, do Spelling Programmes(Nessy) on school laptops, practice typing skills, read silently.

11. Equality of Participation and Access.
In Darrara National School equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

12. Organisational Planning
1. Timetable
Time is allocated for English as laid out in the Curriculum and as amended by the Literacy and Numeracy Strategy. The time spent on literacy, particularly in the first language of the school, has been increased by one hour overall for language (Irish and English) per week (i.e. to 6.5 hours for infants with a shorter day, and to 8.5 hours per week for students with a full day). Discrete oral language time of ½ hour per week is timetabled. The process of language

learning is naturally developed through integrated activities and through a thematic/cross curricular approach as mentioned above.

2. Resources and ICT
Please see the relevant appendices for an outline of the programmes we use in our school. As well as the core materials used in all classes the teachers also have a range of complimentary and supplementary materials in their classroom.

We have a selection of graded readers in each classroom(Literacy) and a selction of books as Gaeilge.

We have access to a wide selection of class novels. We also use the resources available from Cork County Library. When selecting a class novel, the following factors will be considered:

- Suitability for reading level/age of pupils
- Suitability of content/subject
- Teacher's own interest in a particular novel
- Interests of a particular class

Each classroom is equipped with class library, an Interactive White Board and a teacher's computer. Laptops and ipads are also available and incorporated into daily lessons as much as possible.

3. Library
Darrara National School engage with any programmes being run in the library such as Authors Visits, reading competitions, book/story writing activities etc.

4. Individual Teachers' Planning and Reporting
As mentioned above the whole school plan and the curriculum documents for English and Irish seek to provide information and guidance to individual teachers for their long and short term planning. The Cuntas Míosúil is used to measure the success of the Language planning and will inform teacher's preparation for the following year.

5. Staff Development
Staff needs will be assessed regularly and details of courses and training days relevant to the Primary Language Curriculum will be displayed on the staffroom notice board and staff will be encouraged to attend. West Cork Education Centre course details are widely distributed among staff, by email/on the staff notice boards also. There is a culture of sharing the expertise acquired at these courses. At staff meeting, teachers and SNAs share what they learned at CPD events to maximise the attendance for the school.

Team teaching takes place in Darrara National School and this allows the sharing of skills also. See appendix for details of Literacy Lift Off and Power Hour.

6. Parental Involvement – Home School Links
The school recognises parents and guardians as the primary educators of their children. They can be involved in many ways in supporting our Language Plan including:

- Parents are aware of the central importance of oral language in the learning process.
- Parents are made aware of the importance of involving children in purposeful language activity.

- Parents could assist their child's oral language development by discussing the school day with their child, taking an interest in what they are learning and talking with their child on a nightly basis.
- Parents can support their child's reading, *e.g.* paired reading, shared reading, story reading, daily reading hour, reading environmental print, ICT programmes, homework – listening to reading and talking about reading, involvement with the school library, local library, book fairs, book week.
- Parents can encourage the use of Irish at home
- Parents can faciliatate access to Irish books for their childrem
- Parents can encourage their children to watch TG4 and listen to Irish segments on the radio
- Parents can support Seachtain na Gaeilge Activities run in the school

The school can support parents in accessing suitable reading materials by giving them information about the local library.

Information will be shared with parents, e.g. general meetings, discussion at parent teacher meetings, the school's information booklet, newsletter, website, facebook page.

Tuismitheoirí agus an Ghaeilge

- Bíonn na tuismitheoirí páirteach san obair bhaile
- Bíonn cumarsáid idir an múinteoir agus an tuismitheoir go rialta (Cruinniú Tuismitheoirí/Múinteoirí)
- Is feidir suíomh idirlíon agus áiseanna suimiúil a thabhairt do na tuismitheoirí chun a úsáid sa bhaile

7. Community Links
The school patron and the Board of Management are committed to work in such a way as to embrace the input of children, teachers, parents and members of the community and to enable the highest level of participation and partnership.

Success Criteria
The success of this school plan will be assessed based on the following criteria:
- Teachers' preparation has been based on this plan.
- Procedures in this plan have been consistently followed.
- All children should have achieved throughout the school year, at his/her own pace.

Timeframe
The current plan will be reviewed in 2024 or sooner if necessary.

Ratification and Communication
On ratification of this plan by the Board of Management, this plan will be communicated to all teachers and become an informative tool for them. Parents can request a printed copy by contacting the office.

This plan was ratified by the Board of Management of Darrara National School on _____. (date)

Signed: _____ Chairperson

Signed: _____ Principal

Appendix: Planning Template Gaeilge

Element	Oral Language	Reading	Writing
Learning Outcomes			
Content/ Topic			
Learning Experiences			
Assessment			
Integration			
Differentiation			

Appendix: Planning Template English

Foghlaim Thuartha	Téanga ó bhéal	Léitheoireacht	Scríobhneoireacht
Torthaí Foghlama			
Ábhar/ Téama			
Eispéireas Fohglama			
Measúnú			
Comhtháthú le hábhair eile			
Idirdhealú			

Appendix: Whole School Language Functions

Junior Infants	
The student will:	**Examples**
Initiate Social Interaction	
Greet people	*Hello, Hi, Good day, good evening.*
End a conversation politely	*Goodbye, goodnight, good evening, see you later*
Converse with a person or people	
Look for, give or deny permission	*Can I go outside? You can/You can't.*
Express thanks	*Thank you/Many Thanks.*
Ask someone to do something	*Can you put on my coat?*
Look for or give an opinion	
Agree or disagree with someone	*Yes/No*
Express knowledge/lack of knowledge	*I know/I don't know*
Look for or give information	
Identify various objects	*That is a ball.*
Report something	*I can't find my coat. There's a book on the table.*
Pose questions	*What is that? Who is that?*
Answer a question	*That is a chair. She is the teacher*

Senior Infants	
The student will:	**Examples**
Initiate Social Interaction	
Greet people	*Good afternoon. Nice to meet you.*
End a conversational politely	
	Have a nice evening/day.
Introduce oneself	
	Hello, my name is _____.
Call on someone	
	Excuse me! Come here, please.
Converse with a person or people	
Look for, give or deny permission	*Can I wash my hands, please?*

	Can I have some quiet space, please?
Ask someone to do something	Can you open this for me, please?
Look for or give an opinion	
Express a knowledge or a lack of knowledge	I know. I don't know that.
Express a like or dislike	I like that. I don't like that.
Look for or give information	
Report something	There's someone outside. My friends are at school today.
Pose questions	Where are you going? Where were you? What did you do at the weekend?

