



LANGUAGE PLAN

Introductory Statement

St. Comán's Wood Primary school is an English-medium school where English is the school's working language and Irish is taught as the school's second language. We support children on their language-learning journeys in both English and Irish. For many of our children neither English nor Irish is their mother tongue.

Language is central to how and what we learn. It is the primary medium through which new learning is acquired and assimilated. As such, it plays a vital part in the expansion of the child's own understanding of the world and their acquisition of knowledge, dispositions and skills. Language is our chief means of intrapersonal and interpersonal communication and is key to the development of the child as a person. As a child's language develops it enables them to think about their own cultural identity and their personal place in the world. Distinguishing characteristics of cultures are often contained within their languages. The learning of English and Irish both play an important role in developing an understanding of Irish cultural identity. Engaging with Irish broadens linguistic experience and can deepen cultural awareness, allowing children to share in a unique and rich strand of the cultural heritage of Irish society.

Language learning has significance for children's learning across the curriculum. While children continue to learn and acquire language, they also learn through language. Each curriculum area has its own terminology and its own way of using language; therefore, every lesson is a language lesson in itself.

Ós rud é gur Gall scoil atá i gceist i Scoil Ros Comáin Naofa, níl an Ghaeilge in úsáid mar ghnáththeanga ag na daltaí ná a dtuismitheoirí. Freisin tá alán daltaí againn ó thíortha eile nach bhfuil Gaeilge ná Béarla acu. In aineoin seo mar Eireannaigh tá an-suim ag pobal ginearálta na scoile sa teanga dúchais

mar chuid an-tabhachtach dár gcultúr. Sa chomhthéacs seo is léir go bhfuil an fhoireann ar fad go hiomlán taobh thiar de chur chun cinn na Gaeilge agus tá sé d'aidhm acu é seo a dhéanamh i slí foirfeach.

Tá cultúr laidir inár gcontae- Dubhghlas De hÍde agus go leor eagrais cultúrtha ag obair i mBaile Ros Comáin: Cumann Gaelach, Comhaltas Ceoltóirí Éireann (Comórtas labhairt na Gaeilge ag Fleadh Ros Comáin), Seóanna Gaeilge sa Cheardlann Ealaine, Grúpaí ealaine/drámaíochta a thagann go dtí an scoil, Cumann Lúth chleas Gael, Cumann Scoildrámaíochta.

Tá Gael Scoil sa bhaile freisin agus tá sé soiléar dúinn ó labhairt le tuismitheoirí go gcaithfidimid stádas na Gaeilge atá cruthaithe sa Bhunscoil seo á leanúint agus á fhorbairt ionas go mbeidh muinín ag na tuismitheoirí asainn agus ár sár caighdeán

Language learning is a developmental process in which the child engages at his/her own rate. In line with the curriculum (Primary Language Curriculum, 2019: Section 1.0).

Our school:

- integrates English and Irish, making connections across and within languages, seeking to support the transfer of skills between languages. - mar shampla feidhmeanna teanga a chleachtadh sa dhá theanga. (Appendix B)
- recognises the importance of teaching English through English and Irish through Irish - Ag tuiscint go mbeidh caighdeán difriúla ag páistí difriúla (*Primary Language Curriculum, 2019: Section 2.3*).
- supports children to develop positive dispositions toward language and literacy (dearcadh dearfach - an tábhachtach)
- includes all children and the language knowledge and experiences that they bring to the classroom
- provides ongoing support of children with special educational needs. A differentiated approach involves planning at individual-teacher and whole-school levels. (Go minic bíonn páistí le díoluine ón nGaeilge ach ligtear dóibh éisteacht agus páirt a ghlacadh nuair is féidir leo.)
- uses active learning methodologies- drámaíocht agus ar uile
- emphasises attainment in reading in English agus sa Ghaeilge
- acknowledges the challenge of learning Irish in an English-medium school, developing digital and critical literacy, problem-solving skills and progressing learning for the most able children in classrooms. (Cláranna mar *Bua na Cainte* agus cláranna i rith am sosa agus lóin.
- acknowledges that children learn through language. Each curriculum area has its own terminology and its own way of using language, therefore, every lesson is a language lesson in itself (*Primary Language Curriculum, 2019: Section 2.1*).

For teachers, it is important to recognise the individual, inherent abilities of children and needs and their early experience of language when establishing a starting point for further language development. This is particularly important in the early years of primary school. (Primary Language Curriculum)

Patricia Morris, Cathy Mulrooney (Gaeilge) Joan O'Shea and Marie George (English) have Posts of Responsibility for literacy in the school. *Literacy* has been prioritised by staff for the 2017 - 2019 school years as part of the School Self Evaluation process. Advice with regard to 'best

practice' including best teaching approaches and methods have been sought from the PDST (Professional Development Support for Teachers), NCCA (National Council for Curriculum and Assessment) and the Department of Education (DES).

PRIMARY LANGUAGE CURRICULUM

The curriculum presents the intended learning and development for all children by providing the Rationale, Aims, Strands and Elements and Learning Outcomes. The curriculum supports our school in our effort to ensure there is a continuity of experience and progression in language learning, as children make the transition from primary to post-primary school.

PRIMARY LANGUAGE TOOLKIT

The Primary Language Toolkit provides support for teachers through Examples of Children's Language Learning; Progression Continua and Support Materials. Teachers use the toolkit to support their planning (available at www.curriculumonline.ie).

RATIONALE:

- Language shapes who we are
- Language learning is a developmental process
- Language learning is an integrated process.
- Children learn language through interactions - the role of the teacher is to support and develop children's talk.
- Children learn language in different school contexts Children are given opportunities to use Irish outside of the Irish lesson to hear and listen to the language. Teachers use Irish regularly as an informal means of communication throughout the day and by teaching other subjects or aspects of other subjects through Irish and using Content and Language Integrated Learning (CLIL). (*Irish Primary Curriculum, 2019: Section 2.5*)

Why teach Irish?

Irish enables children to think about their own cultural identity and their personal place in the world. Distinguishing characteristics of cultures are often contained within their languages. The learning of English and Irish both play an important role in developing an understanding of our Irish cultural identity.

Engaging with Irish broadens linguistic experience and can deepen cultural awareness, allowing children to share in a unique and rich strand of the cultural heritage of Irish society. (Primary Language Curriculum, 2019: Section 2.1).

AIMS

As a school we endorse the Aims of the Primary Language curriculum in Chapter 3 (*Irish Primary Curriculum, 2019*).

We will:

- enable children to build on prior knowledge and experience of language
- encourage children to embrace Irish positively and promote our cultural identity through the use of the Irish language
- encourage children of different languages and cultures to be proud of and to share their heritage
- recognise the wide experience, ability and language style that children bring to language learning in school
- 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
- promote in children a lifelong interest in and a love of language learning
- support children to develop their literacy skills (see Appendix C) and enable them to progress at their own learning pace in oral language, reading and writing.

STRANDS (*Irish Primary Language Curriculum, 2019: Section 4*)

- Oral Language in English and Irish
- Reading in English and Irish
- Writing in English and Irish

ELEMENTS (*Irish Primary Language Curriculum, 2019: Section 4*)

1. Developing communicative relationships through language (English and Irish)
2. Understanding the context and structure of language (English and Irish)
3. Exploring and using language (English and Irish)

STRAND 1: ORAL LANGUAGE

The Oral Language strand requires specific attention in the early years of primary school as it is fundamental to the development of reading, writing and learning across the curriculum.

DISCRETE ORAL LANGUAGE: A *Discrete Oral Language* lesson (**in Irish and English**) has been defined by staff as: *A specific oral language development lesson/lessons of thirty minutes per week, focusing on the five components of effective oral language instruction: promoting auditory memory, developing speaking and listening skills, teaching and extending vocabulary and conceptual knowledge, creating a language learning environment and teaching a variety of spoken texts.* Form, structure, use of language and grammar are addressed during Discrete Oral Language. Children are encouraged and taught to use correct pronunciation, grammar, tone/pitch etc. when speaking. On occasions this may

need to be done discreetly by the teacher. Teaching strategies are carefully selected with the ultimate aim to develop children's confidence in speaking in small group/large group situations.

