



# English Curriculum Plan

*This curriculum plan was developed by the staff to provide guidance for all teachers and to ensure whole-school collaboration and development of children's English skills.*

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## **1. Introductory Statement**

This curriculum plan for English was developed by staff members and will be adapted to align with the new Primary Language Curriculum. As the school is developing, currently with classes only up to first class, the plan is aspirational and will be modified and updated regularly over the coming years.

## **2. Rationale**

As an English-medium school, English is the vehicle for the delivery of the majority of the curriculum. It is one of the core subjects and has links with all curricular areas. Because English is the medium in which pupils and teachers engage in learning activities, it plays a central role in the school. The plan strives to ensure that students' language development supports their achievement across the curriculum.

## **3. Vision**

Recalling the school's ethos that strives to develop the whole child, this English plan seeks to develop pupils' language competencies by providing the necessary tools to use language effectively so that pupils:

- are able to communicate their needs, ideas and opinions with confidence;
- experience personal enjoyment and develop positive social relationships through language interaction;
- and are empowered to access information as part of a life-long-learning process.

## **4. Aims**

- To ensure mastery of basic skills and strategies so that pupils are able to gather information from a variety of sources/genres.
- To provide early intervention, ensuring all children are given opportunities to experience success in literacy development.
- To develop equally the three strands: oral language (speaking and listening), reading and writing.
- To build on oral language development that is the foundation for later written work.
- To support the pupils' confidence to express ideas, views and opinions through productive language processes.
- To present opportunities for imaginative, emotive and creative exploration with language.
- To expand pupils' general knowledge by recognising the development of literacy across the curriculum.
- To ensure students are presented with a language-rich learning environment.

## **5. Approaches, Methodologies and Content**

### **5.1 Junior Infants – Second Classes**

#### **5.1.1 Oral Language**

Oral language skills are considered a precursor to reading and writing development. By endeavouring to provide multiple opportunities to practice oral language skills, both receptive and productive, students will be best positioned to acquire all literacy skills. Oral language skills are developed across the curriculum and are inextricably linked with all other parts of the Primary Curriculum. In addition to this diffused oral language development, discrete time is devoted to specific oral language lessons as part of the English programme and closely aligned with the curriculum objectives.

	<b>Junior Infants and Senior Infants</b>	<b>1<sup>st</sup> Class and 2<sup>nd</sup> Class</b>
<b>Sample Activities</b>	<ul style="list-style-type: none"><li>- Integration with RECC, SPHE, Learn Together and SESE</li><li>- News sharing</li><li>- Sequencing</li><li>- Reciting poems and singing songs</li><li>- Sharing about Aistear Time</li></ul>	<ul style="list-style-type: none"><li>- Integration with RECC, SPHE, Learn Together and SESE</li><li>- Word games to develop vocabulary</li><li>- Drama improvisation</li><li>- Role play</li><li>- Think-pair-share</li></ul>

<ul style="list-style-type: none"> <li>- Circle Time</li> <li>- Philosophical debates</li> <li>- Think-pair-share</li> <li>- Drama games and improvisation activities</li> <li>- Show and Tell (favourite books, toys, etc.)</li> <li>- Reciting poems</li> <li>- Creative dramatics</li> <li>- Sharing at Whole-School Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>- Tasks requiring collaboration and negotiation</li> <li>- Re-telling stories</li> <li>- Reciting poems and singing songs</li> <li>- Acting out stories</li> <li>- Philosophical debates</li> <li>- Speaking about a given topic extemporaneously</li> <li>- Discussion linked to reading and writing</li> <li>- Sharing at Whole-school Assemblies</li> </ul>
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## 5.1.2 Reading

Early literacy development will focus on developing awareness of letter sounds using the Jolly Phonics programme. In addition, all children will be exposed to a variety of authentic literature through a variety of means in order to develop their interest in reading, to help children experience full texts and to begin to develop higher-order thinking skills applied when comprehending a story or text. Use of picture books provides a foundation in the infant years. In first and second classes longer texts are introduced. As students develop emerging reading skills, independent reading is emphasised, guiding children towards selecting their own reading material. Once a year, children will take turns bringing in their favourite book that will be introduced and then read, either by the teacher or the children themselves.

### 5.1.2.1 Shared Reading

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Reading Zone Readers 1-3 <ul style="list-style-type: none"> <li>- Learning sight-words</li> <li>- Shared reading with parents (1-2 pages per night)</li> <li>- Emphasis on oral language discussion related to the books</li> </ul>	Oxford Reading Tree Books <ul style="list-style-type: none"> <li>- Children assigned a level (1+-6) and usually one book sent home per night</li> <li>- Oral language discussion as well as decoding practice.</li> <li>- Reading record maintained by parents and teachers.</li> </ul> Phonics Levelled Books <ul style="list-style-type: none"> <li>- Peer reading in stations.</li> </ul>	Oxford Reading Tree Books <ul style="list-style-type: none"> <li>- Children assigned a level (1+-9) and short chapter books as appropriate</li> <li>- One book is read per night until levels 7-9 when it may be split</li> <li>- Reading record maintained by pupils and parents.</li> </ul>	Levelled Chapter Books <ul style="list-style-type: none"> <li>- Reading approximately 10-12 pages per night, either independently or with a parent.</li> <li>- Reading record maintained by pupils and parents.</li> </ul>