First Class	
The student will:	**Examples**
Initiate Social Interaction	
End a conversation politely	I'll see you tomorrow.
Respond appropriately when meeting a friend	Hi, how are you? Nice to see you.
Congratulate a person	Well done. Happy Birthday!
Converse with a person or people	
Ask someone to do something	Close the door, please.
Warn someone	Be careful. Watch out!
Look for or give an opinion	
Express a like or a dislike	I love swimming. I hate cold days.
Express a want	I would like/I would not like.
Make a choice	I choose that. I want that. I prefer sweets to chocolate.
Excuse oneself	Excuse me. I'm sorry.
Express satisfaction or dissatisfaction with something	That's great. I don't like that.
Complain to someone	I have a pain in my head. I'm tired.
Look for or give information	
Give someone a message	My friend is sick today. My teacher needs to use the PE Hall.

Pose questions	
	Do you go to school on Sundays?

Second Class	
The student will:	**Examples**
Initiate Social Interaction	
Attract someone's attention	*Excuse me! Sorry! Pardon me!*
Congratulate a person	*Congratulations!*
Look for or give an opinion	
Make a choice	*I would rather eat sweets than vegetables.*
Express satisfaction or dissatisfaction with something	*That could be better. I like that.*
Complain to someone	*I feel sick. I can't do this.*
Agree or disagree with a statement	*That's not true. I agree with you.*
Express an ability or lack thereof	*I can swim. I can't ride a bicycle.*
Improvise a simple/short story	*This morning I…*
Look for or give information	
Pose and answer questions	*What? How? When? Where?*
Report something	*We have a new teacher today (etc.).*
Deliver a message	*My teacher wants to know if he/she can borrow a book.*

Third Class	
The student will:	**Examples**
Initiate Social Interaction	
Ask someone for help	I need help. Can you help me, please?
Commiserate someone	Hard luck! Better luck next time!
Clarify meaning	
Express a lack of understanding	Can you explain that, please? I don't understand.
Ask for a spelling	Can you spell 'ball', please?
Ask someone to repeat themselves	Can you repeat that, please?
Converse with a person or people	
Suggest something	Let's play a game of soccer!
Invite someone somewhere	Would you like to come to my house?
Give a status to something/someone	I'm the best in school at dancing!
Give someone a challenge	You can't do that!
Look for or give an opinion	
Make an assumption	I suppose she is sick today.
Forgive someone	That's ok. Don't worry about it.
Show you support for someone	You can do it. Keep trying!
Correct someone	*That's mine, not yours!*
Structure a conversation	
Initiate a conversation	Did you hear about what happened?
Excuse oneself	Pardon me.
End a conversation	Well that's it… I'm in a rush now!

Fourth Class	
The student will:	**Examples**
Initiate Social Interaction	
Get someone's attention	*Excuse me. Listen up!*
Clarify meaning	

Express a lack of understanding	*Can you explain what you mean?*
Ask someone to repeat themselves	*I need you to repeat that, please.*
Converse with a person or people	
Encourage someone	*Keep going. You can do it.*
Warn someone	*Be careful. Go easy.*
Look for or give an opinion	
Inquire about/Express a preference	*Which do you prefer? I prefer…*
Express satisfaction	*That's great! I love that!*
Express dissatisfaction	*That's awful. I really don't like that.*
Express a hope	*I wish/I hope…*
Tell/Recount a story/incident	*Last Saturday…. On the yard….*
Express a need	*I need to use the toilet. I need a drink.*
Make a statement	*I ate 6 pancakes*
Structure a conversation	
Initiate a conversation	*Did you hear/know?*
Correct yourself	*Oh, sorry! Excuse me!*
Describe something – step by step	*First… Then… Finally…*

Fifth Class	
The student will:	**Examples**
Initiate Social Interaction	
Say goodbye to someone	*Safe journey!*
Ask for help	*Excuse me, could you help me for a minute?*
Make an introduction	*This is my friend…*
Congratulate someone	*That was fantastic.*
Commiserate with someone	*Hard luck! Try harder next time.*
Clarify meaning	
Look for clarification	*How do you say/sign…?*
Converse with a person or people	

Express thanks	*I'm so grateful for your help.*
Suggest something	*Would anyone like to play soccer?*
Ask someone to do something	*Could you stop that, please?*
Tease someone	*Ha ha, did you see the score?*
Invite someone somewhere	*Would you like to go to the cinema?*
Warn someone	*Don't go too fast!*
Boast	*I'm the best!*
Look for or give an opinion	
Make an assumption	*I suppose we have homework tonight?*
Express certainty	*I'm sure we have no homework!*
Express a want or desire	*I'd love to have ice-cream.*
Agree with a statement	*That's the truth!*
Disagree with a statement	*That's a lie!*
Deny something	*I didn't do it! He did it!*
Express disappointment	*Oh, that's a pity!*
Express a need	*I need to go to school tomorrow.*
Make a statement	*He's a tall man.*
Report something	*They were late for school this morning.*
Deliver a message	*We will have lunch in ten minutes.*
Structure a conversation	
Initiate a conversation	*You're working very hard.*
Correct yourself	*Oh wait… I'm wrong.*
Describe something – Step by step	*It wasn't long before…*

Sixth Class	
The student will:	**Examples**
Initiate Social Interaction	
Say goodbye to someone	*I'll talk to you later!*

Ask for help	*Excuse me, I need help with this.*
Make an introduction	*This is …*
Congratulate someone	*That was fantastic.*
Commiserate with someone	*That's a great effort.*

Clarify meaning

Look for clarification	How do you say/sign…
Express a lack of clarity	I didn't understand that

Converse with a person or people

Suggest something	*Would you like to work with me?*
Ask someone to do something	*Could you help me, please?*
Invite someone somewhere	*Would you like to come with us?*
Warn someone	*Don't go too fast!*
Boast	*I'm the best!*

Look for or give an opinion

Make an assumption	*I assume that it's break time?*
Express certainty	*I'm certain we finish school at 10 to 3!*
Express a want or desire	*I want to go home!*
Agree with a statement	*I agree with you!*
Disagree with a statement	*That's not true!*
Deny something	*It wasn't me! You're wrong!*
Express disappointment	*I'm really disappointed by that!*
Express a need	*I need to eat, I'm starving!*
Make a statement	*He's a tall man.*
Report something	*They were late for school this morning.*
Deliver a message	*We will have lunch in ten minutes.*
Pose and answer a variety of questions	*How? Why? When? Where? Who? Whose?*

Rectify something	*That's a mistake! It's really…*
Structure a conversation	
Initiate a conversation	*You're working very hard.*
Correct yourself	*Oh wait… I'm wrong.*
Describe something – Step by step	*It wasn't long before…*
Summarise	*(Learners summarise information)*
End a conversation	*I have to go. I will talk to you again!*