FIVE COMPONENTS OF ORAL LANGUAGE in English (T1) and Irish (T2)

1. Promote Auditory Memory: Teachers read poetry/stories to the children. The children are taught to retell stories, recount events, play memory games and engage in oral activities.
2. Develop Listening and Speaking Skills: Children are taught the rules for social interaction; turn taking, politeness and non-verbal skills (body language). They are made aware of listening and speaking opportunities in all areas.
3. Teach a Variety of Spoken Texts: The children are taught to effectively make oral reports, debate, tell stories and verbalise procedures.
4. Create a Language Environment: Teachers ensure their classroom is 'print rich'; that the classroom library is well stocked with appropriate books; that the environment stimulates and motivates the children to broaden their vocabulary and develop a love of reading.
5. Teach and Extend Vocabulary and Conceptual Knowledge: Teachers teach individual words, word strategies, and foster an awareness and a love of words and language

Feidhmeanna Teanga (available on staff Google Drive) (see Appendix B)

Is ciall le feidhm teanga ná an ús áid a bhaineann duine as an teanga chun cuspóir cumarsáide a bhaint amach. m.sh. cuireadh a thabhairt. Tá gá le feidhmeanna teanga a roghnú, a fhorbairt, a mhúineadh agus a úsáid chun go mbeidh;

1. an fhoireann ar fad aontaithe ar an gcur chuige.
2. Forbairt agus leanúnachas ó rang go rang.
3. Treoir agus structúr.
4. Go mbeidh na paisti in ann an ghaeilge atá acu a úsáid.

Ta cóip de na cinn atá roghnaithe ag na múinteoirí chun béim a chur orthu sa scoil seo, ag deireadh an bplean seo (**Appendix B**).

ORAL LANGUAGE SKILLS in English (T1) and Irish (T2)

Although discrete language skills associated with each strand are essential, engaging with all three strands of oral language, reading and writing in an integrated way enables the child to become a more effective communicator. Within the Primary Language Curriculum, integration is defined in terms of:

- the transfer of skills that occurs across languages
- teaching language in other curriculum areas
- interaction across the three strands of oral language, reading and writing.

Children transfer certain skills and concepts from their first to their second language and to a third language in some instances. When teachers are aware of opportunities for transfer, they can introduce these skills and help children to generalise what they have learned to other languages. Identifying and focusing on skills that transfer across languages allows teachers to reinforce what has been taught in the school's first language, using the second language. Examples such as skills associated with word recognition, conventions of print and engagement in the writing process can transfer from one language to the other and thereby help the child learn the second language. Not all skills, however, will transfer across languages. Differences exist between the languages of English and Irish, such as morphology, sentence structure and some aspects of phonology. Schools can make specific provision for teaching language-specific skills and content as part of the planning process. It is important that English is taught through English and Irish is taught through Irish to effectively support children's learning of and across the two languages (Prim. Language Curriculum, Section 2.3).

The following skills will be taught to the children, time-tabled, and referred to in teachers' short-term planning. Specific lessons will be taught to develop listening and speaking skills. These skills will be linked with the writing genres (see section below on WRITING).

LISTENING (specific lessons agreed at each class level are taught by teachers and skills re-taught and reinforced on an ongoing basis.)

- Recognise and observe simple commands
- Establish rules for good listening: no fidgeting, sit nicely with feet on the floor, concentrate, have good eye contact
- Recognise and display non-verbal behaviours

SPEAKING (specific lessons agreed at each class level are taught by teachers and skills re-taught and reinforced on an ongoing basis)

- Use formal and informal language appropriately
- Engage in conversation
- Use pragmatics of social language – use appropriate responses
- Have awareness of voice projection and show voice projection
- Show eye contact
- Awareness of proximity
- Awareness of audience

- Awareness of pitch and tone
- Ability to give oral reports
- Ability to tell stories and anecdotes
- To work in partners or small groups
- To give instructions
- To argue a point
- To debate

Key objective: to give students experience in selecting and organising information for specific purposes i.e. that the children (taking into consideration their audience) will be able to describe orally people, places, times, processes and events, including the ability to provide elaborate detail to what he/she describes or narrates.

Thematic Approach: A list of themes for teaching vocabulary will be used from Junior Infants to 6th classes using a spiralled approach. The Aistear themes from the JI programme and the *Deich Téamaí* from the Irish curriculum are used to identify themes.

Is iad na téamaí ar a bhraitear iomlán na hoibre sa roinn seo a leanas ná ...

1. Mé féin
2. Sa Bhaile
3. An Scoil
4. Bia
5. Ócáidí speisialta
6. An Teilifís.
7. Ag siopadóireacht
8. Éadaí
9. Caitheamh Aimsir?Turas
10. An Aimsir.

I measc na comhthéacsanna seo sa Ghaeilge beidh-

1. Agallamh, 2. Rólanna, 3. Cluichí teanga, 4. Tascanna agus fadhbanna, 5. Druileanna, 6. Drámaíocht, 7. Físeáin, 8. Dlúthdhioscanna, 9. Scéalaíocht, 10. Filíocht-rainn-dánta, 11. Amhráin, 12. Rabhlóga, 13. Tomhais, 14. Seanfhocail, 15. Tréanna (Repetition)

An extended vocabulary list for each class level has been identified using *Twenty Steps Towards Language Development (Teachers' Centre Drumcondra)*: Junior Infants (5 words); Sen. Infants (10 words); 1st (10 words), 2nd (10 words); 3rd (10 words); 4th (10 words); 5th (10 words); 6th (10 words). **(Available on staff Google Drive)**

Strategies English (T1) and Irish (T2)

Oral Language is used as a basis for reading and writing. All lessons are introduced with an Oral Language activity. The development of Oral Language takes place across all subjects and throughout the whole school day. Sometimes oral language is used as an alternative to written exercises in developing children's comprehension skills. In an effort to develop higher order thinking skills the teachers use questions:

- To gain maximum information
- To seek and to give explanations
- To discuss different possible solutions to problems
- To argue a point of view
- To persuade others
- To examine fact and fiction, bias and objectivity etc.
- To develop critical thinking skills

CLIL

Central to the successful learning of a second language is exposure to the language. Children learning Irish as an L2, who have less exposure to the language, need opportunities outside of the Irish lesson to hear and listen to the language that they are learning. They can also practice and consolidate the language that they have already acquired. Teachers do this by using Irish regularly as an informal means of communication throughout the day and by teaching other subjects or aspects of other subjects through Irish and using Content and Language Integrated Learning (CLIL). In this way, the children will hear and speak Irish during the day. Fostering a positive disposition towards using the language and encouraging the use of Irish informally during the day supports the acquisition of the language. (Prim lang Curriculum, Section 2.3)

Cur chuige Cumarsáide

Tá béim ar an gcaint agus gach iarracht déanta chun gach dalta a chur ag labhairt Gaeilge gach lá fiú má tá sé i sli an simplí agus neamh chruinneacht ag baint leis.

I ngach cheacht beidh

1. Réamhchumarsáid (Spreagadh agus múineadh na bhfocal nua)
2. Cumarsáid agus (Úsáid na gaeilge- caint) larchumarsáid. (Dul siar)
3. larchumarsáid (Dul siar)

Five Contexts of Oral Language English (T1) and Irish (T2)

Teachers help children to develop their oral language through the following five contexts:

- Talk and Discussion
- Play and Games
- Poetry
- Story
- Improvisational Drama/ Féile Drámaíocht

Organisational setting

Teachers use a range of organisational settings for development of Oral Language in **English (T1) and Irish (T2)** such as pair work, group work, whole class discussion, formal and informal debates and circle work.

Presentation

Children are encouraged to present their oral work in English (T1) and Irish (T2) to a range of audiences such as classmates, other teachers, and school visitors, using the school intercom (Bolscaire), the Christmas Concert, Cor Fhéile, Féile Drámaíocht and other performances also give the children opportunities to present their work to a range of audiences.

ASSESSMENT of Oral Language: Oral Language is assessed using the Primary Language Toolkit “**Progression Continua**” and Materials (available at www.curriculumonline.ie). **Available also on Google Drive**

RESOURCES

The *Five Components of Effective Oral Language Instruction (PDST)* **Available on Google Drive**

Posters and Oral Language cards, Chatterbox, Alive-O material, Prim-Ed exercises in listening and oral comprehension, class readers, language box, Posters used in SPHE and SESE etc.

STRAND 2: READING

The children in St. Comán’s Wood Primary School are taught to read in two languages - Irish and English. However, as English is the school’s working language it emphasises attainment in reading in English while acknowledging the transfer of skills from reading in English to reading in Irish. Ní bheidh leitheidreacht foirmeálta ar siúl i ranganna naíonain no rang a haon ach léifear leabhair mhóra do na paistí go rialta sna ranganna seo.

READING RECOVERY (English): There are 3 teachers on staff who are trained in Reading Recovery. Children from Senior Infants, who have already spent one year in school and are not reaching targets expected from them in English reading are tested. The reading recovery teacher will work with the children who score lowest in the test (maximum 4). Children receive one to one tuition for up to 20 weeks. Once they are discontinued they will continue to be monitored in the classroom setting and receive the necessary support, if required.