### 5.1.2.2 Class Novels and Authentic Literature

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
<u>Picture Books</u> Selection of picture books read by the teacher <u>Class Library</u> Informal exploration of the class library	<u>Picture Books</u> Selection of picture books read by the teacher <u>Class Library</u> Informal exploration of the class library <u>Read-aloud</u> <u>Books:</u> <i>The Twits</i> by Roald Dahl <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo	<u>Whole-class Novel:</u> <i>Flat Stanley</i> by Jeff Brown <u>Small-Group Novels:</u> <i>Amazing Grace</i> by Mary Hoffman <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson <i>Frog and Toad Together</i> by Arnold Sobel <i>The Giraffe, The Pelly and Me</i> by Roald Dahl <i>The Hedgehog</i> by Dick King-Smith <i>Willa and Old Miss Annie</i> by Bertie Doherty <u>Read-aloud Books:</u> <i>James and the Giant Peach</i> by Roald Dahl <i>George's Marvellous Medicine</i> by Roald Dahl <i>Snug</i> by Michael Morpurgo <i>Castle in the Field</i> by Michael Morpurgo <i>The Little Prince</i> by Antoine de Saint-Exupéry	<u>Whole-class Novels:</u> <i>The Sheep Pig</i> by Dick King-Smith <u>Small-group Novels:</u> <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis <i>The Abominables</i> by Eve Ibbotson <i>The Iron Man</i> by Ted Hughes <i>The Battle of Bubble and Squeek</i> by Phillippa Pearce <i>Cat Tales: Ice Cat</i> by Linda Newbury <i>Stone Fox</i> by John Reynolds Gardener <u>Read-aloud Books:</u> <i>Gangsta Granny</i> by David Walliams <i>The Invention of Hugo Cabret</i> by Brian Selznick <i>The Year of Miss Agnes</i> by Kirkpatrick Hill <i>Seasons of Splendour: Tales, Myths and Legends of India</i> by Madhur Jaffrey

### 5.1.2.3 Story and Comprehension Exercises

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
<ul style="list-style-type: none"> <li>- Oral comprehension checks based on story, poetry, class readers (Reading Zone books), RECC, SPHE and SESE material.</li> <li>- Exercises based on specific oral language material.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral comprehension exercises based on story, poetry, class readers, RECC, SPHE and SESE material.</li> <li>- Exercises based on specific oral language material.</li> <li>- Simple written comprehension exercises based on picture and short story prompts linked to sight words.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Exercise your English 1</i>: p. 12, 13, 18, 19, 24, 25, 30, 31, 36, 37, 42, 43, 48, 49, 54, 55, 60, 61, 66, 67, 72, 73</li> <li>- Addition written comprehension exercises emphasising full-sentence answers and higher-order thinking skills.</li> <li>- Oral comprehension checks based on class reading books.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Exercise your English 2</i>: p. 6, 14, 17, 24, 32, 36, 38, 62, 66, 74, 79</li> <li>- Addition written comprehension exercises emphasising full-sentence answers and higher-order thinking skills.</li> <li>- Oral and written comprehension checks linked to class novels.</li> </ul>

### 5.1.2.4 Building Bridges to Understanding

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Prediction Making Connections	Prediction Making Connections	Prediction Making Connections Visualisation Questioning	Prediction Making Connections Visualisation Questioning

### 5.1.2.5 Phonics

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
<p>Jolly Phonics Programme</p> <ul style="list-style-type: none"> <li>- One letter sound introduced per week</li> <li>- All single letter-sounds are introduced and most vowel digraphs follow.</li> <li>- Word-building and decoding</li> <li>- Jolly Phonics Book 1</li> <li>- Sound names are used only</li> </ul>	<p>Jolly Phonics Programme</p> <ul style="list-style-type: none"> <li>- Two letter sounds reviewed per week</li> <li>- Letter sounds introduced according to the Jolly Phonics order</li> <li>- Alternative spellings introduced</li> <li>- Letter names introduced</li> <li>- Jolly Phonics Book 2</li> <li>- Tricky Words 1-72 mastered (8/ month)</li> </ul>	<ul style="list-style-type: none"> <li>- Jolly Grammar Book 1: sh, ch, th, -ng, qu, ar, short vowels, ff, ll, ss, zz, ck, vowels, a-e, i-e, o-e, u-e, wh, ay, ea, igh, y, ow, ew, ou, oi, oy, or, al, nk, er, ir, ur, au, aw.</li> <li>- Reference to Read, Write, Ink poster</li> </ul>	<ul style="list-style-type: none"> <li>- Jolly Grammar Book 2: silent b, silent w, silent k, wh, ph, ea, soft c, soft g, wa, ou, air, ch, /ai/, /ee/, /ie/, /oa/, /ue/, /k/, /er/, /oi/, /ou/, /or/, ey, y, silent h, silent c, are, ear, tion, ore, le, sion, ei, o, ture, ie.</li> <li>- Reference to Read, Write, Ink poster</li> </ul>

### 5.1.2.6 Poetry

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
<p><u>Poem Study:</u> Nursery Rhymes <u>Poems from a selection of resources:</u> Reading Zone Oral Language Scheme <i>Here's a Little Poem</i> Theme, season and festival poems</p>	<p><u>Poet Study:</u> Jack Prelutsky <u>Poems from a selection of resources:</u> Theme, season and festival poems <i>Something Beginning with P</i> <i>Here's a Little Poem</i></p>	<p><u>Poet Study:</u> Michael Rosen Robert Louis Stevenson <u>Poems from a selection of resources:</u> <i>Read Me First: Poems for Younger Readers</i> <i>The Works</i> series <u>Reading Zone Posters</u> 'A Tongue Twister', Anonymous 'There Once Were Two Cats of Kilkenny', Anonymous 'An Autumn Greeting', Anonymous 'The Canary' by Elizabeth Turner 'The Little Turtle' by Vachel</p>	<p><u>Poet Study:</u> Nikki Grimes Ogden Nash <u>Poems from a selection of resources:</u> <i>Read Me First: Poems for Younger Readers</i> <i>The Works</i> series <u>Reading Zone Posters:</u> 'Sing a Song of People' by Lois Lenski 'Doctor Foster', Anonymous 'Yellow Butter' by Mary Ann Hoberman 'Somersaults' by Jack Prelutsky 'Wordspinning' by John Foster 'Rain in the Summer' by H.W.</p>

		Lindsay 'The Rooks' by Jane Browne 'Time to Rise' by Robert Louis Stevenson	Longfellow 'Bicycle' by Kate Aldridge and Ryan Lightfoot
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### 5.1.3 Writing

At the earliest stages, writing is explored both from a technical and an expressive point of view. In addition to developing fine motor skills and correct letter formation, children are given the opportunity to explore the creative aspects of written expression. Initially, this is largely explorative and then structures of specific genres are introduced gradually.