Appendix: Whole School Poetry Suggestions

Junior Infants	
1	Twinkle, Twinkle, Little Star
2	5 Little Monkeys
3	Humpty Dumpty
4	I'm a Little Teapot
5	Jack & Jill
6	It's raining, It's pouring
7	Incy Wincy Spider
8	Three Blind Mice
9	Little Bo Peep
10	Ms Polly had a Dolly
11	1,2,3,4,5
12	Mary Had a Little Lamb
13	Spring is Here
14	Row your Boat

Senior Infants	
1	Who Is It?
2	My Dog Ate My Homework
3	Where to Jump
4	I Tried to Ride a Skateboard
5	The Monsters in My Closet
6	Magic Shoes
7	Lonely Phone
8	Snowball
9	How to Help
10	My Sister's Earing Porridge
11	Ladybird, Ladybird
12	My Old Guitar
13	Our Family
14	The Green Man

15	Shopping Basket
16	The Sunshine Tree

First Class	
1	I'm Glad I'm Me.
2	My Mother Does My Homework.
3	Autumn Leaves are Falling Down.
4	My Dad's Old Car.
5	Five Little Pumpkins.
6	The Chubby Little Snowman.
7	When I Grow Up.
8	Mom's Spaghetti.
9	Olympic Granny.
10	I'm a Vegetarian Lion.

Second Class	
1	Cats Sleep Anywhere
2	On the Ning Nang Nong
3	The Sound Collector
4	We Call Our Teacher Miss
5	Homework! Oh Homework
6	Deep Blue Sea
7	Alex's Allergy
8	Stopping By A Woods On A Snowy Evening
9	Turn Off The TV
10	Please Mrs Butler

Third Class	
1	An Alien Shopping List
2	The Sound Collector
3	Noises in the Night
4	The Ghost Teacher
5	The Dinosaur's Dinner

Fourth Class	
1	Blackberry Picking
2	Witches Spell
3	Death of a Snowman
4	Who Rolled in The Mud
5	Bad Dog
6	My Sari
7	What is Grey?
8	I Asked The Little Boy Who Cannot See
9	Irish Counties Poem
10	Catch A Little Rhyme

Fifth Class	
1	'Empty House' by Gareth Owen
2	'Thumbprint' by Even Merriam
3	'Little Tree' by E.E Cummings
4	From a Space Rocket' by Raymond Wilson

5	'The All-Purpose Children's Poem' by Roger McGough
6	'A Slash of Blue' by Emily Dickinson
7	'What Is the Pond Doing?' by Diana Hendry
8	'Empty House' by Gareth Owen

Sixth Class	
1	"The Road Not Taken" by Robert Frost
2	"Television" by Roald Dahl
3	"The Christmas Truce" by Carol Ann Duffy
4	"My Teacher Isn't Half as Nice as Yours Seems to be" By Roald Dahl
5	"Chocolate Cake" by Michael Rosen
6	"Every Time I Climb a Tree" by David McCord

Appendix: Phonics Plan Junior & Senior Infants

Class	Activities & Expectations
Junior Infants	- Sounds single letters: 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 - Say b…. ball… 'b' Say letter name, word with letter in it and the sound it makes Ch…chin… 'ch' - Consonant Digraphs: sh ch ng th wh - Refer to capital letters A-Z - Closed syllables - Blending of cvc, ccvc & cvcc words
Senior Infants	- Revision of all Junior Infants sounds with a focus on letter name & letter sound - Say b…. ball… 'b' Say letter name, word with letter in it and the sound it makes Ch…chin… 'ch' - Vowel teams/vowel digraphs: ai oa ie ee or oo **oo** ou oi ue er ar - Consonant Blends: bl cl fl gl pl sl nd nt mp st sk br cr dr fr gr pr tr tch rk rt

	• Closed syllables - Blending cvc, ccvc, cvcc, ccvcc words
	• Vowel-Consonant-e syllables – Silent e/magic e a-e e-e i-e o-e u-e

Appendix: Whole School Comprehension Strategies Plan

Building Bridges of Understanding Programme

Month	Junior infants & Senior Infants	1st class & 2nd class	3rd class & 4th class	5th class& 6th class
September	Prediction	Prediction	Prediction	Prediction
October			Making Connections	Making Connections
November	Making Connections	Making Connections	Questioning	Questioning
December		Questioning	Visualising	Visualising
January	Questioning	Visualising	Declunking	Declunking
February		Declunking	Clarifying	Clarifying
March	Visualising	Clarifying	Determining importance	Determining Importance
April			Inference	Inference
May	Revision	Revision	Revision	Synthesis
June				Revision

Building Bridges of Understanding Groupwork can be done from 3rd class – 6th Class to support collaborative sharing of comprehension skills and strategies and language – See Handbook

Appendix: Whole School Picture Book List for Comprehension

Prediction							
Junior Infants	**Senior Infants**	**1st Class**	**2nd Class**	**3rd Class**	**4th Class**	**5th Class**	**6th Class**
The Tiger Who Came to Tea	Willy the Wimp	Killer Gorilla	Peepo	A Bad Case of the Stripes	I Believe in Unicorns	When Jessie Came Across the Sea	The Butterfly
Dear Zoo	Tiddler the Story Telling Fish	The Lamb Who Came for Dinner	The Tear Thief	The Wednesday Surprise	The Donkey of Gallipoli	The Cats in Krasinski Square	The Stranger

Making Connections							
Junior Infants	**Senior Infants**	**1st Class**	**2nd Class**	**3rd Class**	**4th Class**	**5th Class**	**6th Class**
The Rainbow Fish	Can't You Sleep Little Bear?	Not Now, Bernard	Camille and the Sunflowers	The Memory String	Billy the Kid	The Memory Coat	Martin's Big Words
Five Minute's Peace	Peace at Last	Emma's Lamb	Lilly's Purple Plastic Purse	The Tunnel	Oliver Button is a Sissy	If a Bus Could Talk	Thank You, Mr Falker

Questioning							
Junior Infants	**Senior Infants**	**1st Class**	**2nd Class**	**3rd Class**	**4th Class**	**5th Class**	**6th Class**
Silly Billy	Lost and Found	The Sleeping Giant	Alexander and the Terrible, Horrible, No Good, Very Bad Day	The Mary Celeste	Fly Away Home	The Three Questions	Star of Fear, Star of Hope
Farmer Duck	How to Catch a Star	The Wild Girl	Zoo	Grandfather's Journey	The Wall	Dandelions	The Lotus Seed