Teacher's resource: *The Reading Process (PDST)* [Available on staff Google Drive](#)

Reading skills developed in St. Coman's Wood Primary School from Junior Infants to 6th classes [Available on Google Drive.](#) In every class there are children with different reading abilities both in Irish and English. The teacher caters for these different abilities in a sensitive manner and strives to develop confidence in the child as they learn to read. It is imperative that children taste success while reading. This is done by ensuring that the material they read is appropriate to their ability.

Emergent Reading (C 18, TG 50; Drumcondra English Profiles 91 – 93, 96 – 97: Learning Support Guidelines 80 – 81).

The English *Teacher Guidelines* (pg.54) state that

“ ... the child will not be expected to engage with a structured reading scheme until his/her language competence is strong enough to support reading development. Children by and large, can begin a structured reading programme some time during the senior infant class.”

The emphasis in junior infant classes is on pre-reading skills. Asking children to read a book before they are ready is exposing them to failure. A positive experience of emergent reading in junior infants that is characterised by informal activities provides children with the necessary skills and confidence to progress to the challenges presented by a structured reading programme.

Big Books, Picture Books etc. in both English and Irish are used so that children are given many opportunities to hear reading, talk about reading, appreciate the usefulness and pleasures of reading, to help them understand the conventions of text and the terminology of books (letter, word, sentence, page number, reading from left to right) etc. There is strong evidence to show that reading aloud a range of text genres on a daily basis (at least two or three times a day) is a key component of an effective early literacy instructional programme.

In Junior and Senior Infants a set of 4 books relating to the oral language theme of the month are read to the children discussed and activities based on these books are carried out (see attached list Appendix A).

Basic sight vocabulary will be taught in Junior and Senior Infants based on the themes in Aistear. However, if children are able to read when coming to St. Comán's Wood Primary School they will be encouraged to continue reading at their level and suitable reading material will be available for them in their classrooms.

LÉITHEOIREACHT

- Ullmhúcháin- Rainn, cluichí éisteachta, pictiúrleabhair, prionta Gaeilge sa timpeallacht agus labhairt neamhfhoirmiúil.
- Tús na léitheoireachta: Prionta gaeilge sa thimpeallacht, leabhair mhóra agus leabhair bheaga.
- Páistí ó na ranganna shínsearacha ag léamh do na ranganna shóisearacha

Junior Infants: Focus is on developing pre-reading skills. The formal class reader is not introduced at this stage. Appropriate library/ancillary books are read in school and at home depending on the child's ability as follows:

- Picture books – no script
- Books with one or two words
- Books with one sentence or more depending on the child's ability.
- Alphabet books e.g. Everything in book beginning with 'c'.
- Sight words from the Jolly Phonics programme are sent home with the children to learn/read with their parents (CV/VC/CVC etc & sight vocabulary).

Senior Infants: At this stage the formal individual class reader is not introduced to the child. Every child takes home a differentiated book/books every week. Library/Ancillary books continue to be used. Big Books may be read. The teacher first reads the Big Book, modelling good reading. At senior Infant level children work on levels up to or on Turquoise.

A combination of real big books and scribed books are used to focus on high frequency words and difficult words from the *Jolly Phonics* programme.

Ancillary Readers: **English Reading**

Storyworld (Sets 1 - 6); Story Street; Go Books; Ginn 360 (Sets 1 and 2); Oxford Reading Tree; Big Cats.

Ancillary readers are used extensively in the school for teaching reading in English. Each child has a book going home at his/her reading level. The role of the parent is to listen/support his/her child's reading - not to teach reading. Children move through the reading levels at their own pace, with close and careful monitoring by the teacher. To ensure children continue to progress in their reading, staff identified a highest level for each class. Not all children in the class will reach the highest level before the end of the school year. Those who do, are encouraged to read

library books of his/her choice, at an equivalent or higher level and is not moved onto the next ancillary reader level until they progress to the next class.

Le haghaidh léitheoireach Gaeilge féach ar an tábla thíos (Table 1.1)

GRADED COLOUR CODING SYSTEM USED for ENGLISH READERS , AT EACH CLASS LEVEL.

- Up to Turquoise in Senior Infants but not beyond turquoise in Senior Infants and lower colour bands for some children
- Up to Lime in 1st Class but not beyond Lime in 1st class and lower colour bands for some children
- Between Lime and Grey bands - 2nd/3rd and lower colour bands for some children
- In Grey in 4th Class but not beyond grey in 4th class and lower colour bands for some children
- Between Grey and Dark Red bands - 4th/5th and lower colour bands for some children
- Up to Dark Red in 6th class and lower colour bands for some children.

If a reading level/colour is achieved/reached as indicated above, before the end of the year, children do not go onto the next level. Instead, supplementary reading books/ library books are used which encourage enjoyment and fluency in reading (David Walliams, Anne Fine, Michael Morpurgo, Harry Potter, Enid Blyton, Horrible Histories, Marita Conlon etc.)

0 Lilac		8 Purple	
1 Pink		9 Gold	
2 Red		10 White	
3 Yellow		11 Lime	Stop here in 1 st Class
4 Blue		12 Brown	A: Stop here in 2 nd Class
			B:
			C:
5 Green		13 Grey	A:
			B:
			C: Stop here in to 4th
6 Orange		14 Dark Blue	
7 Turquoise	Stop here in Senior Infants	15 Dark Red	

A copy of our full “Reading Book colour coding” system is available on Google Drive.

1st/2nd classes:

Class readers are used in conjunction with ancillary/supplementary readers. Children are grouped according to their ability for reading. Teachers on the Learning Support team may also hear the children reading. In 1st/2nd classes, children may be in mixed-ability groups for station teaching led by the needs of the children in a particular class. Oral Language, Comprehension, Word attack strategies, Grammar/Phonics, writing activities and reinforcement of key words are taught during reading lessons either in whole-class or small group settings.

3rd – 6th classes:

Reading skills (see appendix C) word attack skills and dictionary skills continue to be taught during reading lessons. Teachers will use a variety of approaches sometimes grouping children according to ability, sometimes using mixed ability groups depending on the needs of the children and the focus of the reading lesson. The Special Needs team will work with class teachers and assist them when working with reading groups and/or station teaching.

READING FLUENCY in English (T1) and Irish (T2)

Fluency is the ability to read aloud with expression to demonstrate an understanding of the author’s message (Department of Education and Training in Western Australia, 2004:30). The three components of reading fluency are:

Accurate word recognition: In order to improve reading fluency pupils should be reading at their instructional reading level i.e. 90% - 95% accuracy).

Automaticity: This is the ability to read words without conscious decoding. Here your reading allows you to read words fluently so that you can concentrate on comprehending text.

Rhythm and intonation: concerns the ability to read with some sort of inflection. This is help through exposure to modelled fluent reading patterns; provision of opportunities to practise the fluent reading behaviours; opportunities to focus on and practice reading with expression.

Others dimensions used in *Reading Recovery* include the following: Expression & Volume, Phrasing, Smoothness, Pace. Teachers ask questions such as: What did the reading sound like? Were there any self-corrections? What sources of information are tried/neglected by the child?

ORGANISATION OF READING IN THE CLASSROOM in English (T1) and Irish (T2)

Teachers use a variety of organisational settings when teaching reading. Teachers **choose** from the following reading strategies when teaching reading.

- **Whole class reading**
- **Station teaching** (focus on phonics, vocabulary development, sight vocabulary);
Early Intervention Literacy groups target children in 1st and Senior infants for small group literacy support based on Standardised test results and teacher observation
- **DEAR;** (Drop Everything and Read) Children drop everything and read at a regular time chosen by the teacher. Teachers ensure that all children have a book they can read in advance of DEAR time. Teachers use their discretion in deciding the amount of time children spend reading.
- **Group reading;**
- **Parent/grandparent reading groups;**
- **Reading roles in reading groups;**
- **Independent reading;**
- **Individualized reading;**
- **Teacher reading aloud;**
- **Silent reading**
- **Reading for Pleasure**
- **Round Robin Reading** where individual children are asked to read unprepared text one after the other in front of the whole class group is cautiously used in St. Comán's Wood Primary School for a number of reasons namely:
 - Readers give their worst performance
 - Provides listeners with several examples of poor reading. Children provide poor models for each other.
 - Good readers are reduced to the speed of the slowest reader. The amount of material covered is also artificially restricted.
 - Poor readers publicly demonstrate their inability
 - Children dread doing it and are bored listening to it
 - No planning is involved. Designated readers deal with limited portions of text. Alternative strategies such as '**Reader's Theatre**' where children have pre- prepared the section they will be reading in front of their peers (taking on a particular character, narrator etc. using highlighted text) is encouraged for the following reasons namely:
 - Because practice precedes performance, the quality is improved
 - Children provide their best performance for each other