#### 5.1.3.1 Genres and the Writing Process

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Exposure to a range of genres through read-aloud and oral activities.	Introduce the following genres using a gradual release of responsibility approach, initially with the teacher acting as scribe (Read → Model → Collaborate → Independent Writing including 2-3 drafts) <ul style="list-style-type: none"> <li>- <u>Recount</u>: summer event, a journey, school trips</li> <li>- <u>Narrative</u>: 8-sentence stories with beginning, middle and end</li> <li>- <u>Procedural</u>: recipes</li> <li>- <u>Letter</u>: letter to former classmate(s)</li> </ul>	Writing genres continue to be introduced and graphic organisers are introduced for planning writing. Multiple drafts are completed. <ul style="list-style-type: none"> <li>- <u>Recount</u>: school trips</li> <li>- <u>Narrative</u>: stories about aliens, magic lamps, new teddy bears, etc. – based on The Big Write programme</li> <li>- <u>Explanation</u>: fact books on animals, space, etc</li> <li>- <u>Description</u>: Picture prompts from <i>The Write Reason</i></li> <li>- <u>Procedural</u>: Ice and jelly experiment at Halloween</li> <li>- <u>Correspondence</u>: thank-you c.ards, letter to former teacher/pupil/penpal</li> </ul>	The writing process is followed for several drafts, including the beginning of peer conferencing and editing. <ul style="list-style-type: none"> <li>- <u>Recount</u>: 'A Special Day' EYE p. 32 and 'Keeping a Diary' EYE p. 38</li> <li>- <u>Narrative</u>: stories based on SESE themes, <u>Poetry</u>: simple rhyming poetry</li> <li>- <u>Explanation</u>: my favourite game</li> <li>- <u>Description</u>: Poster for lost or wanted item</li> <li>- <u>Procedure</u>: how to make toast, how to get dressed, etc.</li> <li>- <u>Persuasive</u>: the best pet, response to debates</li> <li>- <u>Correspondence</u>: letter to penpals, email, thank-you cards</li> </ul>

#### 5.1.3.2 Grammar/Writing Mechanics

Junior and Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Introduction to text format and orientation. Capital letters, ending punctuation and left-to-right orientation. Spacing: finger width between words.	<i>Jolly Grammar 1</i> : Capital letters, sentence structure, proper nouns, common nouns, alphabetical order, a or an, plurals, pronouns, verbs, conjugating verbs, past tense, future tense, present tense, adjectives, compound words, adverbs, plurals, antonyms, speech marks, questions.	<i>Jolly Grammar 2</i> : Alphabetical order, sentence writing, speech marks, questions, commas in lists, exclamation marks, proper nouns, adjectives, plurals (s) and (es), possessive adjectives, homophone mix-ups, sentences and verbs, adverbs, verb 'to be' (present and past), regular and irregular past tense, using a dictionary, proofreading sentences, expanding a sentence, conjunctions, plurals (s) and (ies), word webs, proofreading a story, prefixes, apostrophe (s), contractions, prepositions, finding the meaning, suffixes (-ing, -er and -est), comparatives and superlatives, interesting words, commas in speech, parsing

#### 5.1.3.3 Morning Message

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
Morning Message written collaboratively on the easel at a class meeting basis. Today is Monday.	Morning Message is written collaboratively during the class meeting on a daily basis with a similar format but two sentences are	At the beginning of the year, follow a similar approach as senior infants.	Initially present prompts but quickly dependent

Inniu an Luan. It is cloudy. Tá sé scamallach. One sentence about the day	written. Children write about the day of the week and the weather in English from the beginning. In the third term, they write the two sentences about the day. A child is chosen to be An Múinteoir	Later in the year, only write up first-word prompts Ex. Today... Inniu an... Weather (at least two descriptors) Yesterday... (writing multiple sentences) Follow-up activity (interdisciplinary)	writing of morning message each day. Vocabulary and date formats are extended. Events outside the school are mentioned and linked to current affairs.
One child is chosen to lead the reading of the message as An Múinteoir.	Pupils write the morning message one to two times per week, eventually without prompts on the board and writing their own sentences in project copies with illustrations.		
Pupils write the morning message one to two times per week from the board independently beginning in March in project copies with illustrations.			

### 5.1.3.3 Freewriting

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
- As part of imaginative play, provide paper and pencil. Children write initial sounds and begin to use approximate spelling.	- Writing during imaginative play. - 15-minute freewriting sessions beginning in the last term.	- A minimum of 15 minutes per week in a separate copy.	- At least 15 minutes once per week in a separate copy. - Genre and topic list is generated and revised at the beginning of each term.

### 5.1.3.4 Handwriting

Junior Infants	Senior Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class
- Lower-case letters - Nelson Handwriting Scheme Blue Level Books 1 and 2	- Lower-case and capital letters - Nelson Handwriting Scheme Blue Level Book 3	- Review of letter formation and introduction to joined writing - Nelson Handwriting Red Workbooks 1 & 2.	- Continuation of joined writing fundamentals - Nelson Handwriting Yellow Level (Book 1) – Exercises completed in B4 handwriting copies

## 5.2 Third – Sixth Classes

### 5.2.1 Oral Language

While oral language exercises still provide support for other literacy tasks, the focus of oral language development shifts to include more advanced skills including the ability to articulate opinions and ideas, to formulate questions, to process information when listening and to organise ideas in a logical order. While oral language activities are used in every area of the Primary Curriculum, specific discrete time is allocated towards oral language lessons within the English programme in order to develop advanced receptive and productive skills. As much as possible, student “talking-time” will be maximised across the curriculum in order to provide the widest range of opportunities to practice and develop skills in context.

