

Killurney National School
Plean Scoile: English Literacy
2023

Introductory Statement

Killurney N.S. is a co-educational rural school with 2 class teachers and 1 part time, based Special Educational Teacher. The following plan was developed during the 2022/2023 school year and reflects the practices and recommendations of the Primary Language Curriculum following sustained school support from PDST .

Rationale

his plan is intended:

- To support the implementation of the new Primary Language Curriculum within our school.
- To guide teachers in their individual planning of English and ensure continuity throughout the school.
- To re-affirm and promote a thorough, balanced and relevant approach to the teaching and learning of English in our school as outlined in the Primary Language Curriculum.

VISION AND AIMS:

In Killurney N.S. we are committed to the holistic development of all pupils. We see the development of the pupil's ability through oral language, reading and writing as being central to this process. We believe that the ability of our pupils to communicate confidently, to read fluently with understanding and to write legibly and creatively will contribute greatly to the development of their self-esteem. The children will gain more enjoyment with an increased emphasis on oral language, the introduction of a wider range of reading sources and new emphasis on the writing process. This will enable the children to speak, read and write more independently and effectively. The children will be helped to achieve their potential and be prepared to contribute and play a meaningful role in their community

Aims:

We endorse the aims of the Primary School Curriculum for English:

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

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

Broad Objectives, Content and Methodologies

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum and reflects best current practice and pedagogy.

Oral Language - Broad Objectives

The aim of this plan is to provide a structured sequential programme for teachers to enable children to:

1. Gain pleasure and fulfilment from language activity e.g., Aistear themed language

2. Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
3. Develop fluency, explicitness and confidence in communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

4. Reading -Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Develop reading fluency through print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies.
3. Expand their understanding and usage of grammar, syntax and punctuation.
4. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

DEAR (Drop Everything and Read) Time

Children are given opportunities to select reading material and read for pleasure for a sustained period during the day.

Shared Reading/ Paired Reading /Guided Reading

Shared & Paired Reading with other classes and team teaching is co-ordinated by the staff as appropriate.

School & Class Libraries:

Each class has its own Class Library, which is re-stocked & updated termly by the local library van (or more often) and by the class teacher. Pupil voice is considered when purchasing new material for class libraries. In 2022 pupils were surveyed on their favourite authors and part of our school library book grant was used to purchase sets of novels chosen by the classes. As of January 2023, all pupils from 1st class to 6th class have access to over 400 levelled books at home and in school via digital PM reading accounts .

5. Writing Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children to:

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Edit and redraft writing. Use code system to edit and self-correct work.
8. Develop a high standard of penmanship. Development of the tripod pencil grip and fine motor skills are a priority in the infant classes. Children are taught print up to 1st class. Children will be taught joined writing from 2nd class. In some cases, where a child has been granted assistive technology, priority will be given to the teaching of touch typing via specifically recommended online typing programmes.
9. Children in the senior classroom will be given an opportunity to obtain a *pen licence*. Children do not use correction fluid (*tippex*), instead they cross out the word and write the correct word above or beside the error. Children are also permitted to use correction mice which have a dry product to cover up errors.

6. Spellings

Regular class time will be timetabled for the teaching of spelling strategies. From Senior infants upwards, the *Spellings Made Fun* programme is used.

The convention of spelling will be achieved progressively through a multidimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness
- Linking it with onset and rime.
- Building up a bank of commonly used words
- Having a rich experience of environmental print

- Compiling word walls and personal word banks, e.g., personal names, local placenames, seasonal words etc.

- Using dictionaries and thesauruses

Using strategies such as:

1. Predict, look, say, cover, write, check
2. Mnemonics
3. Rhythm and rhyme
4. Frayer model- teaching variations of a word
5. Aide memoires
7. Syllabication
8. Exaggeration of the word
9. Becoming familiar with common spelling rules & exceptions
10. Accepting approximate spelling in creative writing

Use of Dictionaries

Dictionaries will be used in the senior classes. Time will be devoted to teaching the children how to use a dictionary correctly. For this purpose, a child friendly dictionary will be selected and provided by the school. Fallon's Children's Oxford Dictionary, Irish Edition.