- Speed increases with practice
- Rehearsal enables poor readers to give their best
- Children enjoy participating and listening
- Planning and rehearsals around the whole text promote sensitive and thoughtful responses and increased understanding and appreciation.
- **Choral reading:** Children chorally read a portion of text altogether.
- **Echo reading:** The teacher may work with a small group (station teaching/ individual). The teacher models fluent reading and the children repeat the reading back to the teacher. They echo the teachers' expression and intonation etc.
- **Buddy/Shared reading:** Older children are paired with younger children. If children are too close in age, some readers might feel uncomfortable when reading aloud. There are benefits for older and younger children here. Fifth/Sixth class do Shared Reading with children from 1st, 2nd, 3rd and 4th classes. The children from 1st – 4th classes are chosen by the class teachers. They are children who have reading problems due to learning difficulties or children whose second language is English.
- **Paired reading:** This approach follows a set of routines involving modelling and practice. The teacher/adult first models 'fluent reading' for the child. The child follows the text while the teacher/adult reads; the child is then encouraged to read and/or re-read the text 'out loud' with the teacher/adult (repeated reading and assisted reading). When the child is ready he/she is encouraged to attempt to read independently. Assistance and prompting is provided by the teacher/adult when required. The teacher may decide to rotate between the modelling, repeating and assisted reading stages.
- **Peer tutoring:** Peer tutoring is a model of developing reading where children are paired together to read for meaning. Children of differing abilities work together where they both read the same text, with the better reader modelling good reading first. They ask each other questions on what they have read which helps them to focus on the meaning of the text. The children scan the text for new vocabulary, use their dictionaries to find their definitions, and then make a flashcard. New vocabulary is checked until both have a mastery of pronunciation and both are able to use the word correctly in sentences. Each day children have the opportunity to gain a reward stamp for following the correct procedures - 10 of which can be traded for a homework pass, so motivation is high. Peer tutoring is used every day for eight consecutive weeks in class.
- **The class reader, using an integrated reading approach. [Available on Google Drive:](#)**
- The class reader is gauged towards the average child. In 3rd – 6th classes the skills of reading (see Appendix C) are taught in an integrated fashion using picture cues, word attack skills, phonics, dictionary work, comprehension, information retrieval skills, automaticity, rhythm and intonation etc. and using a variety of strategies from those listed above. Teachers cater for the different needs in the classroom by asking questions gauged at different levels of ability.

A TYPICAL READING LESSON: Aistreoidh na páistí na scileanna seo a leanas go dtí an Ghaeilge ach níos moille ná mar a dhéanfaidh siad é sa Bhéarla

1. Book introduction	Prior knowledge; Context of the book; Predict using cover; Title; Author; Difficult words; Picture walk
2. Strategy check	Consolidating various strategies, e.g connecting or word attack skills/phonics e.g. chunking
3. Independent reading	Remind children of skills they will be using; Reading aloud or Silent reading (pace, rate, intonation, expression, fluency); Here the teacher supports the child in specific areas to drive improvement.
4. Returning to the text	Comprehension; Effective questioning (literal, inferential and evaluative - a ménage of all)
5. Response to the text	Critical thinking and discussion; Giving opinions; Asking questions; Follow up activity.
6. Re-reading guided text	Where? When? Why?

CLASS NOVELS

The novel is used from 1st class up to give children the experience of using real books. Competent readers are introduced to novels in 1st class, when appropriate. Novels can be read independently or used in a group or class setting. Carefully selected class novels help to encourage children to read and draw the child's attention to descriptive text, development of characters, plot etc. It is expected that class teachers have read and are very familiar with novels before using them for class discussion. Real books are also used from Junior Infants, with Big Books being used in the early years (English (T1 and Irish T2).

Outside the set novels listed below teachers use their own discretion in using novels in the classroom to develop skills in English.

Class Level	NOVELS
3rd	The Yucky Prince by Larry O'Loughlin
4th	The Sheep Pig by Dick King Smith
5th	‘Carrie's War' by Nina Bawden
6th	'Holes' by Louis Sachar

Table 1.1 Áiseanna in úsáid le haghaidh léitheoireacht agus múineadh na Gaeilge

Rang	Scéimeanna	Sa Bhreis
Naíonáin Shóisearacha	Bua na Cainte	Éadaí Liam Ag siopadóireacht le Mhamáí An leabhar Mór Donn-gorm srl
Naíonáin Shínsearacha	Bua na Cainte	
Rang a haon	Bua na Cainte 1 Clár idirghníomhach Bua na Cainte- Leabhar Oibre 1 Litrithe tógtha ó Bua na Cainte 1	
Rang a dó	Bua na Cainte 2 Clár idirghníomhach Bua na Cainte- leabhar Oibre 2 Litrithe ó bua na Cainte Ám don Léamh 1 agus 2	
Rang a trí	Am don Léamh 3 Béal /beo 3 Fuaimeanna agus Focail 3	Cois Farraige
Rang a ceathair	Am don Léamh 4 Seo leat (Tá filteán foghlamtha ag gach páiste le haghaidh litrithe, dánta, rainn, frásaí cainte,	Fiacla Mhamó (18) An tuan Beag Dubh (10) Daifní Dineasar (17)

	nathanna srl)	
Rang a cúig	Seo Leat 5 Am don Léamh 5 Fuaimeanna agus focail 5	Hé a Ruairí (14) Drochlá Gruaige (10) Moncaí dána (6) Deirdre agus an Fear Bréige(6)
Rang a sé	Bun go Barr 6 Am don Léamh Ceart Litriú 6	Seoda 3 (7) Lasracha 4 (8) Sléibhte 5 (8) Coillte 6 (8) Tleannta 7 (8) Tonnta 8 (5)

SUPPLEMENTARY/ANCILLARY/PARALLEL readers are used to give children the opportunity to read at their level. At an early age children become aware of their different abilities. In St. Comán's Wood Primary School teachers make every effort to instil confidence in children, and help them to identify and use their talents. It is very important that children with difficulties in reading are affirmed, encouraged and supported in taking the next step. Every child needs to taste success regularly in some areas of school life. Parents have a very important role in encouraging their children to read. Time children spend reading together with parents should be a pleasurable experience where the parent and child use an age appropriate book set at the child's level of ability. The Parent Teacher meeting gives the teacher the opportunity to give parents advice on how they can best support their children with reading (paired reading) and how they can reinforce what is done in the classroom.

PRINT RICH ENVIRONMENT (English and Irish)

In our classrooms and school, children are surrounded by print. Everything in the classroom is labelled at a level appropriate to the age of the children in the class. Teachers use posters, charts, dictionaries, newspapers etc. to provide an appropriate print rich environment for the children. From Infants children are able to use the labels and posters in their classrooms as cues for writing. Word banks are kept 'within easy reach' of the children and are easily accessed by them.

LIBRARY (English and Irish)

Shelves have been installed on both the Junior and Senior sites for library books. The DATABIZ library system is used for recording the subject and level of all school books (over 6,000 books). All books are stamped and marked. It is possible to track all school books and their lenders.

The DATABIZ system will be used to track popular titles, reluctant readers, and lending history of individual children. Teachers will continue to have a stock of 150 suitable library books/ancillary readers in their classrooms (average of 5 books per child). This stock of classroom books can be exchanged for books from the school library stock, by teachers any time they deem fit and this exchange will be recorded/scanned on the school DATABIZ system. Books are purchased using discount from the school Book Fair, in local second-hand book shops and donations from parents. It has been noted in a recent school review that children are now reading at their level and really enjoying the library books.

PHONOLOGICAL AND PHONEMIC AWARENESS (English)

Children's ability to apply the phonological principle in the process of word recognition is greatly enhanced by effective systematic instruction in phonological awareness training, phonic knowledge and engaging in meaningful emergent writing and reading activities in the infant classrooms (2013, Gleeson, Supporting Children's Literacy Development in Primary School). Phonological Awareness is an umbrella term which includes Phonemic Awareness (focused on sounds of letters and letter blends), Syllabification (focused on breaking words into syllables) and Onset and Rime (focused on rhyme). **The Jolly Phonics programme is used in the school in infants. Jolly Grammar is used in 1st - 2nd classes.**

Children in Junior Infants learn:

- to identify initial sounds and sound association of letters A-Z

Children in Senior Infants learn:

- to recognise and name letters A-Z.
- to blend consonant and short vowel sounds (cv)
- to recognise ai, oa, ee, ou, ue, er, ar, or, sh, ch, th, oo, ie, ng, qu, oi, er and know their sounds.
- to blend 3 letter words (cvc) using Jolly Phonics word boxes

WORD IDENTIFICATION STRATEGIES

From Junior Infants children are encouraged to look at letters in words, to look at the shape of words, to look for letters they recognise, to sound out letters that they know, to look for little words in big words etc. The following jingle may be introduced in first class:

Look at the front

Look at the end

Find the root

And then blend

Other strategies used with the children every day are encouraging the children to look at the shape of the word, look for small words, breaking the word into syllables etc. Children are also encouraged to use syllabification and contextual clues.