	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Activities	Sequencing Questioning – literal, inferential, evaluative and deductive News Drama - Improvisational games - Use of scripts Problem-based group activities	Questioning – literal, inferential, evaluative and deductive Circle Time Think Pair Share Discussion in other subject areas, e.g. History, Geography and SPHE Drama - Improvisational	Vocabulary extension Word games – classification, word puzzles, jokes, word chains Discussion in other subject areas, e.g. History, Geography and SPHE Sayings, idiom, proverbs and colloquialisms	Persuasive writing/speaking – abolish, accelerate, inspire, transform, etc. Retelling stories Role play Two-minute debates Communicative crossword Poetry Discussion Public Speaking: Report Reading Creation of Podcasts

	One-minute meeting (extemporaneous speaking) Discussion in other subject areas Book Club (oral book reviews) Debating	games - Use of scripts Recitation of poetry Book Club (oral book reviews) Duine na Seachtaine – sharing notice board and leading a self-chosen lesson Oral presentations	Drama - Improvisational games - Use of scripts Storytelling – pass the beanbag, opening sentences Hot Seat Debating Book Club (oral book reviews)	Monthly Book Club Meetings Discuss, create and dramatise phone conversations (EYE p. 10) Class Novel Discussions Demonstration: Oral performance related to writing project Lessons on projection and articulation
Resources	Newspaper articles, poetry/stories, class novel discussion questions, <i>Speaking and Listening: Cross-curricular Activities 7-9 and 9-11</i> , “Odyssey of the Mind” problems/tasks, <i>Apples to Apples</i> (board game)			

## 5.2.2 Reading

Acknowledging the change from “learning to read” to “reading to learn”, the focus of reading activities becomes the ability to extract meaning from texts representing a range of genres. Therefore, reading skills are addressed across the curriculum. Within the English programme, strategies and skills for interacting with texts are practiced. As much as possible students will use authentic texts, specifically novels and non-fiction sources as well as articles from both print and online sources. Each child will read a minimum of 5 novels each year, which will form the core of reading activities in school, in addition to the personal reading children will do at home for the book sharing activities. The practice of choosing a favourite book and being photographed with this book will continue. The class novels, as the core of the reading programme, will be read in short time-frames to encourage a single focus on an extended story line. Between class novel units, additional reading comprehension exercises will be incorporated. Reading aloud to children will continue to be used as a way of developing comprehension strategies as well as expose students to a wider range of literature, with further use of the Building Bridges to Comprehension programme to consolidate reading skills. Emphasis will be placed on developing children’s individual identities as readers, encouraging them to explore their interests and to develop an awareness of the importance of literacy development in their own lives.

### 5.2.2.1 Class Novels

	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Suggested Novels	<i>Danny the Champion of the World</i> by Roald Dahl <i>Mr Stink</i> by David Walliams <i>The Diary of a Killer Cat</i> by Anne Fine <i>The Legend of the Worst Boy in the World</i> by Eoin Colfer <i>The Mozart Question</i> by Michael Morpurgo <i>Freckle Juice</i> by Judy Blume <i>The Fish in Room 11</i> by Heather Dyer <i>Sideways Stories from a Wayside School</i> by Louise Sachar	<i>The Sheep-Pig</i> by Dick King-Smith <i>The Suitcase Kid</i> by Jacqueline Wilson <i>Artemis Fowl</i> (graphic novel) by Eoin Colfer <i>The Secret of Platform 13</i> by Eva Ibbotson <i>The Watsons Go To Birmingham</i> by Christopher Paul Curtis <i>The Phantom Tollbooth</i> by Norton Juster <i>Because of Winn Dixie</i> by Kate DiCamillo <i>A Story Like the Wind</i> by Gill Lewis	<i>The Wreck of the Zanzibar</i> by Michael Morpurgo <i>The Boy in the Striped Pajamas</i> by John Boyne <i>Walk Two Moons</i> by Sharon Creech <i>Under the Hawthorn Tree</i> by Marita Conlon-McKenna <i>Carrie’s War</i> by Nina Bawden <i>See If I Care</i> by Róisín Meaney/Judi Curtin <i>Holes</i> by Louis Sachar <i>Our Town</i> by Thornton Wilder	<i>There’s a Boy in the Girls’ Bathroom</i> by Louis Sachar <i>The Cinnamon Tree</i> by Aubrey Flegg <i>Northern Lights</i> by Philip Pullman <i>Skellig</i> by David Almond <i>Benny and Omar</i> by Eoin Colfer <i>The Giver</i> by Lois Lowry <i>The Hobbit</i> by J.R.R. Tolkien Abridged Shakespeare comedy ( <i>As You Like It</i> ) <i>Translations</i> by Brien Friel
Suggested Activities	- Teacher-created comprehension questions - Mime/dramatise - Vocab development using dictionary - Read aloud with	- Teacher resource packages or teacher-created comprehension questions. - VIPs (Very Important Parts)	- Teacher resource packages or teacher-created comprehension questions. - Creative writing - Discussion	- Teacher-created comprehension questions. - Word study - Crosswords - Comprehension activities, including