Visualising							
Junior Infants	**Senior Infants**	**1ˢᵗ Class**	**2ⁿᵈ Class**	**3ʳᵈ Class**	**4ᵗʰ Class**	**5ᵗʰ Class**	**6ᵗʰ Class**
Are You There Baby Bear?	A Piece of Cake	Bat Loves the Night	The Smartest Giant in Town	The Popcorn Book	See the Ocean	Twilight Comes Twice	Night in the Country
We're Going on a Bear Hunt	The Snowy Day	Owl Moon	Hurricane	Fireflies	This Morning I Met a Whale	Marianthe's Story	Brother Eagle, Sister Sky

Clarifying			
3ʳᵈ Class	**4ᵗʰ Class**	**5ᵗʰ Class**	**6ᵗʰ Class**
The Man Who Walked Between the Towers	Baseball Saved Us	Under the Quilt of Night	So Far From the Sea
Amazing Grace	Henry's Freedom Box	The Sign Painter	An Angel for Solomon Singer

Determining Importance			
3ʳᵈ Class	**4ᵗʰ Class**	**5ᵗʰ Class**	**6ᵗʰ Class**
The Emperor's Egg	Ape	Walking with a Wolf	Anne Frank
Ice Bear	Two Bad Ants	Helen Keller	Barack Obama

Inferring			
3ʳᵈ Class	**4ᵗʰ Class**	**5ᵗʰ Class**	**6ᵗʰ Class**
Voices in the Park	Bull Run	Babushka's Doll	The Garden of Abdul Gazazi
Gentle Giant	My Lucky Day	Tar Beach	Teammates

Synthesising	
6th Class	
Rose Blanche	The Mozart Question
Jumanji	The Table Where the Rich People Sit

Appendix: Reading Fluency Strategies

Reading Fluency Terms	
1. Accuracy:	The ability to read most words correctly. *What needs to be taught?* Decoding, sight word recognition and guessing from context.
2. Automaticity:	Automaticity is the ability to recognise words rapidly and effortlessly, saving mental energy for comprehension. *What needs to be taught?* High frequency words such as Dolch Words.
3. Prosody:	The ability to read with expression to support understanding and convey meaning to others. *What needs to be taught?* Stress, phrasing and pitch.

Five Elements of effective Fluency Instruction	
1. Modelling of fluent reading	• Teacher *Read Aloud* to middle fluent reading: *-Before reading* *-During reading* *-After reading* • Peer Tutoring • Vocabulary • Comprehension • Positive attitude
2. Development of sight vocabulary	• Flash cards • Word walls • Rapid word recognition chart • Beat the clock
3. Opportunities to apply word identification skills	• Re-reading: -Literacy Lift - off *Familiar Book Station* • Peer tutoring • Reading on • Phonics • Context cues • Structural analysis -Breaking longer words into smaller parts -Syllables

4. **Increasing amounts of reading by offering plenty of opportunities for practice**	• Wide reading of instruction texts: -Library time • Independent reading of easier texts: -World Book Day -DEAR (Drop Everything and Read) • Repeated reading
5. **Focusing on expressive reading with appropriate phrasing**	• Paired reading • Reading aloud • Reading for an audience • Readers Theatre

Appendix: Sample Literacy Lift-Off Plan

First Class, Second Class and Third Class – 8 weeks Term 1

Introduction
Literacy Lift Off will take place in the middle classroom for 1st to 3rd classes from Mon 14th Sept. Literacy Lift Off is a team teaching approach to literacy modelled on the methodology used within a Reading Recovery lesson. During the Lift Off lesson, children work in groups (according to ability) and move to different stations as described below.
Aims
To improve literacy levels of all pupils, particularly 'at risk' children.
To enable children to read and write independently in a variety of genres.
To reduce the amount of children requiring learning support.
To develop confidence and competence in listening, speaking, reading and writing.
Organisation and Planning
40 minutes each day, 4 days per week – Monday-Thursday
There are 25 pupils in the 3 classes.
Children will be divided into 4 groups (ability)
Classroom divided into 4 stations
Pupils will move from station to station when a teacher gives signal to 'change'.
Stations: New Book, Familiar Reading, Phonological Awareness/Word Building, Writing
Approximately 10 minutes per station
Team Members: (Class teacher), (SET), (SET), (SNA) – Not all members of the team may be available each day.
The person at the Familiar Book Station will be responsible for the return of the books the next day.
The person at the new book station will be responsible for selecting and giving out new books each day.
The person at the word building /spelling station will be responsible for keeping a record of the sounds, letter patterns etc. which have been explored each day. -
The person at the writing station will be responsible for keeping a record of which writing topics, genres, grammar and punctuation skills etc. have been explored. –

Individual Teachers' Planning and Reporting
Each teacher will be responsible for planning and sourcing material for their station for each session. Children will be assessed using some of the SPAR reading & Spelling Test prior to and following the completion of Literacy Lift Off, which provides a Reading Age and Spelling Age for each child. Station record sheets, box files & clipboards need to be organised for each station to record daily activities and progress. Individual Pupil folders will be provided to each pupil to include, reading record sheets, LLO copies, guidance to parents, different book each day
Success Criteria
Children will have accelerated through the book levels and be reading at a level which is appropriate for their class. Children will have developed useful strategies in both reading and writing, allowing them to become more independent in the classroom. Children's Spelling Age and Reading Age will have improved
New Book (graded readers PM+)
Aim: To challenge children with a carefully selected New Book at their instructional level. Identify what is challenging the learner's processing system. That the children would enjoy reading
Before Reading: - Talk about the title, the blurb and make predictions - That children are made familiar with the story. Teacher skims through text and clarifies tricky words. - To hear unusual vocabulary and unfamiliar phrases. - To discuss pictures using language structures from the book. - Teacher and child discuss plot vocabulary. - To go on a picture walk. - Teacher needs to take the 'bugs' (difficult words) out of the text. **During reading:**

- Pupils put their finger under the words as they read.

- Pupils take turns to read.

- Keep others on task and following the text.

- If a pupil finds a tricky word, encourage them to skip it and say mmmm" and move on. Then come back to the word to try to work out what it might be.

- To understand and use concepts about print:

  Punctuation: comma, question mark, exclamation mark, speech marks

  Child applies what is known to new text

  Child monitors, searches, discovers, cross checks, repeats to confirm and self-corrects

  Children solve new challenges including multisyllabic words within more difficult texts at speed, working with cluster of letters.

- Predict storyline and some vocabulary, aided by the illustrations

- Try to finish the book but if that's not possible, mark the page on the record sheet.

- Fill in record sheet.