LANGUAGE EXPERIENCE CHARTS

Flip charts/ interactive boards/ mini-whiteboards are used to record basic words children use in their everyday experiences. These words are used to help develop basic sight vocabulary. In junior classes teachers compose sentences using these words and subsequently model the reading process.

COMPREHENSION STRATEGIES

Teacher Reference Book: *Guiding for Comprehension: Teaching for Meaning (PDST)*. [Available on Google Drive.](#)

The repertoire of comprehension strategies, as listed by PDST, will be formally taught in the different class levels, to children in St. Comán's Wood Primary School as follows:

Junior Infants	Senior Infants	First Class	Second Class
Predicting	Predicting	Predicting	Predicting
Connecting	Connecting	Connecting	Connecting
Creating Images	Creating Images	Creating Images	Creating Images
	Self Questioning	Self Questioning	Self Questioning
		Skimming	Skimming
		Scanning	Scanning

Third Class	Fourth Class	Fifth Class	Sixth Class
Predicting	Predicting	Predicting	Predicting
Connecting	Connecting	Connecting	Connecting
Creating Images	Creating Images	Creating Images	Creating Images
Self Questioning	Self Questioning	Self Questioning	Self Questioning
Skimming	Skimming	Skimming	Skimming
Scanning	Scanning	Scanning	Scanning
Determine Importance	Determine Importance	Determine Importance	Determine Importance
Comparing	Comparing	Comparing	Comparing
	Summarising and Paraphrasing	Summarising and Paraphrasing	Summarising and Paraphrasing
	Inferring	Inferring	Inferring
		Synthesising	Synthesising
			Monitoring Comprehension

The book marks in the PDST resource “*Guiding for Comprehension: Teaching for Meaning*” may be used as a tool for helping children to differentiate between the different comprehension strategies.

COMPREHENSION STRATEGIES will be taught using the *Gradual Release of Responsibility/ Explicit Instruction* model as follows: A visual guide of this model is [available on Google Drive](#).

First, the teacher explicitly describes the comprehension strategy about to be taught and states why good readers use this strategy when reading. The teacher explicitly models the strategy by demonstrating and thinking aloud while the children observe the strategy in action. Following this, the teacher continues to model the strategy and invites the children to contribute their ideas. Next, the children engage in collaborative use of the strategy through guided practice where the teacher gradually releases responsibility for the strategy to the children through scaffolding instruction and facilitation. Finally, the children engage in independent use of the strategy in subsequent lessons.

For developing comprehension skills teachers encourage children to use the following strategies:

- **SQ3R:** Scan, Question, Read, Recite, Review
- **KWL:** What is it you Know? What is it you Want to know? What have you Learned?

In a whole class situation during an oral language lesson teachers cater for all abilities through clever use of well thought out questions. Questioning should focus on three types - curiosity questions, procedural questions and questions for social purposes (Element 3, Irish Language Curriculum, 2018).

Teachers use a variety of organisational settings when striving to develop the pupils’ comprehension skills: sometimes children working individually, in pairs, in groups or with the whole class. Comprehension skills are developed through oral and written work with an emphasis on discussion. Workbooks and class readers are used selectively and judiciously by teachers as a tool to develop the pupils’ comprehension skills. Comprehension skills are developed across the curriculum in all subject areas. Information on [using group work to develop comprehension skills is available on Google Drive](#).

PARENTAL INVOLVEMENT

Teachers recognise that the parent’s support is crucial and parents support teachers primarily by showing an interest in their child’s learning: listening/talking with their children, talking about the pictures in books, listening to their children reading, asking them questions on what they have read, checking spellings, encouraging them to become members of the local library etc. Parents are asked to sign their children’s homework diaries. Some class teachers may ask parents to sign reading logs. If parents are concerned about their child’s progress they should discuss this with the class teacher at the earliest opportunity. Parents may be asked to assist a class teacher with hearing reading of a class which does not include his/her child.

ROLE OF THE SPECIAL EDUCATION TEAM of teachers:

See school policy on Special Needs.

BOOK RELATED EVENTS

Responsibility for the organisation of a Book Fair lies with Ms. Caitríona Duignan (Special Duty Teacher). Parents are notified in advance of the Fair in a school letter. Infants may purchase books after 2.00p.m. with their parents. Other classes are timetabled to visit the fair during school time and may also visit it after 3.00p.m. with their parents. At the end of the week a percentage of money spent during the fair is given to the school to choose books for the school. The company voucher is divided equally between all teachers to select books for their classes.

- Book week: Children are sometimes encouraged to dress up as their favourite character.
- Authors/Poets/Journalists are occasionally invited to read and speak to the children
- The children visit the local library on occasions to hear books read.

STRAND 3: WRITING

SCRÍBHNEOIREACHT

Tús na scríbhneoireachta. Pictiúir agus focail, abairtí simplí, cuardach focal, lipéidí, lion isteach na bearnaí, cuir abairtí in ord.

Forbairt agus próiseas.

- Beidh forbairt ó rang go rang bunaithe ar an scéim atá in úsáid agus leibhéal na daltaí. Sa taobh shínsearach beidh dánta acrostics á scríobh, dánta simplí, scéalta gearra, litreacha, cártaí poist ailt agus rámhlaí á scríobh. Tá sé de nós sna hardranganna a leabhair beag simplí féin a scríobh agus iad sin a scaipeadh i measc na daltaí ina rang féin agus i ranganna eile. Braitheann sé ar chumasc na ndaltaí atá sna ranganna.
- Baintear úsáid as dlúthdhioscaí ar an ríomhaire chun léitheoireacht agus scríobh a fheabhsú.
- Chun feabhas a chur ar iarrachtaí pearsanta moltar an dalta go minic, léifidh siad a gcuid oibre, gheobhaidh siad lipéid dona gcuid oibre agus úsáidfead cuid de lá na gaeilge.
- Ceartú Bainfead úsáid as na comharthaí céanna atá in úsáid sa Bhéarla ach gan gach botúin a cheartú má tá alán daoibh ann.
- Litriú Bunaithe ar na háiseanna atá leagtha amach sa tábla thuas.
- Gramadach. Déantar cuid mhaith de'n fhoghlaim go neamhfhoirmiúil tríd an labhairt. Foghlaimítear na haimsirí, réamhfhoclacha, úsáid urraithe agus séimhithe sna ranganna sínsearach de réir mar atá leagtha amach sna scéimeanna agus ag cloí leis an gcúraclam.
- Peannaireacht. Béim ar néatacht, stíl mar atá leagtha amach sa phlean Béarla.
- **Scríbhneoireacht saor -in úsáid mar obair bhaile- abairt amháin i rang a 1, 2 abairtí i rang a 2 srl**
- A copy of 'writing skills' developed in St. Comán's Wood Primary School from infants – 6th please [is available on Google Drive](#)

A copy of the PDST booklet *Writing Genre - A Structured Approach*, [is available on Google Drive](#)

Five components of writing: **English (T1) and Irish (T2)**

- Handwriting
- Spelling
- Grammar
- Punctuation
- Genres
- Vocabulary

EMERGENT WRITING in English (T1) and Irish (T2)

For children to successfully learn the vital skill of writing, they first need to develop essential pre-writing skills, and to practise these skills with “pretend” writing, which is more accurately termed emergent writing. Pre-writing skills include the strength and dexterity required to use and manipulate a pencil, as well as sensory awareness and good hand-eye coordination. Fine muscle development and dexterity develop as children paint, draw and scribble, thread beads, play with puzzles and Play-Doh and sing action songs.

At first young children playing with writing materials will produce random scribbling. This develops into mock handwriting which does not contain any identifiable letters. Then before producing conventional letters, they will go through a stage of writing mock letters. Once they are able to write their letters, they will proceed from invented spelling through guessed or phonetic spelling before they learn conventional spelling. There are three distinct phases in the emergent writing phase – pre-communicative, pre-phonetic and phonetic.

The writing process is modelled by the teacher. *“Children learn to walk by walking, talk by talking and write by writing”*. D. Graves.

Supports we use to develop emergent writing: Jolly phonics; blank copies – draw and write; accepting children’s writing from infants and praising pupils’ early attempts at writing; station teaching; *Aistear*; Whiteboards; word banks; display spaces for writing.

FREE Writing: To encourage free writing children in St. Comán’s Wood Primary School are given opportunities to write freely on a regular basis **in English and Irish** .

Free writing should be just that 10 - 15 minutes of free writing, when the children can write freely. It should be in a special copy. It should be dated. Children should be told beforehand that it will not be marked, corrected or criticised. Children may be given the opportunity to read what they have written to the teacher. There should be no pressure on children to “produce” an amount of writing. The reluctant writer may use pictures to convey a message.