<ul style="list-style-type: none"> <li>- expression</li> <li>- Illustrate/discuss cover/ illustrations</li> <li>- Asking and answering questions in small student-led groups</li> <li>- Summaries</li> <li>- Sequencing</li> <li>- Character profiles</li> <li>- Retell from a different character's viewpoint</li> <li>- Terminology around books</li> <li>- Book reports</li> <li>- Skim text for details or specific words</li> </ul>	<ul style="list-style-type: none"> <li>- Children in role as characters</li> <li>- Favourite part</li> <li>- Character development</li> <li>- Character's highs and lows</li> <li>- Write a conversation between characters</li> <li>- Write questions to ask a character in an interview</li> <li>- Book review</li> <li>- Debate</li> </ul>	<ul style="list-style-type: none"> <li>- Character analysis</li> <li>- Summarising</li> <li>- Prediction</li> <li>- Letter writing</li> <li>- Newspaper report</li> <li>- Small-group discussion</li> <li>- Artistic response to text (drawing, painting)</li> <li>- Re-writing from another character's point of view</li> <li>- Writing reader's theatre scripts</li> </ul>	<ul style="list-style-type: none"> <li>- literal, inferential, evaluative and analytical questions</li> <li>- Oral language questions for discussions</li> <li>- Chapter summary</li> <li>- Prediction exercises</li> <li>- Theme studies</li> <li>- Drawing activities</li> <li>- Rewriting in a different genre (poem, rap, song) or changing the setting</li> </ul>
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### 5.2.2.2 Comprehension Exercises

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<ul style="list-style-type: none"> <li>- Novel packs have comprehension sections (written and oral responses), including literal, inferential, evaluative and analytical questions.</li> <li>- Comprehension units in <i>Exercise Your English 3</i></li> <li>- Cross-curricular exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Novels have packages and/or teacher-generated comprehension questions, including literal, inferential, evaluative and analytical questions.</li> <li>- Comprehension units in <i>Exercise Your English 4</i></li> <li>- Cross-curricular exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Novels have packages and/or teacher-generated comprehension questions, including literal, inferential, evaluative and analytical questions.</li> <li>- Comprehension in <i>Exercise Your English 5</i></li> <li>- Cross-curricular exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Novel packs have comprehension sections (written and oral responses), including literal, inferential, evaluative and analytical questions.</li> <li>- Comprehension units in <i>Exercise Your English 6</i></li> <li>- Cross-curricular exercises</li> </ul>

### 5.2.2.3 Suggested Read-aloud Novels

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<i>Frindle</i> by Andrew Clements <i>Bill's New Frock</i> by Anne Fine <i>The Tale of Despereaux</i> by Kate DiCamillo <i>Lafcadio, the Lion Who Shot Back</i> by Shel Silverstein <i>Poppy</i> by Avi	<i>Journey to the River Sea</i> by Eva Ibbotson <i>Shadow</i> by Michael Morpurgo <i>Chinese Cinderella</i> by Adeline Yen Mah <i>The Tree of Seasons</i> by Stephen Gately <i>Joey Pigza Swallowed the Key</i> by Jack Gantos	<i>Ninth Ward</i> by Jewell Parker Rhodes <i>Because of Mr Terrupt</i> by Rob Buyea <i>What the Moon Saw</i> by Laura Resau <i>The Ear, The Eye and The Arm</i> by Nancy Farmer	<i>Roll of thunder, Hear My Cry</i> by Mildred D. Taylor <i>See No Evil</i> by Jamila Gavin <i>Reckless</i> by Cornelia Funke <i>The Circuit</i> by Francisco Jimenez <i>Three Cups of Tea</i> by Greg Mortenson <i>Guantanamo Boy</i> by Anna Perera

### 5.2.2.4 Book Sharing Activities

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Small-group Book Talks (teacher-led using support staff) once a term		Book Talks (round-robin style in pairs) on a monthly basis Book projects – present a book by sharing a project done at home	

### 5.2.2.5 Building Bridges to Understanding

3 <sup>rd</sup> and 4 <sup>th</sup> Class	5 <sup>th</sup> and 6 <sup>th</sup> Class
Prediction Visualisation	Prediction Visualisation

Making Connections Questioning Seeking Clarification Determining Importance	Making Connections Questioning Seeking Clarification Determining Importance Inferring Synthesising
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### 5.2.2.6 Vocabulary

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
New words studied in the context of the novel units. Activities from <i>Exercise Your English 3</i> including: - Classification, analogies (28) - Synonyms and antonyms (62) <u>Dictionary Skills:</u> - Definition structure - ABC order - Writing definitions - Links with <i>Frindle</i> (read-aloud novel)	New words studied in the context of the novel units. Activities from <i>Exercise Your English 4</i> including: - Onomatopoeia and idioms p. 22 - Brainstorming and puzzles p. 28 - Word hunt and context clues p. 46 - Memory game and adverbs p. 56 - Proverbs p. 80 - Dictionary skills p. 46, 92	New words studied in the context of the novel units. Activities from <i>Exercise Your English 5</i> including: - Classification and lexical groups p. 10 - Proverbs and colloquial language p. 22 - Puzzles p. 34 - Idioms p. 40 - Synonyms p. 68 Introduction to Greek and Latin affixes	New words studied in each unit of reading covered. Activities from <i>Exercise Your English 6</i> including: - Suffixes p. 35 - Idioms p. 50 - Root words P. 51 - Homophones p. 57 - Dictionary skills - Similes p. 85 Continue study of Greek and Latin affixes