Familiar Reading
Aim: This task provides for volume of reading practice, speeded recognition, acquaintance with a wide range of texts, structures and meaning, orchestration of processing, and the understanding of stories.
Methodology - Check homework and sign record sheet - Each child takes the book out of their plastic folder. - Listen to reading. Try to finish the book if possible in the time allowed. - Talk about the book - Fill in record sheet for that group. **That the child is enabled to:**

- Enjoy reading the book

- Gain a sense of achievement

- Recognise new words learned

- Read with phrasing and fluency at instructional level

- Use punctuation to guide fluency and meaning in reading.

- Self-monitor their own reading

- Find clusters of letters embedded within words while remaining attentive to the meaning of the text, structure of the language and pace.

Through discussion that the child can:

- Recall and talk about significant events, characters and details in the story.

- Become an active listener

- Retell a story in sequence

- Use comprehension strategies to understand the text.

- Answer Literal, Inferential and Evaluative questions about the Book

Word building/Phonics/Visual patterns

Aim: The children will revise phonological awareness skills and phoneme/grapheme relationships.

They will become more visually aware of spellings, letter sequences and spellings.

They will build words using magnetic letters.

Methodology

- Use Rhymes & Songs, concrete materials, Sound Pattern and Words & elkonin boxes to revise phonological awareness skills

- Revise sounds and letter names for some groups

- Magnetic letter play

- Use Jolly Phonics Sound list to plan and record which sounds we are working on in some groups

- Use the Scholastic Phonics Programme Grapheme Cards for the stronger groups

- Use magnetic letters and board to show the sound and ask the children to make words using that sound.

- Explore tricky words from the texts if required – check comment box on record sheet

- Pupils write down the words made with the relevant sound in the back of their copy.

- Fill in Record sheet.

Writing

Aim: the children will be enabled to write about in a variety of genres.

They will see the writing process modelled well.

They will revise the 3Ps and other writing conventions appropriate to first and second class

Methodology:

- Pick topic – talk about it and write about it

- Model good writing first – think aloud as you model writing

- Revise the 3 Ps (Correct Posture, Pencil Grip and Paper Position)

- Remind the pupils about spaces between words, grammar and punctuation

- Focus on written fluency, not spelling accuracy

- Children write in front of their LLO copies

- If children get stuck on particular spellings repeatedly, record these on the record sheet for the phonics station

- Fill in record sheet

Use a Variety of Stimuli

- Photos/pictures

- iPads

- Mindmaps

- Postcards

- Letters

- Emails

- Story Starters

Progression of genre:

1. Description

2. Recount

3. Report

4. Procedure

5. Narrative

Appendix: Aistear Themes/Language Themes

Term 1	Myself, My Family, My Home
	Autumn/ Our Environment
	Space
	Halloween/Harvest
	Science Lab
	Winter
	Christmas/Santa's workshop
Term 2	Post Office
	Pastimes/Hobbies
	People who help us – Medical staff, Fire Brigade, School
	Spring & the Farm
	Seachtain na nGaeilge
Term 3	Under the Sea
	Travel & Transport/Holidays/Family Days out
	Summer
	Local & Wider Communities
	Travel & Transport/Holidays/Family Days out
	Free Play & Review

Power Hour for Literacy – In-class Support – 4th, 5th & 6th Class – Sample Plan

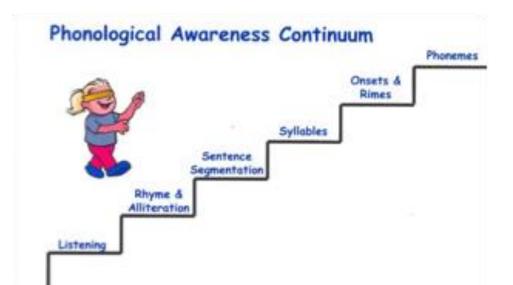| Class	Resources	Activities for Station Teaching	Timeframe & review
4th, 5th & 6th Class Power Hour for Literacy	Class reader Vocab lists Vocab Development worksheets Paper for Spellnets Pupils need to bring the following items: to each session Class readers Copies Folders Pencil cases	**Organisation** 1. Pupils to be grouped into 4 groups 1x 6th Class group 1x 5th class group 2x 4th Class groups 2. Set up 4 stations of 15min – 3 stations with teachers, 1 independent station 3. Class rules apply – Class teacher to clarify these at first sessaion 4. Class teacher to keep time on IWB during stations 5. Teachers move from station to station **Outline of Learning Stations** **Station 1: Class teacher** • Read Class reader & focus on oral comprehension before during and after reading whole text. • Each pupil to read every day. • Certain pupils will only read particular passages which have been prepared with their SEN teacher **Station 2: SET** • Comprehension activities, grammar and spellings activities in Class reader, based on text read at station 1. • Output to be differentiated for some pupils. • SET to correct these **Station 3: SET** • SET to work on Vocabulary development based on Martin Gleeson's Multifaceted approach to vocabulary learning • Choose target words from this week's text, find the word in context in the text, discuss a student-friendly definition for the word, look it up in the dictionary, put the word in a different sentence, draw a sketch of what the word means to you (See Vocab development worksheet) • Extension work – each group of pupils creates a short video on the iPad to show their understanding of the target word to show the rest of the class.	4 sessions per week – Term 1 Review each week and continue if working well – adjust stations and planning

		• The students will be encouraged to use the words of the week in their other work in class, as well as their conversations. **Station 4 – Independent Station** • Spellnet activity – Based on Brendan Culligan's Spelling webs. Linked to whole school Spelling programme. • SET to teach this first and then they can do it in pairs at their station – the aim is for the pupils to use their visual discrimination skills and visual memory to see common patterns and letters sequences in spelling. There is no focus on how the sounds/phonics. It is all visual. The aim is for pupils to see connections between spellings and see the predictability of some spellings.	