Free writing allows the teacher to assess and monitor where the learner is at. It indicates what the common writing behaviours in my class are and provides me with a starting point for my teaching. I can use the children's common writing errors as focus/teaching emphases when modelling writing.

PARENTS PLEASE NOTE THAT THE FREE WRITING COPY WILL NOT BE MARKED OR CORRECTED, BUT WILL BE READ BY THE TEACHER. Children learn to walk by walking; children learn to talk by talking and children learn to write by writing. We hope you enjoy their writing. I mbliana tá scríbhneoireacht saor tosaithe mar obair bhaile

Writing GENRES : English (T1)

The writing genres are covered over a two-year period as follows:

Year 1: Formal teaching of ...	Year 2: Revision of ...	Year 1: Formal teaching of ...	Year 2: Revision of ...
Recount Explanation Report	<i>Narrative Procedural Persuasive (exposition)</i>	Narrative Procedural Persuasive (exposition)	<i>Recount Explanation Report</i>

The formal teaching of one individual genre will take place over 6-8 weeks during each term, while the genres taught in the previous year will be recapped on and revised.

HANDWRITING

The formation of lower case and upper case letters in the Junior and Senior sections of the school are [available on Google Drive:](#) Cursive script is encouraged. Children are taught from the beginning of Junior Infants how to hold a pen, crayon properly, using the 'tripod grip'. Stickers on the pencil are used to indicate where children should place their fingers and thumb when gripping a pencil. Children are also taught how to form their letters properly. A consistent approach is used throughout the school.

Children in **Junior Infants** write between 2 lines. Some **Senior Infant** children write on one line.

First Class

Children continue letter formation as in Junior and Senior infants. Children move to writing on just one line, skipping a line between sentences. Children will practise their handwriting daily.

Second Class

Correct script will be reinforced at the beginning of the school year. Children no longer skip lines between sentences. For handwriting practice children use B2 handwriting copies and the focus is on neat, tidy handwriting with correct formation. A red pen is introduced in 2nd class for headings, dates and margins. Children begin to join letters in cursive form.

Third Class

Handwriting is practised formally twice a week for 3rd classes and once a week formally for 4th classes. Pens are introduced in 3rd class during the 2nd term in handwriting copies.

Fourth Class

Children will continue writing in cursive form and should be proficient by the end of fourth class. Children will at times during the year write in pen using a handwriting pen. A B4 handwriting copy will be used for practice.

Teachers manuals on the STEPS writing programme are available on both sites. Teachers use these manuals for advice and guidance on teaching writing.

[Editing Checklist for pupils](#) is available on Google Drive.

GRAMMAR

1st - 4th classes :

Children learn: Capital letters, unscrambling sentences, proper nouns, common nouns, plurals, personal pronouns, verbs, conjugating verbs, adjectives, possessive adjectives, comparatives and superlatives, adverbs, prepositions, conjunctions, a/an, the, sentences, punctuation, exclamation marks, commas, apostrophes, paragraphs, alphabetical order, dictionary work, tenses, antonyms.

Gramadach na Gaeilge

Rang a 4

SPELLING English (T1) and Irish (T2)

The focus of planning is on the child's acquisition of spelling skills and his/her progress with spelling. Teachers are aware of current thinking and research regarding the teaching and learning of spellings and copies of Brendan Culligan's book on spelling is available in the school All classes

from 1st – 6th use the following approach *Look, Cover, Say, Write and Check*. It is felt by teachers that if this is consistently taught and used by children from 1st – 5th classes the process should be automatic by the time children reach 6th class.

The school's structured phonics programme will help children learn spelling. However teachers are aware that phonics alone cannot be used to teach spelling and a consistent multi-dimensional approach is used in order to ensure that children do not become over reliant on phonics when spelling. Teachers encourage children to use a combination of *Look, Cover, Say, Write and Check*, Phonics and Word Attack skills when teaching spelling.

Spelling workbooks may be used to teach, develop and assess spelling skills

First/Second classes

Children are tested weekly from *Jolly Grammar Spelling Lists* 1 and 2, which are used also for dictation and phonics. Teachers will try to ensure that most pupils will be able to spell the first 100 words from the DOLCH List at the end of the second class.

Sa Ghaeilge -ní dheantar litriú foirmeálta i rang a 1 agus ní thosaítear litriú i rang a 2 go dtí i ndiaidh na Nollag. Tugtar 6 litrithe ar a mhéad go rang a dó. Úsáidtear focail ó “Bua na Cainte”

Third/Fourth classes

3rd class uses Stairwell 3 10 Spellings max per week

4th class use Reading Zone 4 for spellings- 10 per week max

Sa Ghaeilge- Úsáidtear Focail agus Fuaimeanna i rang a trí- 12 focail ar a mhéad i rith na seachtaine.

I rang a 4 usáidtear ‘Seo Leat ‘le haghaidh litriú- 10 ar a mhéad sa tseachtain

Fifth/Sixth classes

Learning Support children will focus on spellings from the SNIP Programme 1 and 2 lists. Teachers may encourage children not receiving learning support to set their own targets with guidance from the class teacher. Depending on the class needs supplementary spelling material may be chosen by the class teacher.. For core group, spellings may be chosen from (Reading Zone 5 and 6) 10 spellings max per week with dictionary/thesaurus work incorporated.

4th to 6th classes on the senior site all use Reading Zone, highlighted words in context- 10 words per week with the level of difficulty increasing in line with class level reading and comprehension.

Litriú- Úsáidtear Fuaimeanna agus Focail i rang a 5 agus Ceart litriú i rang a 6. Tugtar litriú le foghlain de réir chumas an pháiste- 16 ar a mhéad sa seachtain ó Fuaimeanna agus Focail do rang a 5 agus 12 ar a mhéad do rang a 6 as ‘Ceart Litriú’

Assessment of Spelling- weekly tests by teachers using both list and sentence method. A standardised test will be administered in May each year during administration of general standardised testing.

Assessment of Spelling

Teachers in the school use a variety of approaches.

- When spelling tests are corrected teachers may give marks for attempted spelling e.g. teachers highlight correct letters used in words. Teachers use their professional judgement when correcting spellings, depending on the child's ability.
- Teachers teach spelling and give spelling tests regularly. However, depending on the ability of the children or the length of the week they may choose not to give a spelling test. Spelling still needs to be monitored and children with difficulties identified.
- Teachers give children lists (taking differentiation into account) to learn and cater for different abilities by asking children to set realistic targets for themselves. Children are then encouraged to review their personal targets depending on their success.
- Standardised assessment will be carried out in each class prior to standardised reading and maths tests from 2nd class up.. The Schonell Spelling Test will be used to assess children's ability and progress from year to year.

Nessy- Children who have scored 'at risk' in the Dyslexia Screening Test or who have received a diagnosis of dyslexia from a psychologist and children who have scored below xxx in their standardised test will be timetabled to use an online App 'Nessy' in which they progress at their own level through a series of lessons which support their learning of spellings and reading. They will engage in this intervention for a period of 12 weeks.(approx) Children who scored between 20-50% in first class Drumcondra and between 20 and 50% in second class Drumcondra were chosen as participants in Nessy. Children with scores of up to 50% in first class may be chosen as it is felt that first class scores can be a little over inflated !

POETRY

Teachers and pupils have their own individual personal tastes in poetry/Filíocht. It is important that there is some flexibility in the selection of poetry by an individual class. **However the following core set of poems will be taught during the year:**

Class	Béarla	Gaeilge
Junior Infants	Miss Polly Betty 5 Little Snowmen Dogs The Ice Cream Van	Rólaí Pólaí Lámh Lámh eile Is maith liom Bainne Carr beag glas Oíche Nollag

Senior Infants	Incy Wincy Spider Pizza Dirt on my shirt After my Bath Sticky Licky	Aon, dó muc is bó is féidir liom rith An Teach Púca, ,an púca Daidí na Nollag
1st Class	Pancake Day A witch goes Shopping The Snowman Upside Down the Wrong Start	Taidhgín Turcaí Froganna Beaga glasa Cuimil do Bhosa An Bricfeasta An bháisteach
2nd Class	Betty at the Party The Pencil Motorway Witch Thirty Days has September My teacher took my Ipad	Duilleoga Deasa Buail ar an doras Sciarr an Mhuc, Seachain Tú Féin An t-Earrach
3rd class	Rainy Nights by Irene Thompson Halloween is nearly here Valentines Day I'll wear a Shamrock Dreaming of Summer	Seainín Bocht, Cat atá Istigh Don Bharbaiciú, Teilifís, Báidín Fheilimidh Na Séasúir
4th class	The Quarrel by Eleanor Farjeon The Witch by Percy H Holt Billy McBone by Alan Ahlberg On the NIng, Nang, Nong by Spike Milligan Once there was a Snowman (Anon)	Seoirse, le Seán Ó hEachthigheirn An Scoil le Daithí Ó Díollúin Duilleoga, <i>Ní fios</i> Snap! Snap! Snap! <i>Ní fios</i> An Gabhar sa Scoil, le Seán Mac Fheorais Sneachta le Seán Ó Finneadha Chuala mé an Ghaoth le Colm Mac Lochlainn Crann le Eamonn Ó Tuathail An Fear Bocht, <i>Ní fios</i> An Zú, <i>Ní fios</i>