### 5.2.2.7 Poetry

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<u>Poet Study:</u> Shel Silverstein Christina Rosetti <u>Suggested Poems:</u> Poems in <i>Exercise Your English</i> : - 'The Great Blue Whale' p. 10 - 'I Keep My Snowman in the Freezer' p. 40 - 'Falling Asleep in Class' p. 80 - 'Weather' p. 78 'The Song the Train Sang' by Neil Adams Haiku poems	<u>Poet Study:</u> Gabriel Fitzmaurice Lewis Carroll <u>Suggested Poems:</u> Poems in <i>Exercise Your English 4</i> : - 'Silly Old Baboon' by Spike Milligan p. 16, 20 - 'Night Mail' by W.H. Auden p. 19-20 - 'The Marróg' by R.C. Scriven p. 68 Limericks	<u>Poet Study:</u> Spike Milligan Seamus Heaney <u>Suggested Poems:</u> Poems in <i>Exercise Your English 5</i> - 'Txt U L8r' by Aislínn O'Loughlin p. 4 - 'Robot Kid' by Patrick Chapman p. 14 - 'Words are Such Silly Things' by Brendan Kennelly p. 28 - 'The Loner' by Julie Holder p. 56 'New Boy' by Gareth Owen 'Different' by Joan Poulson	<u>Poet Study:</u> Langston Hughes Maya Angelou Shakespeare <u>Suggested Poems:</u> Poems outlined in <i>Exercise Your English 6</i> 'Still I Rise' by Maya Angelou 'Come Into my House' by Queen Latifa 'Ginkgo and Willow' by Eve Merriman 'Two Scavengers in A Truck, Two Beautiful People in a Mercedes' by Lawrence Ferlinghetti

### 5.2.3 Writing

As in the case of developing reading skills, writing increasingly becomes a primary vehicle for students to demonstrate their knowledge and learning across the curriculum. A special focus will be on developing students' awareness of various genres, both by reviewing examples and engaging in the creation of written compositions. The main resource for the classes is *Exercise Your English*. At each class level, at least ten major writing tasks, exploring multiple genres, will be completed using a writing process including brainstorming/planning, drafting, revising and editing, redrafting and publishing. In addition, freewriting will be an essential component of writing practice, giving children an opportunity to explore expressive aspects of writing. Specific writing skills and conventions will form a core component of the English programme, applying these skills both in authentic writing tasks as well as structured exercises. Spelling and handwriting

will continue to be developed, helping students see the link between these skills and the ability to communicate clearly.

### 5.2.3.1 Genres and the Writing Process

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<p><u>Description/Report:</u> Character Study EU country report – research approach, note-taking, organising information</p> <p><u>Procedure:</u> Instructions SBC Writing Instructions EYE</p> <p><u>Persuasive:</u> Critical Review: Book Review SBC Argument: Sales Catalogue SBC Letter writing and posters (complaint or concern)</p> <p><u>Correspondence:</u> Thank-you letter (to parents)</p> <p><u>Narrative:</u> Story: Fable Monster and its habitat</p> <p><u>Poetry:</u> I am... (PowerPoint) Writing couplets Pyramid Poetry EYE Responding to Poetry, Responding to Art EYE</p> <p><u>Recount:</u> Autobiography (process writing) A Special Day Summaries of chapters of class novels</p> <p><u>Explanation:</u> Hypothesis and conclusions for science experiments Giving directions (EYE) Life cycles (EYE)</p>	<p><u>Description/Report:</u> Description: Using similes Report Writing (EYE p. 26) Character Profiles (EYE p. 72)</p> <p><u>Procedure:</u> Rules to a Game Creative Ideas EYE p. 44 Terrible Ticks EYE p. 54</p> <p><u>Persuasive:</u> Preparing/summarising views in a debate Letter writing (EYE p. 8) Restaurant review (EYE p. 38) Writing brochures (EYE p. 90)</p> <p><u>Correspondence:</u> Postcard writing (EYE) Post card from a character Letter to self (at the beginning of the year and at the end)</p> <p><u>Narrative:</u> Short stories (Write-a-book) Graphic organisers for story planning Short stories related to themes</p> <p><u>Poetry:</u> Free-verse (using activities from Scholastic poetry resource)</p> <p><u>Recount:</u> Exercises related to class novels Keeping a diary EYE p. 14 Writing accounts EYE p. 32</p> <p><u>Explanation:</u> Explain That! EYE p. 66</p>	<p><u>Description/Report:</u> Report Writing EYE p. 20, 26</p> <p><u>Procedure:</u> Directions from school/home to a place of interest Staying Safe EYE p. 72 Rules of Soccer EYE p. 84 Procedural task (given to parent who attempts task and then writes a comment for revision)</p> <p><u>Persuasive:</u> Interesting Essays EYE p. 54 Five-paragraph essays</p> <p><u>Correspondence:</u> Emails (EYE p. 44) Blog entries Letter to parents as a intro to parent-teacher meeting</p> <p><u>Narrative:</u> First half of “storybuilding” unit – character, setting, plot structure Short stories related to themes, including historical fiction</p> <p><u>Poetry:</u> Rhyming poems – different rhyme schemes</p> <p><u>Recount:</u> Personal Recount – Anecdote Autobiographies EYE p. 32 Exercises related to class novels Writing about the Past EYE p. 78</p> <p><u>Explanation:</u> What Causes Earthquakes EYE p. 8 Hurricanes EYE p. 90 KWL charts Animal study – research paper and note-card folders, poster</p>	<p><u>Report/Description:</u> Global Warming EYE p. 8 Holiday Guides EYE p. 20 Compare and Contrast – two animals or two places</p> <p><u>Procedural Writing:</u> Recipes EYE p. 14 Challenge Your Chums EYE p. 44 Game: Using three random objects, create a game and write the procedure for playing. Prompts: How do you tie shoes? How do keep a friend?</p> <p><u>Persuasive:</u> Critical Review – Movie review Election Manifesto (EYE p. 66) Essays (EYE p. 72) Five-paragraph essay: Listen to the speech ‘Sunscreen’, pick a quote and write a response.</p> <p><u>Correspondence:</u> Blog entries Letter to parents prior to parent-teacher meeting</p> <p><u>Narrative:</u> Second half of storybuilding unit – create a publishing house with a job for everyone - Stories EYE P. 78 Story from a different character’s point-of-view. Character Chats EYE p.32</p> <p><u>Poetry:</u> Sonnets Free verse poetry</p> <p><u>Recount:</u> Biography: Researching an inventor Exercises in activity packs for class novels. A Diary Study – read excerpts from famous diaries and children keep their own journals for two-weeks.</p> <p><u>Explanation:</u> Recording explanations related to science observations.</p>