Appendix - Vocabulary Development Worksheet – 4th, 5th & 6th

Teacher identifies list of target vocab before activity - relevant to learning experiences/themes

Target word:	Target Word:	Target Word:	Target Word:	Target Word:
What do you think it means?	What do you think it means?	What do you think it means?	What do you think it means?	What do you think it means?
Dictionary Explanation:	Dictionary Explanation:	Dictionary Explanation:	Dictionary Explanation:	Dictionary Explanation:
Make a new sentence:	Make a new sentence:	Make a new sentence:	Make a new sentence:	Make a new sentence:
Antonyms	Antonyms	Antonyms	Antonyms	Antonyms
Synonyms	Synonyms	Synonyms	Synonyms	Synonyms

Phonological Awareness

Phonological Awareness Continuum

Phonological Awareness

Appendix: Phonological Awareness

September – Halloween - Term 1 - Junior Infants

To be introduced before Jolly Phonics in Junior Infants & revised in Senior Infants

- Skills progress from most basic to advanced
- Aural Work only– no letters/phonics at this stage
- Can use Elkonin boxes, counters etc.
- Useful Resource & Assessment – Sound Linkage by Peter Hatcher

Phonological Skill	Description
Word awareness	Tracking the words in sentences.
Responsiveness to rhyme and alliteration during word play	Enjoying and reciting learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.
Syllable awareness	Counting, tapping, blending, or segmenting a word into syllables.
Onset and rime manipulation	The ability to produce a rhyming word depends on understanding that rhyming words have the same rime. Recognizing a rhyme is much easier than producing a rhyme.
Phoneme awareness	Identify and match the initial sounds in words, then the final and middle sounds (e.g., "Which picture begins with /m/?"; "Find another picture that ends in /r/").
	Segment and produce the initial sound, then the final and middle sounds (e.g., "What sound does **zoo** start with?"; "Say the last sound in **milk**"; "Say the vowel sound in **rope**").
	Blend sounds into words (e.g., "Listen: /f/ /ē/ /t/. Say it fast").
	Segment the phonemes in two- or three-sound words, moving to four- and five- sound words as the student becomes proficient (e.g., "The word is **eyes**. Stretch and say the sounds: /ī/ /z/").
	Manipulate phonemes by removing, adding, or substituting sounds (e.g., "Say **smoke** without the /m/").

Penmanship

The 3Ps should be introduced to the children from Junior Infants-Posture, Pencil grip and Paper Position. They should be emphasised during all writing tasks.

Junior Infants

September
- Use of crayon and plastic materials
- Scribbling and drawing shapes.
- Free style drawing.
- Use of finger rhymes to prepare fingers for writing work
- Prewriting letter patterns

October to December
- As above plus…
- Develop satisfactory grip using crayons progressing to pencils.
- Use of hand hugger pencils
- Kinaesthetic approach emphasised

January to June
- As above plus
- Forming individual letters in the following order with tails:

C	o	a	d	g	q						
i	j	l	k	t	r	n	m	h	b	p	u
v	w	y	x	z	e	f	s				

- Creating awareness of left-right, top-bottom orientation
- See teacher model writing as an enjoyable experience
- By June, pupil will be able to write name and CVC words

Senior Infants

- Children will be encouraged to draw and write frequently throughout the year
- Emphasis on proper pencil grip
- Posture will be encouraged
- Greater emphasis on left-right orientation

September – December

Revise lower case letters

Writing homework from the board

Copy words from the environment and write news from the board

January to June
- Capital letters introduced in alphabetical order
- Write labels to name families, people and things
- Write his/her full name
- Awareness of lower case and capital letters and full stops
- Awareness of ascenders and descendars
- Awareness of spacing between words
- Trying to keep writing on the line
- Writing own sentences

First Class

- Consolidation and reinforcement of Senior infant work
- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Connecting/joining letters using tails etc.(preparing for cursive)

Second Class
- Consolidation and reinforcement of above
- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Joined writing will be introduced

Third Class

- Use of HB pencils
- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Revision and consolidation of joined writing from 2nd class
- Introduction of modified letters r, k, e, f, d, b, p and q
- Write for a sustained period to develop writing stamina

Fourth Class

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Use of pen to be introduced in late 4th Class
- Use of ink pen rather than ballpoint biro to facilitate good handwriting (not compulsory)
- Use of brackets plus one line to correct errors.
- Introduction of sloped handwriting
- Write for a sustained period to develop writing stamina

Fifth and Sixth Classes

- Emphasis on proper pencil grip
- Emphasis on good writing posture
- Emphasis on proper letter formation
- Emphasis on quality presentation
- Develop a fluent personal style of handwriting
- Write for more sustained periods

Left Handed Pupils

- Children's hand dominance will not be influenced.
- Children will be encouraged to find a pencil grip that is comfortable, and allows good writing.
- In senior classes, ball point pens may be more suitable for left handed children than ink pens.

<p style="text-align: center;">**Functional Writing**</p>

Capital letter for own name, names of family and other people's names

Rang 1
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences

Parts of Speech

The children will be introduced to the concept of Proper Nouns and Common Nouns, without use of formal terminology.

'Special' names such as John, Mary, Rex and Mallow get capital letters, while 'ordinary' words such as boy, girl, dog and town get lower case letters.

Rang 2
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.
Use of the question mark.

Awareness of inverted commas for direct speech

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns, without use of formal terminology.

'Special' names such as John, Mary, Rex and Mallow get capital letters, while 'ordinary' words such as boy, girl, dog and town get lower case letters.

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

Rang 3
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.
Use of the question mark.

Use of commas in lists.

Use of inverted commas for direct speech

Use of apostrophe

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns, plus the introduction of the terminology

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns, eg bull/cow; king/queen; prince/princess.

Plural of nouns

Rang 4
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.
Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe

Homophones e.g. there/they're/their, which/witch etc.

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns.

Plural of nouns

Verbs. Verbs have tense. Past/present/future tense. .

Variety of 'said' words

Rang 5
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.
Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe and reasons for its use

Homophones e.g. there/they're/their, which/witch etc.

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs. Past, Present and Future Tense Verbs

Variety of 'said' words

Definite/indefinite article

Conjunctions

Adverbs

Prefix/Suffix

Rang 6
Sentence construction

Use of capital letters at beginning of sentences and full stops at the end of sentences.
Use of the question mark.

Use of exclamation mark

Use of commas in lists.

Use of inverted commas for direct speech.

Use of direct speech and indirect speech.

Use of apostrophe and reasons for its use

Homophones e.g. there/they're/their, which/witch etc.