5th class	<p>The Stolen Child by WB Yeats The song of Wandering Aengus WB Yeats Stopping by Woods on a Snowy Evening Robert Frost Silver Tarantella by Hillaire Belloc</p>	<p>An Seilide-Gabriel Rosenstock Pianta-Art Ó Súilleabháin Arachnophobia- Eamon Ó Riordán Sneachta Cúl an tí le Seán Ó Riordán. Liathróid i bPáirc an Chrócaigh le Éamonn Ó Riordáin Seáinín ó Am don Léamh Ámhrán na bhFiann</p>
6th class	<p>Two Witches Discuss Good Grooming by John Caldwell Trees by Joyce Kilmer Daffodils by William Wordsworth To a Squirrel at Kyle na No by WB Yeats Falling Snow, Anon.</p>	<p>An Fear Bocht An Clog Bláthanna na Earraigh le tSr. Colmcille Táim Láidir le Lionárd Ó hAnnaidh An Fear Bréige</p>

PAIDREACHA

Múintear na paidreacha seo a leanas sna ranganna thíos luaite.

Rang a haon

- **Comhartha na croise** In ainm an Athair agus an Mhic agus an Spiorad Naoimh. Amen
- **Altú i ndiaidh bia** Go raibh maith agat a Dhia mar is tú a thug bia dúinn, Go raibh maith agat a Dhia mar is tú a thug cairde dúinn, Go raibh maith agat a Dhia, Amen

Rang 2

- **Dul siar**
- **Altú roimh bia** Beannacht ó Dhia orainn atá ag suí chun boird le chéile, Beannacht ar an mbia a ithimid inniú. Beannacht ar na lámha a d'ullmhaigh dúinn é. Beannacht ó Dhia orainn féin. Amen

Ranganna 3 + 4

- **Dul siar**
- **'Sé do bheatha Mhuire** ata lán de grásta. Tá an tiarna leat. Is beannaithe thú thar mná agus is beannaithe tortha doo bhraon Íosa. A Naomh Mhuire, a mháthair Dé. Guí orainne, peacaithe, anois 's ag uair ár mbáis. Amen
- **Glóir do'n Athair,** 's do'n Mhac 's do'n spiorad Naomh, mar abhí ar dtús, mar atá anois, mar abhéas go brách, le saol na saol. Amen

- **Ár nAthair** ata ar Neamh, go naofar d’ainm, go dtaga do ríocht, go ndéantar do thoil ar an talamh, mar a dhéantar ar Neamh. Ár narán laethúil, tabhair dúinn inniu agus maith dúinn ár bhfiacha mar a mhaithimid dár bhfeichiúna féin. ‘S ná lig sinn i gcathú ach soar sinn ó olc. Amen.

Ranganna 5+6

- Dul siar
- Ár nAthair (dul siar)
- Críost liom

AMHRÁN NA BHFÍANN

Múinfear an tamhrán náisiúnta i ranganna 5 agus 6.

GRAMADACH

Naonáin	Ainm briathra- leathnú ar foclóir na bpáistí Múintear gramadach go neamhfhoirmiúil i rith an comhrá Na bun uimhreacha- comhaireamh simplí
Ranganna 1/2	Rang 1 (Bua na Cainte) Ceisteanna= An Bhfuil, an raibh, cá, cé cad, cathain,céard Rang 2 Ceisteanna- An , Ar réamh fhocail- orm ort
Ranganna 3/4	Rang 3 (Béal Beo) Aidiacht shealbhach- mo do, a agus a Uimhreacha pearsanta (duine beirt srl) Réamhfhocail- ag, le, ar, ó, de, faoi. Aimsir chaite- h agus d’ Briathra san aimsir láithreach- caith, cuir, bain, glan, cuir ,tar Sa agus ‘h’ Isteach/ istigh Na mothúcháin- Tá - orm Rang a 4 mar do rang a 3 agus.... An mbeidh- beidh /ní bheidh

	An tam do agus h
Ranganna 5/6	<p>Rang 5 (Seo Leat) Ceisteanna agus freagraí coitianta sna haimsirí éagsúla An Aim chaite- briathra- aon shiolla Briathra dhá shiolla- briathra ag tosnú le guta, briathra ag tosnú le f. Briathra neamhrialta- dearfach agus diúltach -bí déan, teigh, feic, raigh, deir, tóg, cuir, fan, An modh orduitheach An aimsir fháistineach-dun, bris, ceannaigh, bailigh. Contráthactai[mór beag srl (aidiachtaí)</p> <p>Rang 6 Aimsir Láithreach, Aimsir Chaite, Aimsir fháistineach-Briathra aon siolla, briathra dhá shiolla, An aidiacht Shealbhach, Forainmneacha réamhfhoclacha, Caint indíreach, na briathra neamhrialta, dearfach agus diúltach agus sa mhodh orduitheach. Réamhfhocail shimplí agus agus comhshuite</p>

EMOTIONAL AND IMAGINATIVE DEVELOPMENT

Teachers foster the emotional and imaginative development of the children in the school through story, poetry and drama. The Christmas Concert, Cor Fhéile, Féile Drámaíochta, role play, informal drama, live performances from outside experts, visits to the Roscommon Arts Centre all provide opportunities for the emotional and imaginative development of the children.

IMPLEMENTATION AND REVIEW

Ratified by the Board of Management on _____

Signed: _____
Chairperson

Signed: _____
Principal

Junior Infants - Story Books	Leabhair Mhóra	Senior Infants - Story Books	Leabhair Mhóra
<p>September: Myself</p> <ol style="list-style-type: none"> 1. I'm Special 2. The Kissing Hand 3. I'm the Best 4. Me. <p>October : School</p> <ol style="list-style-type: none"> 1. Harry and the Dinosaurs go to School 2. My New Teacher 3. Don't Eat the Teacher 4. Back to School Tortoise <p>November: Food</p> <ol style="list-style-type: none"> 1. My Favourite Food 2. The Very Hungry Caterpillar 3. Hungry Harry 4. Scarlett Beane <p>December: Special Occasions-Christmas</p> <ol style="list-style-type: none"> 1. The Snowman 2. The Christmas Bear 3. The Jolly Postman 4. The Best Christmas Ever <p>January: Pastimes</p> <ol style="list-style-type: none"> 1. Camping out 	<p>Éadaí Liam</p>	<p>September: Myself</p> <ol style="list-style-type: none"> 1. Owl Babies 2. Baby Duck and the New Eyeglasses 3. Once there were Giants 4. The Large Family- A Quiet Night In <p>October: School</p> <ol style="list-style-type: none"> 1. The School that went to Sea 2. The Secret in the Matchbox 3. Millie at Magic School 4. Winnie the Witch <p>November: Food</p> <ol style="list-style-type: none"> 1. The Gruffalo 2. Handa's Surprise 3. Dragon's Stew 4. The Gigantic turnip <p>December: Special Occasions Christmas</p> <ol style="list-style-type: none"> 1. Laura's Christmas Star 2. Dear Father Christmas 3. Cat in the Manger 4. How the Grinch Stole Christmas 	

2. We're going on a Bear Hunt
3. Rosie's Walk
4. Maisy goes to the Library
5. Sam and Sal at the Farm.

February: Shopping

1. Maisy goes Shopping
2. Little Hippo gets lost
3. Don't forget the bacon
4. I forget to say I love You

March: Weather

1. The Polar Bear and the Snow Cloud
2. The Storm
3. One Snowy Night
4. Sonny's Wonderful Weather

April: Animals

1. The Pig in the Pond
2. Brown Bear, Brown Bear, What do you See?
3. Cock a Doodle Doo, Farmyard Hullabaloo
4. John Joe and the Big Hen

May: At Home

1. A squash and the Squeeze.
2. Little Bean
3. Five Minutes Peace

January: Pastimes

1. Charlie Cook's Favourite Book
2. Van Gogh- Camille and the Sunflowers
3. Emma's Lamb
4. Park in the Dark

February: Shopping

1. Suddenly
2. The Smartest Giant in Town
3. Jim and the Beanstalk

March: Weather

1. After the Storm
2. The Greedy Rainbow
3. My Friend the Weather Monster
4. Laura's Secret

April: Animals

1. What the Ladybird Heard
2. What if?
3. Farmer Duck
4. The Silly Sheepdog

May: At Home

1. What a mess
2. Peace at last
3. Can't you Sleep Little Bear
4. A New Home for Tiger

June: Holidays

1. Going on a Plane
2. The Snail and the Whale

<p>4. The Tiger who came to Tea</p> <p>June: Holidays</p> <p>1. The Rainbow Fish</p> <p>2. The Big Big Sea</p> <p>3. The School Trip</p>		<p>3. Sharing a Shell</p>	
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APPENDIX B

Eiseamláirí de na Feidhmeanna Teanga

Bunscoil Ros Comáin, St. Comán's Wood Primary School, Roscommon.