Curricular Planning

1. Language:

The two fundamental principles of the English language curriculum are:

- Children learn language and learn through language
- Language learning is an integrated process in which it is difficult to separate the functions of oral language, reading & writing. For example, a lesson in oral language may have related activities in reading & writing and may also address several

strands e.g., Competence and confidence in using language and developing cognitive abilities through language

The three strands of Oral language, Reading and Writing, as outlined in English: Additional Support Material (2005) remains unchanged as do all the content objectives. The content objectives for each strand are represented under two categories: development and skills.

2. Strands and elements

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

The elements of language learning across each of the strands are:

1. Developing communicative relationships through language
2. Understanding the content and structure of language
3. Exploring and using language.

Elements	Oral language	Reading	Writing
Communicating	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn-taking, extra and paralinguistic skills)	Engagement (intentionality) Motivation and choice (relevance)	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)
Understanding	Understanding Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills)	Conventions of print (meaning and interpretation of text/illustration) Phonological and phonemic awareness Phonics and word recognition	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)

	Demonstration of understanding (semantics)	(alphabetic principle, word identification strategies) Reading vocabulary (semantics)	
Exploring & Using	Requests and questions Categorisation Retelling and elaborating (narrative text and response) Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies Fluency and self-correction (accuracy, fluency and meaning)	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent author's purpose and responding) Handwriting (legibility)

1. Planning, teaching and assessing for learning

The Primary Language Curriculum helps teachers to support children's language learning and development through the process of planning, teaching and assessing for learning in English. Four parts (components) of the Primary Language Curriculum work together to support teachers' planning, teaching and assessment for language learning: Learning Outcomes, Progression Continua. Examples of children's learning and development, and Support Material for teachers.

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgements about, children's language learning. Progression continua may be used as a guide by the class teacher to plan for the four different class levels within the classroom.

2. Assessment and Record Keeping

Teachers are encouraged to use a wide range of assessment methodologies such as:

- Teacher observations
- Teacher designed tasks and tests
- Work samples
- Simple projects
- Responses the child makes to question and answer situations
- Child participation
- Interaction and reaction of the child

Standardised tests are administered in May of each year. Currently we used the Drumcondra Reading Test and Drumcondra Spelling Test from 1st- 6th class. The MIST (*Middle Infants Screening Test*) is administered in Senior Infants. *Dolch* lists, BIAP (*Belfield Infant Assessment Profiles*) and *Jolly Phonics* assessments are also used in Junior classes. Further screening, diagnostic and cognitive testing is carried out if necessary.

3. Children with Additional Needs

It is the policy of our school that all children will participate in English lessons and activities. The English programme will be differentiated in order to meet the needs of all the children in the class. Every attempt, with the valued assistance of additional staff (Support teacher, SNA) will be made to ensure that all children are accessing the English Curriculum at their own level. Differentiation will be outlined in our *Cúntas Míosúil* each month to enable the teachers to reflect how effectively and successfully they have differentiated for children with different needs & abilities in each subject area.

We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for learning in the classroom and is assisted by the SET. Team teaching and station teaching blocks are arranged throughout the year. Class teachers liaise with SET in setting targets for pupils with individualised support plans using the progression continua set out in the Primary Language Curriculum for different learning outcomes.

4. Equality of Participation and Access.

Equal opportunities will be given to all children regardless of gender, ethnic background, and socio-economic status across all strands and activities.

Organisational Planning

1. Timetable

Time is allocated for English as laid out in the Curriculum and as amended by the Literacy and Numeracy Strategy. Time spent on English has been increased by a half hour overall per week (i.e., to 3.5 hours for infants with a shorter day, and to 4.5 hours per week for students with a full day). This is **40 mins per day for Infants** and **55mins per day for all other classes**. The process of language learning is naturally developed through integrated activities and through a thematic/cross-curricular approach.