Parts of Speech

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs - Past, Present and Future Tense Verbs

Variety of 'said' words

Definite/indefinite article

Conjunctions

Adverbs

Prefix/Suffix

Prepositions

Onomatopoeia

Metaphor

Simile

Repetition

Antonyms/Synonyms

Genre Writing Schedule-Year 1 of cycle:

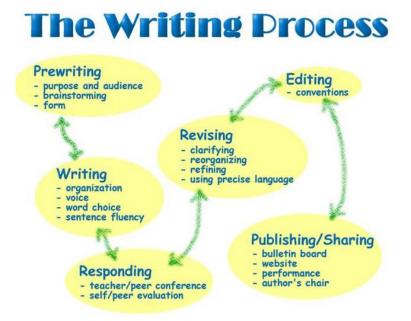|	T1	T2	T3
Genre:	Recount	Explanation	Report
Examples:	News, class/school events, holidays, newspaper articles, diary entries, imaginative (a day in the life of Cinderella/Michael Collins)	Water cycle, life cycle of…, why people live in homes, borrow book from the library, how earthquakes/volcanoes occur, how erosion occurs.	Animals – appearance, habitat, diet… Country/ Culture – language, foods, climate, …
Junior Infants	Use framework to draw basic personal recount (with labels where appropriate).provide opportunity to "write" a recount.	Orally explain the different parts of simple objects; simple reasoning how/why something happens Teacher as scribe.	Shared writing of a report. Labelled picture of an animal (description, habitat); toys, food or homes.
Senior Infants	Use framework to draw & caption basic personal recount.	Orally explain the different parts of simple objects. simple reasoning how/why something happens Teacher as scribe.	Use framework to write a basic report on an animal, food, home, toys. ets (4 lines- title, classification, description, habitat & habits)
1st Class	Use framework to draw & write a basic personal recount.	Orally explain the different parts of simple objects. Label the parts of these objects.	Use framework to write a basic report on an animal, toys, food or homes etc.
2nd Class	Use framework to write a basic personal recount. Orally retell a factual recount.	Orally explain the different parts & usage of simple objects. Label the parts of these objects. Draw a simple diagram which shows the parts of an object.	Use framework to write a report on an animal, toys, food or homes. Using subheadings
3rd Class	Use framework to write a personal & factual recount. Orally retell an imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain how a simple object works. Write some sentences underneath.	Use framework to write a report on an animal, including endangered species & unfamiliar animals.

Genre:	Recount	Explanation	Report
4th Class	Use framework to write a personal, factual recount and imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain how a simple object works. Discuss cause & effect (make connections between parts & operations). Write the explanation using a frame.	Use framework to write a report on an animal, including endangered species & unfamiliar animals. Introducing countries.
5th Class	Use framework to write a personal, factual & imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Use a diagram to explain how a simple object works. Discuss cause & effect (make connections between parts & operations). Explain phenomenon "….is….." e.g "snow is…." Write a comprehensive explanation.	Use framework to write a report on an animal, including endangered species & unfamiliar animals. Introducing countries & people.
6th Class	Use framework to write a personal, factual & imaginary recount.	Carry out simple experiments and discuss what was used & what happened. Discuss cause & effect (make connections between parts & operations). Use a diagram to explain how a simple object works. Explain & write about simple / familiar phenomenon "….is….." e.g "snow is…." Write a	Use framework to write a report on an animal, including endangered species & unfamiliar animals. Introducing countries & people.

comprehensive
explanation.

Year 2 of cycle

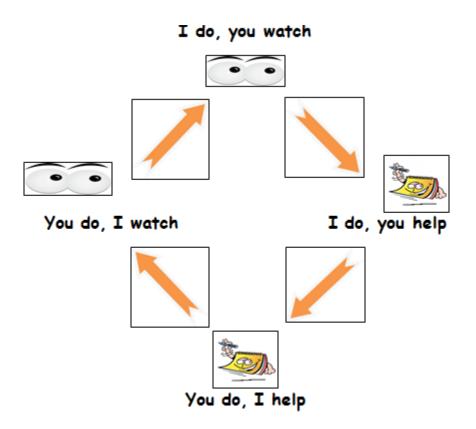| Genre:	T1 Narrative	T2 Procedural	T3 Persuasive
Examples	Setting, problem, resolution – fairy tales, fables, novels, mystery stories	How to make … Step by step format Instructions for games, recipes, how to brush your teeth…	Which are better – cats or dogs/ football or soccer, etc why? Children should have a vote; Should Santa Claus come to Goldilocks?
Junior Infants	Sequence pictures of narratives and label with teacher where appropriate.	Follow simple instructions to carry out everyday tasks. Engage in shared class activities and teacher models	Orally explain why they want / need something. Use a narrative story for the context of discussion, eg a letter from the Farmer to Farmer Duck
Senior Infants	Sequence and caption pictures of narratives. Shared written narratives. Draw narratives (picture books).	Follow simple instructions to carry out everyday tasks. Sequence pictures of everyday tasks.	Orally explain why they want / need something. Explain why they like / dislike certain things (colour, food, games, tv programmes). Draw what they like & label with teacher's support.
1st Class	Use teacher's framework to write basic narratives. Good exposure to fairytales.	Carry out simple procedures (recipes) Sequence & caption pictures of everyday tasks.	Orally explaining likes & dislikes stating reasons why. "This is my favourite…..because…"
2nd Class	Use teacher's framework to write basic narratives. Orally retell fairytales.	Carry out simple procedures (recipes) & children write the procedure.	Writing letters to parents / caregivers trying to convince them to buy a present / go on a trip etc. Oral informal debate on personally significant topics.
3rd Class	Use teacher's framework to write basic narratives. Orally retell myths & legends. Begin writing their own legends.	Carry out simple procedures (recipes, making something) & children write the procedure.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write on argument for and one argument against in relation to school topics/ issues.

Genre:	Narrative	Procedural	Persuasive
4th Class	Use teacher's framework to write basic narratives. Orally retell myths & legends. Writing their own legends. Good exposure to fables.	Carry out simple procedures (recipes, making something) & children write the procedure.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write both sides of the argument in relation to school topics/ issues.
5th Class	Use teacher's framework to write basic narratives. Writing their own legends & fables.	Carry out simple procedures (recipes, making something) & children write the procedure using the framework. Write own procedure of their choice (familiar procedure in own words). Using a selection of equipment 'create' a game, taking photos and use to write the instructions on how to play.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write both sides of the argument in relation to school topics/ issues. Study of advertising & create their own ad for a book / newspaper / school.
6th Class	Use teacher's framework to write basic narratives. Writing their own legends & fables.	Carry out simple procedures (recipes, making something) & children write the procedure using the framework. Write own procedure of their choice (familiar procedure in own words). Using a selection of equipment 'create' a game, taking photos and use to write the instructions on how to play.	Exposure to visual adverts discussing the main objective of the ad. Debates. Write both sides of the argument in relation to school topics/ issues. Study of advertising & create their own ad for a book / newspaper / school. Study TV advertising, highlighting the persuasive tactics used.

The Writing Process

Prewriting
- purpose and audience
- brainstorming
- form

Editing
- conventions

Revising
- clarifying
- reorganizing
- refining
- using precise language

Writing
- organization
- voice
- word choice
- sentence fluency

Publishing/Sharing
- bulletin board
- website
- performance
- author's chair

Responding
- teacher/peer conference
- self/peer evaluation

It is important to note that the writing process is not necessarily strictly linear, and as teachers we can move from particular parts of the process to others over time. The process is fluid, and there will be times in our teaching and treatment of particular areas in our subject where we may only be focusing on a particular aspect of the process.