### 5.2.3.2 Grammar/Writing Mechanics

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<p><i>Jolly Grammar 3 and Exercise Your English 3</i> - ABC order, addressing envelopes, capital letters, full stops and</p>	<p><i>Jolly Grammar 4 and Exercise Your English 4</i> - Capital letters, punctuation, contractions,</p>	<p><i>Jolly Grammar 5 and Exercise Your English 5</i> - Capital letters, commas, nouns, gender of noun, verbs, tenses, adverbs,</p>	<p><i>Jolly Grammar 6 and Exercise Your English 6</i> - Capital letters, punctuation, review nouns, verbs, adjectives, prepositions and</p>

question marks, nouns, verbs, compound words, adjectives, verb tenses, plurals, antonyms and synonyms, sentences	alphabetical order, nouns, verbs and tenses, adjectives, adverbs, conjunctions, plurals, sentences	pronouns, adjectives, prepositions, conjunctions, apostrophe, quotations marks and plurals	conjunctions, grammar revision, pronouns, adverbs, naming parts of speech, apostrophe, direct/indirect speech, extending sentences
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### 5.2.3.3 Freewriting

3 <sup>rd</sup> Class and 4 <sup>th</sup> Class	5 <sup>th</sup> Class and 6 <sup>th</sup> Class
<ul style="list-style-type: none"> <li>- At least 30 minutes once per week in a separate copy, usually 2 sessions.</li> <li>- Genre and topic list is generated and revised at the beginning of each term.</li> </ul>	<ul style="list-style-type: none"> <li>- A minimum of 45 minutes per week in a separate copy, usually three sessions.</li> <li>- Use freewriting as a precursor to other writing.</li> <li>- Genre and topic list is generated and revised at the beginning of each term.</li> </ul>

### 5.2.3.4 Phonics/Spellings/Dictation

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
Brendan Culligan's Corewords – List 1 Dictation Sentences – Set 1 <i>Jolly Grammar 3</i> using a pre-test/post-test system and additional challenge words that follow the weekly phonetic patterns. <i>Exercise Your English 3</i> Vowel digraphs, word endings, hard and soft c, hard and soft g, k or ck, three-letter blends, prefixes, double consonants, suffixes, homophones, syllables, silent letters	<i>Brendan Culligan's Corewords</i> – List 1 Dictation Sentences – Set 1 <i>Jolly Grammar 4</i> using a pre-test/post-test system and additional challenge words that follow the weekly phonetic patterns. <i>Exercise Your English 4</i> Vowel digraphs (ue and ei), 'ic' or 'ick', word endings (-ar, -er, -or, -ge, -dge, -age), silent letters, 'ph' and 'ch' sounds, spelling tips, homophones, syllables, vowel-consonant digraphs	Brendan Culligan's Corewords – List 2 Dictation Sentences – Set 2 <i>Jolly Grammar 5</i> using a pre-test/post-test system and additional challenge words that follow the weekly phonetic patterns. <i>Exercise Your English 5</i> Letter sounds (ci, ti, su), silent letters, word endings (-ce, -ant, -ent, -gue, -que, -ough) prefixes, suffixes, root words, homophones, syllables, tricky words	Brendan Culligan's Corewords – List 2 Dictation sentences – Set 2 <i>Jolly Grammar 6</i> using a pre-test/post-test system and additional challenge words that follow the weekly phonetic patterns. <i>Exercise your English 6</i> 'y' and 'i', silent letters, word endings (-ary, -ery, -ory, -ous, -ious, -ture, -tion, -cian, -sion, -ssion), prefixes, suffixes, root words, homophones, syllables, tricky words

### 5.2.3.5 Handwriting

3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
<i>Nelson Handwriting – Book 2</i> Transcribing print into joined writing Labelling/titling maps, charts and diagrams Joined writing expected on all tasks	<i>Nelson Handwriting – Book 3</i> Practicing speed writing Exploring different styles Begin using pen for some written work	<i>Nelson Handwriting – Book 4</i> Use of pen for written work on a regular basis	Developing a personal handwriting style

## 6. Timetabling

Timetabling for literacy will follow the guidelines laid out in Circular 0056/2011. This stipulates that time spent on literacy (both English and Irish) is at least 6.5 hours per week in infant classes and 8.5 hours per week in all other classrooms. In addition to discrete time devoted to Irish and English lessons, it is acknowledged that literacy is developed throughout the curriculum, and the staff will look for opportunities for development of literacy skills across the curriculum. Time for reading aloud as well as discrete oral language lessons that address a variety of curricular areas are essential components of literacy teaching and including when determining the amount of time devoted to literacy teaching.

## **7. Homework**

Discrete English homework is a regular feature in all classes, from learning letter sounds and sight words to reading for pleasure. The learning of English spellings is also a consistent component. Typically, one written piece of homework is assigned that often has an interdisciplinary component.

## **8. ICT**

Acknowledging that ICT has its own unique literacy to be developed, ICT tools have the potential to help support the development of literacy across the curriculum. A variety of strategies are already being used in the school including the use of software to develop phonemic awareness and basic reading skills; the use of word-processing programmes for the drafting and redrafting of written work; whole-class revision of literacy skills using specific activities for IWBs; the use of software or online activities to support literacy development for children receiving learning support; the creation of blogs, movies, audio recordings, podcasts and PowerPoint presentations in various interdisciplinary projects; and the use of the internet for information gathering and research activities. Teachers regularly use the internet to source activities and lesson plans as well as research new texts and classroom resources.