1. Resources and ICT

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

We also have access to a wide selection of class novel sets via Clonmel Library which are readily available for loan. When selecting a class novel, the following factors will be considered:

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

3. Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for English will seek to provide information and guidance to individual teachers for their long- and short-term planning. Class teachers will be required to prepare:

- Long term plans (yearly or termly)
- Short term plans (fortnightly or weekly for NQTs)

The *Cuntas Míósúil* will be used to measure the success of the English plan and will inform teacher's preparation for the following year.

3. Staff Development

Staff needs will be assessed regularly and details of courses and training days relevant to the English programme will be displayed on the staffroom notice board and staff will be encouraged to attend in our local teacher centre or online through Oide or other accredited organisers. In our school, there is a culture of sharing the expertise acquired from these courses. Team teaching takes place in the school which facilitates the sharing of knowledge & skills.

4. Parental Involvement - Home School Links

The school recognises parents and guardians as the primary educators of their children. They can be involved in many ways in supporting our English Plan including:

- Parents are aware of the central importance of oral language in the learning process.
- Parents are made aware of the importance of involving children in purposeful language activity. Parents are encouraged to assist their child's oral language development by discussing the school day with their child, taking an interest in what they are learning and talking with their child daily.
- Parents can support their child's reading, e.g., paired reading, shared reading, story reading, reading environmental print, ICT programmes, homework - listening to & talking about reading, visiting the local library, participating in book fairs, World Book Day etc.
- The school can support parents in accessing suitable reading materials by providing information about the local library & events of interest.
- Information will be shared with parents, e.g., presentations at induction meetings, discussion at parent teacher meetings, regular emails, the school newsletter, website, Facebook page etc.

6. Community Links

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

Success Criteria

The success of this school plan will be assessed based on the following criteria:

- Teachers' preparation has been based on this plan.
- Procedures in this plan have been consistently followed.
- All children should have achieved progression along the milestones during the year.

Timeframe

The current plan will be reviewed in 2025/2026

Ratification and Communication

On ratification of this plan by the staff and Board of Management, this plan will be communicated to all teachers through distribution and will be published on the school website.

The English plan for Killurney N.S. was ratified by the BoM

Signed:..... Date:.....

(Chairperson B.O.M.)

Signed:..... Date:.....

(Principal)

Appendix 1 – Vocabulary

Basic Sight Vocabulary for Junior Infants to 2nd Class

BASIC SIGHT VOCABULARY

(Adapted from Jolly phonics Tricky words, dolche lists and reading programmes- the following lists are a guide and may vary year upon year depending on children`s readiness)

JUNIOR INFANTS

I have the my was we to he she a here is are has look see of go one with for this you were said they that there some like where what his her all are the

SENIOR INFANTS

Is like to she you with the here I my of was there we that were are what has this his go they see some come one for her look have where said be all out so no little saw as down could should would when me very find been again each about their day do there by now know from other use people four gave these how more good than want our or please which buy off does new after busy

First Class

of	look	there
some	out	then
little	down	could
when	what	were
them	one	would
will	yes	come
long	came	ask
very	over	your
its	friend	into
just	blue	because
good	any	about
around	want	don't
how	know	right

put	too	got
take	where	every
pretty	Mr/Mrs	green
four	away	old
by	their	here
saw	call	after
well	think	ran
let	help	make
going	sleep	brown

yellow	five	six	walk
two	or	before	eat
again	who	been	may
stop	off	never	seven
eight	cold	today	fly
myself	round	father	brother

toy	tree	mother	sister
snow	song	time	top

Second Class

tell	much	keep	give
work	first	try	new
must	start	black	white

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

	2 nd	3 rd	4 th	5 th	6 th
Word Webs	✓	✓			
Word Families	✓				
Definitions	✓	✓	✓	✓	✓
Rhyming Words	✓	✓			
Time words	✓				
Alphabetical Order	✓	✓	✓		
Context Clues	✓	✓	✓	✓	✓
Word Origins	✓	✓	✓		✓

Similes		✓	✓		✓
Homophones		✓	✓	✓	✓
Connotation		✓			
Synonyms		✓	✓	✓	
Compound Words		✓	✓	✓	✓
Homographs		✓		✓	✓
Using Examples			✓		
Dictionary Entries			✓		✓
Prefixes			✓	✓	✓
Antonyms			✓	✓	
Exaggeration			✓		✓