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
1. Taitneamh nó easpa taitnimh a léiriú	An maith leat? Is/ní maith liom.	Is breá liom. Is fuath liom. Is fearr liom.	Ar mhaith leat? Ba/níor mhaith liom. Is fearr liom x ná y.	An dtaitníonn _ leat? Taitníonn / Ní thaitníonn. B'fhearr liom x ná y.
2. Mianta a léiriú nó fiosrú fúthu	An bhfuil sé go deas / maith? Tá / Níl.	Ar mhaith leat milseán? Ba mhaith liom / Níor mhaith liom.	Ba mhaith liom x. Ar mhaith leat éisteacht leis an téip? Ba mhaith liom.	Ba mhaith liom deoch a fháil / leabhar a léamh / leabhar nua a cheannach / dul ag snámh / dul amach ag súgradh. Cad ba mhaith leat a dhéanamh?

3. rogha a léiriú agus fiosrú fúithi		Is fearr liom x. Cé acu is fearr leat?	Is fearr liom x ná y.	Cé acu ab fhearr leat ? B'fhearr liom x ná y.
4. ábaltacht nó easpa ábaltachta a léiriú	Is féidir liom. Ní féidir liom. An féidir leat x?	An féidir leat x?	Is féidir liom leadóg a imirt / sacar a imirt. An bhfuil tú in ann.....? Tá /Níl. Tá mé in ann Níl mé in ann	Is féidir liom x a scríobh / x a dhéanamh / x a bhriseadh srl.
5. scéalta a chumadh nó a insint	Bhí ... Thit ... D'ith ... D'ól... Fuair	Ar maidin Inné Lá amháin	Dé Sathairn seo caite ... Aréir Arú inné ...	Anuraidh ... Ar dtús ... Ansin Tar éis tamaill ... faoi dheireadh / ar deireadh

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
6. Aithint	Peann Sin peann. Is liomsa é.	Is madra mór é sin.	Cailín / buachaill an-mhaith / an-deas / dána is ea é/í.	Teach trí stór atá ann.

<p>7. tuairisciú</p>	<p>Anseo /as láthair Tá sé/sí tinn, sa bhaile, as láthair. Níl sé/sí anseo. Tá cnag ar an doras. Tá Liam dána / ag ithe / ag troid. Tá an leabhar ar an mbord.</p>	<p>Tá sé/sí ag an bhfiacloir / i seomra eile / san ospidéal. Thit sé sa chlós. Bhí..... Chuaigh Tá / Bhí X ag troid sa chlós. Tá x ag ithe an lóin. Thug San Nioclás x dom. Inniu an Luan / Máirt / Céadaoin / Déardaoin / Aoine</p>	<p>Chonaic mé é/í ar maidin. Níl a fhios agam cá bhfuil sé/sí. Beidh sé ar ais amárach. Chuala..... D'ith mé / d'ól mé Chuaigh Tá sé tirim / ag cur baistí / ag cur sneachta / arís / anois.</p>	<p>Beidh an cluiche ar siúl ar a trí a chlog amárach. Tá beirt - deichniúr as láthair. B'fhéidir go bhfuil sé/sí</p>
<p>8. teachtaireacht a thabhairt</p>	<p>Seo duit an rolla / nóta / litir.</p>	<p>Seo nóta duit ó Tá Niamh tinn. Tá cóta nua ag x.</p>	<p>Tá litir agam duit ó Ní bheidh mé ar scoil amárach. Beidh mé ag dul go dtí an fiacloir ar a 10 a chlog. Ní bheidh x ar scoil go dtí an x mar tá sé/sí tinn.</p>	<p>Beidh an bus déanach inniu. Glaofaidh mé ort/oraibh nuair a bheidh sé in anseo.</p>

READING SKILLS: INFANTS – 6TH CLASSES

Infants	1 st /2 nd	3 rd /4 th	5 th /6 th
<ul style="list-style-type: none"> • Listening • Speaking • Isolation of sounds • Rhyming • Naming letters • Naming sounds • Common word sight vocabulary • Word Attack/Blending • Syllabification • Left to right orientation • Reading Aloud • Finger tracing • Memory – Recall • Comprehension strategies • Sequencing • Sentence structure • Making connections • Respond using pictures/captions 	<ul style="list-style-type: none"> • Listening • Speaking • Collaboration • Use of library • Common word sight vocabulary • Phonic • Word Attack • Syllabification • Self-Correction • Scanning/Browsing/Skimming • Identification of word families/endings/roots • Reading aloud • Reading silently • Use of library • Collaboration • Information retrieval • Independent reading • Questioning • Comprehension strategies • Alphabetical order • Prediction • Giving oral/written response • Use of IT • Browsing • Responding to text – oral/writing etc • Empathy 	<ul style="list-style-type: none"> • Identification strategies for new words • Word attack • Self-Correction • Fluency • Expression • Comprehension strategies • Speaking • Listening • Prediction • Use of library • Retrieval of books for own interests/information etc • Use of dictionaries • Silent reading • Sustaining independent reading time • Use of IT • Comprehension Strategies • Recording • Identification of different print styles – font, bold etc • Responding to text • Decision making • Empathy • Making comparison/contrasts • Fluency • Collaboration • Use of expression • Read aloud 	<ul style="list-style-type: none"> • Word identification strategies • Recognition of root words, prefixes, suffixes, syllabification • Silent reading • Independent reading • Independent reading • Collaboration • Listening • Speaking • Using a newspaper • Use of library • Recitation • Using library • Recording personal reading • Comprehension strategies • Study skills – skimming, scanning, note-taking, summarising • Retrieval of information • Interpreting • Making logical opinions • Using evidence • Recognition of fact and fiction • Use of library • Use of IT • Connection making • Make comparisons • Collaborative • Making recommendations • Reading aloud

WRITING SKILLS: INFANTS – 6TH CLASSES

Infants	1 st /2 nd	3 rd /4 th	5 th /6 th
<ul style="list-style-type: none"> ● Receptiveness to language ● Write for different audiences ● Learn to form and name letters – upper and lower case with correct pencil grip ● Left to right orientation ● Copy words and letters ● Confidence to use approximate spelling and develop conventional spelling of simple words. 	<ul style="list-style-type: none"> ● Select topics for writing ● Collaborate with others when writing ● Writing in various genres ● Editing and redrafting ● Recognise when they need help/editing ● Use punctuation to make meaning clearer in writing ● Develop conventional spelling based on common spelling strings and patterns ● Spell correctly familiar, important and regularly occurring words ● Recognise the quality of good presentation. ● Being able to reread/confer/rewrite ● Extending meaning by adding words ● Writing questions and answering questions ● Express feelings in writing 	<ul style="list-style-type: none"> ● Use personal reading as a stimulus to writing ● Reread his/her writing for pleasure ● Receive and give positive responses to writing ● Develop competence, confidence and the ability to write independently ● Engage with the writing of one piece over a period ● Learn to use questions ● Give sequence to ideas and events in stories ● Learn to use a wide range of punctuation ● Learn to write with increasing grammatical accuracy ● Develop his/her ability to write using information technology. ● Clarifying thought through writing ● Write in a variety of genres ● Summarise work ● Develop emotional and imaginative life through writing: Create stories and poems. 	<ul style="list-style-type: none"> ● Observe the teacher modelling and improving writing ● Use a wide variety of writing genres ● Express and communicate reactions to reading experiences ● Experience interesting and relevant writing challenges ● Write for a varied audience ● See his/her writing as valued ● Write regularly on chosen topic ● Write independently through a process of drafting, revisiting, editing and publishing ● Write without re-drafting, on a given or chosen topic within certain time constraints ● Use dictionaries and thesauruses to extend and develop vocabulary and spelling ● Develop a legible, fluent, personal style of handwriting ● Clarifying thought through writing. ● Reflect on and analyse ideas through writing ● Argue the case in writing for a particular point of view ● Keep a personal diary ● Express, analyse, report personal reactions to the experiences of others/ personal experience and the arts.