## **9. Teacher's Planning and Reporting**

All teachers will develop yearly and fortnightly/weekly schemes that are based on the objectives of the Primary School Curriculum and this plan. These plans will not only indicate discrete English lessons and activities but also show the connections between English and the wider curriculum. Cuntaisí míosúla will also indicate the types of literacy work completed over the period within both the subject of English and across the curriculum. These cuntaisí will be reviewed by the principal and stored for a two-year period. SEN teachers will develop IEPs/IPLPs for all children assigned to their caseload. These will set out specific and targeted plans for how to develop children's English literacy. At the end of the year, teachers will report to parents information on each child's literacy development as well as standardised test results, as required under Circular 0018/2012.

## **10. Assessment**

A variety of methods are used to assess English skills. At the heart of assessment, both formal and informal, is observation. This observation is multi-faceted and ongoing. It acts as both assessment for learning and assessment of learning. In addition, teacher-created and directed assessment is used to formally monitor students' mastery of English skills. This ranges from one-to-one checks on letter sounds and sight words in infant classes to formal end-of-year term tests administered in senior classes.

Standardised testing is used to check progress and is reported to the DES, the Board of Management and parents as required in Circular 0018/2012. The following tests are administered:

Junior Infants – BIAP (Belfield Infant Assessment Profile)

Senior Infants – MIST (Middle Infants Screening Test)

1<sup>st</sup> Class – 6<sup>th</sup> Classes – Drumcondra Reading and Spelling Tests

Recognising that standardised testing provides partial though not a complete picture of students' ability in English, the staff is committed to gathering other forms of evidence to better understand the literacy development in the school. Teachers are committed to encouraging self-assessment through the maintenance of learning portfolios. In addition, students and teachers will complete formal reading logs/records, attitude assessments and other activities to understand children's reading habits and abilities from a broader perspective. To formalise observation as well as assist in the writing of reports, staff members may use the Drumcondra English Profiles to identify each child's strengths and areas for growth related to listening, speaking, reading and writing.

## **11. Equality of Participation/Access**

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

## **12. Children with Exceptional Ability**

By using a range of novels and writing tasks, this plan is envisioned as suitable to differentiation in all tasks. One example of this inbuilt differentiation is the approach to spellings, where children who score well on pre-tests are given challenging words to study in addition to the regular lists. At the discretion of class teachers, and with the support of the SEN team as appropriate, further differentiation beyond the plan is an option for stretching further the abilities of students with exceptional ability. Teachers will use a variety of assessment options to determine when extended differentiation would be appropriate, perhaps opting for extension novels or projects for individuals/groups who are in need of further challenges beyond the wide differentiation already inbuilt in the plan. Collaboration with parents will be encouraged, with teachers recommending additional literacy activities better matched to children with exceptional ability.

## **13. Children with Special Educational Needs**

Children with learning difficulties and special educational needs are helped to achieve their potential in the core skills of oral language, reading and writing. Assessment is ongoing and an Individual Education Programme (IEP) is drawn up and co-ordinated by the RT/LS teacher in conjunction with the parents, class teacher and Special Needs Assistant (SNA). Specific short term targets are agreed. Regular consultation also takes place with external professionals e.g. Speech Therapist, Occupational Therapist. The class teacher maintains first line of responsibility for the welfare of the child. Suitable resources are provided to meet the learning needs of individual children. In-class support or team-teaching takes place in all classes and supports all pupils who are in need of additional support. The resource/learning support teacher may provide direct instruction to individuals or small groups of children regarding literacy development, sometimes withdrawn from the classroom or often through stations teaching and other co-teaching models are encouraged. SEN teachers meet with class teachers to plan, teach, assess and review the learning of pupils on a regular basis. More information can be found in the Special Education Needs Policy.

## **14. Children Learning English as an Additional Language (EAL)**

The aims of our EAL provision are to maximise access to all areas of the curriculum and to bridge the gap between conversational and academic fluency for children for whom English is an additional language. Children's language proficiency in listening, speaking, reading and writing is assessed upon enrolment and at specified intervals thereafter. Junior and Senior Infants are assessed for listening/speaking only. The programme of work is tailored to each child's assessed language level. Close collaboration between the class and support teachers ensures progression. Families are encouraged to continue to use the first language(s) at home as much as possible, and children are encouraged to use dictionaries and other first-language resources as well as to complete some tasks, as appropriate, using their first languages.

## **15. Continuing Professional Development**

As an integral part of the Primary School Curriculum, English literacy will be addressed on a regular basis through staff meetings, other whole-staff professional development experiences and all curriculum planning exercises. Teachers are encouraged to seek out opportunities to improve their practice in literacy through their own personal continuing professional development, and all teachers are encouraged to consider connections between their annual personal professional development goals and literacy teaching/learning. Finally, as part of the national Literacy and Numeracy Strategy, the school will avail of special professional development opportunities, as much as is practical, related to English literacy.

## **16. Roles and Responsibilities**

Overall responsibility for implementing, supporting and evaluating this English plan rests with the principal as supported by the In-school Management Team. In addition, all class teachers and SEN teachers are responsible for becoming familiar with and applying this plan when completing long- and short-term plans.

## **17. Review**

The plan will be reviewed by the staff and amended as required, and it will be reviewed formally with the intention of developing a three-year improvement plan after sufficient assessment data is gathered.

## **18. Ratification and Communication**

This English curricular plan was ratified by the Board of Management as indicated below. It is included in An Plean Scoile. The plan is distributed electronically to all teachers and a hard copy is kept in the office.

Louise Shields, chairperson

Date of ratification: 06/04/2017