Suffixes			✓	✓	✓
Analogies			✓	✓	✓
Using a Dictionary				✓	
Puns					

	2 nd	3 rd	4 th	5 th	6 th
Figurative Language				✓	
Shades of Meaning				✓	
Metaphors				✓	✓
Idioms				✓	
Examples and Non-examples of Words					✓
Visualisation Strategies					✓
Alliteration and Assonance					✓

Word of the Week Children from 2nd - 6th may learn a *Word of the Week* - aim to build vocabulary.

Appendix 2 – Phonological Awareness programme

Junior Infants

1. Consonants in initial positions (names and sounds) s, t, p, n, e, c, k, ck, h, r, m, d, g, l, f, b, j, z, v, y, x, qu (as in Jolly Phonics Programme) to be introduced by Easter.
2. Short vowels in initial positions s(names and sounds).
Blending of initial sounds when 3 sounds taught, i.e. s-s-t = sat
3. Short vowels in medial positions = familiarization with short vowel sounds.
4. Revision of initial sounds after Easter.
5. Continue blending's to make 3 letter words e.g. cab
6. Building up work families (cat, bat, mat etc.)
7. Introduction of onset and rime e.g. c=at
8. Depending on readiness, introduce sounds
ai oa ie ee or sh th ch

N.W. Word Lists based on 3 letter words (on pages 143-154 of Jolly Phonics Manual)

Senior Infants

1. Teachers revise Junior Infants, Jolly Phonics Programme and finish sounds ee or ng oo/oo ch sh th wh ou ue er ar, ay
2. Pay particular attention to discriminating between vowel sounds.
3. NB word lists from Jolly Phonics.
4. Concentrate on analysis and blending.
5. Initial blends: sp sl st
6. final double consonants : ss ll ff

Rang 1

1. Consonants in initial positions:
2. g(hard)k v y j (fun, king etc)
3. Final double consonants; ss -ll (mass, hill etc)
4. Common endings: -ed -ing -s (singing, sings etc)
5. Initial blends: bl cl fl gl pl sl sp st
6. Final blends: -nd -st -nt -ft
7. Initial diagraphs: ch- sh- th- wh-
8. Final diagraphs: -ch sh- th-
9. Common irregular words: taken from reading scheme
10. Long vowels with silent e

Rang 2

1. Long vowels with silent e: mane, fine, bone, cure.
2. Double e: ee bee etc.
3. Initial blends: -it -sp -ld -sk -ly
4. Final blends: -lt -sp -ld -sk -ly
5. Word endings: -er -est d -ly
6. Initial diagraphs: qu- wh- ph-
7. Final diagraphs: -th -tch -st -th -ck
8. Vowel diagraphs: -ay -ea -ie -oc
Teach: when 2 vowels go walking, the first one does the talking
9. Simple two-syllable words: kitchen hotel

10. Common irregular words based on reading scheme.

Rang 3

1. Vowel diagraphs and combinations: -ue- -oe- -igh- -ew- -ur-.
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oc- -oy- -ou- -ow- (bow tie/bow your head)
5. Endings: -le -ble -dle -ple etc.
6. Compound words: lighthouse, searchlight etc.
7. Simple homonyms: their/there see/sea no/know two/to/too etc.
8. Words with silent letter: (wr(write) kn(know) -mb(lamb) -t-(listen) etc
9. -oo- -ow- combinations: soon/book town/gown
10. Three and four syllable words: aeroplane television

Rang 4

As in Rang 3, plus

1. Vowel diagraphs and combinations: -ue- -oe- -igh- -ew- -ur-
2. Initial blends: scr- str- thr- shr- spl- sch-
3. Soft c and soft g: city, gentle
4. Diphthongs: -oe- -oy- -ou- -ow-
5. Endings: -le -ble -dle -ple etc
6. Compound words: lighthouse, searchlight etc.
7. Simple homonyms: hole/whole eight/ate deer/dear not/knot
8. Words with silent letter: wr(write) kn(know) -mb(lamb) -t-(listen) etc.
9. -oo- -ow- combinations: soon/book town/gown
10. Irregular words: busy etc. take irregular words from scheme

Rang 5

1. Root families e.g. express/expressing/expression.
2. Prefixes
3. Suffixes
4. Syllabication
5. Compound words
6. Simple homonyms: extension of work in Rang 3 and Rang 4. More challenging groups.
7. Irregular words based on reading scheme.