The Gradual Release of Responsibility
Regardless of the strategy being taught, the process of explicit instruction, using the Gradual Release of Responsibility Model, remains the same.

I do, you watch

I do, you help

You do, I help

You do, I watch

Creating a relaxing writing environment

The following ideas can be incorporated into the classroom to create the optimal writing environment for children:

1. Play calm relaxing music either from Youtube or a cd player.

2. Battery powered tea light candles can be placed on the tables and the classroom lights can be turned off. Fairy lights can also be placed in the classroom.

3. On the whiteboard, display an image of a flickering candle.

(Research suggests that these elements create a sense of calm and get creative juices flowing!)

4. Children can be given special big write pencils- these pencils are only taken out for big write and are kept in a special box.

5. Children write in a Big Write copy. This is simply a lined copy but you could have a special cover or picture on the front.

Peer assessment

When the writing time is over, the children swap copies with their partner. Their partner reads through their piece of writing. Once they have read the written piece, they then stick in a post-it or a 2 star stickers and draw a magic wand at the end of the page. Beside the stars the children write two compliments i.e. 2 things they liked about the written work. Examples: I liked the suspense in your story. I liked the way you ended the story. You used lots of exciting vocabulary. You used a range of openers. They then write a wish. This is something they feel their partner could do to make their writing even better. Examples: You could use different connectives. You could try using paragraphs. You could use more adverbs.

Organisational Tools:

When planning a writing task, children can use various organisational tools such as mind maps, writing frames, checklists etc. Children at all levels can use these tools. As children become more confident writers in each genre, the use of writing frames/templates can be gradually removed as the teacher see appropriate. Writing frames/checklists can be found on websites such as Twinkl and Scoilnet.

7 Steps to Teaching a Writing Genre (PDST document)

PDST: A Structured Writing Approach
https://pdst.ie/sites/default/files/Writing%20Booklet%20to%20circulate.pdf

Step 1:
Familiarisation with the genre Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

Step 2:
Use an example to devise a framework Children analyse one effective sample of the text form. Children discover the framework of a form of a text. . Create a framework with key words/prompts for the genre e.g. in Narrative: Title, Setting, Characters, Problem, Resolution.

Step 3:
Modelled writing (teacher only) The teacher 'thinks aloud' as he/she writes while the class observe.

Step 4:
Shared writing Teacher has the pen and continues to 'think aloud' but uses children's ideas also. Children engage in talking, writing and reading within the genre.

Step 5:
Guided Writing: Children plan their writing Children can plan their writing in pairs/groups using the framework they have devised.

Step 6:
Independent writing Children plan and write their own piece including drafting, editing and redrafting.

 Step 7:
Presentation to audience Children write for real purpose and for real audience.

Sample plan for implementation of a genre over a seven-week timeframe

Week 1:

- Familiarisation – showing the children lots of examples of this genre and identifying the features of this particular genre

- Discovery (direct model) – engaging in focussed talk and discussion, questioning, etc. –

Teacher models (teacher writes their own sample of that genre using their own ideas, not the children's)

Week 2:

- Familiarisation

- Discovery (analysing text) breaking down the text into its various subheadings, etc. - Teacher models – highlighting the structure, the language features, grammar and so on.

Week 3:

- Modelled writing

- Shared writing – teacher writes the children's ideas

Week 4:

- Modelled writing

- Guided writing

- using frameworks devised by teacher or the resource book

Week 5:

- Modelled writing

- Independent construction

Week 6:

- Modelled writing

- Independent construction

- Presentation to audience (reading it for different classes, hall display, school website, class book, parish newsletter, etc.)

Week 7:

- Independent construction

- Presentation to audience

Free Writing Station (possibly during Power Hour/LLO)

Free writing should be 10 – 15 when the children can write freely.

- The work should be dated each day.
- Children should be reminded beforehand that we will read their work but it will not have to be corrected.
- The children can choose the topic although they may need some guidance to choose a topic in the beginning.
- There are many different types of writing they can do – news, story, letter, list, menu, instructions, labels etc.
- There should be no pressure on children to "p*roduce*" an amount of writing.
- Spelling is not important as this is about the child getting his/her message down on paper quickly and without interruption.

    If a child asks a spelling prompt the child to:

    Try to sound it out yourself (use the phonics frieze)

    Try your best and I will be able to read it

- Some groups may need a stimulus to begin with such as a picture/theme/storybook/title/music/movement/object

Example:

Place object in the centre of the table and ask some of the following questions to get the children thinking about the item and how to describe it in their writing. Prompt children to give full sentences in response.

- Size Question - What size is it?
- Number Question - How many….?
- Colour Question - What colour is it?
- Shape Question - What shape is it?
- Texture Question - What does it feel like?
- Is it hard or soft?
- Doing Question - What is it?/ What does it do?
- Position Question - Where would you find one?

Reading Resources

Darrara National School owns the following Class Novel sets which can be used by teachers. Teachers can alternatively borrow novel sets from Cork County Council Library. The list of available novels is attached also.

Class Sets:

3rd class:

1. The Yucky Prince
2. Danny the Champion of the World

Senior Room

3. The Iron Man
4. The Trouble with Donavan Croft
5. Return to Troy
6. Goodnight Mister Tom
7. Life of PI

Guided Reading Programmes:

- PM readers
- Jolly Phonics sets
- Oxford Reading Tree
- Osbourne Books
- Big Books for teacher modelled reading
- Scholastic Connectors- Purple, Green and Pink levels (ages 9+ as a guide)

Sample Spelling Template

Look, Say, Cover, Write and Check!

Follow the instructions from left to right. Do the look and say part several times before trying the cover, write and check. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
table						
cable						
stable						
fable						
vegetable						
horrible						
possible						
sensible						
visible						
terrible						
	look	say	cover	write	check	correction

	look	say	cover	write	check	correction
	look	say	cover	write	check	correction

Féach agus Abair; Clúdaigh, Scríobh agus   Seiceáil!

Féach Abair Clúdaigh	Scríobh	Seiceáil; Scríobh Arís
Cad atá á dheanamh agaibh?		
Táimid ag súgradh.		
Táimid ag rith sa ghairdín.		
Táimid ag scipeáil sa chlós.		
Táimid ag feachaint ar an teilifís.		
Cá bhfuil tú ag dul?		
Táim ag dul go dtí an leabharlann.		
Táim ag dul go dtí an ollmhargadh.		
Táim ag dul go dtí an linn snámha		

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