Rang 6

1. Root families
2. Prefixes
3. Suffixes
4. Syllabification
5. Compound words

Appendix 3 - Teaching Comprehension Skills

Teaching Strategies and Methodologies used in the Junior room

- Teacher led comprehension activities based on current reading programme
- Station teaching and mini lessons: -pre writing lessons; analysing text types, picking out VIP`s etc.
- Guided reading : levelled reading groups using online PM reading programme (1 strategy modelled and focused on over a number of weeks)
- Use of comprehension boxes and interactive reading comprehension programmes such as readtheory.com (each child from 2nd class upwards is given an account)
- Book Talk sessions and Circle time sessions based on “Big Books” and or Poems
- Teacher led activities using “Early Comprehension” strategy resource books

Teaching Comprehension Skills and Strategies

Use the following tips to provide support to students when teaching comprehension skills and strategies.

Step 1: Select a text

Consider reading level, genre and interests and connections when selecting a text for comprehension work.

Step 2: Explain the skill or strategy

Explain what the skill or strategy is and how it assists comprehension, providing examples to, illustrate and make connections to background knowledge and prior learning.

Step 3: Model the skill or strategy

Use reading aloud, visual aids and strategies such as “think aloud” to help students understand and relate to the skill or strategy.

Step 4: provide guided support

Ask the students to apply the new skill or strategy to a text, providing resources and guidance to them as they work.

Step 5: Monitor independent practice

Allow the students to apply the skill or strategy with decreased support until they are working independently.

Step 6: Reflect

Seek feedback from the students on how using the skill or strategy has helped them to understand the text.

Comprehension Skills in Infant Classes:

Children should develop skills in;

- questioning
- predicting
- making connections
- sequencing

Comprehension Skills in Senior Classes:

Resource –

Skills and Strategies	Class					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Questioning	✓	✓	✓	✓	✓	✓
Prediction	✓	✓	✓	✓	✓	✓
Making connections	✓	✓	✓	✓	✓	✓
Visualisation	✓	✓	✓	✓	✓	✓
Declunking	✓	✓	✓	✓	✓	✓
Clarifying		✓	✓	✓	✓	✓
Sequencing	✓	✓	✓	✓	✓	✓
Determining importance		✓	✓	✓	✓	✓
Inferring				✓	✓	✓
Cause and effect				✓	✓	✓
Compare and contrast				✓	✓	✓
Synthesis					✓	✓
Story structure					✓	✓
Summarising					✓	✓
Monitoring comprehension					✓	✓

Distinguishing fantasy from realism						✓
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Comprehension Skills Explained:

Questioning

Explanation

Readers often have **questions** about what they are reading. They might want to know why particular words are chosen by the writer of the text, or they might want to know why the writer chose a particular subject.

Although readers cannot contact the writer directly for answers, they can still benefit from using questioning as a comprehension strategy. By asking themselves and each other questions while reading, readers can delve more deeply into a text and enrich their understanding of what they are reading. Questions can be created and prompted by both teachers and students.

Purpose

This strategy helps readers to:

- Construct meaning.
- Enhance understanding
- Find answers
- Solve problems
- Find specific information
- Discover new information
- Clarify confusion.

Prediction

Explanation

When reading a story, readers often want to know what happens next. They may even have an idea of what might happen, based on what they have already read, or on other things they have read and experienced.

Prediction can be used as a pre-reading strategy to gauge expectations and preconceptions of a text based on information such as title or book cover, and also to elicit prior knowledge of a topic. Using prediction during reading encourages readers to anticipate what comes next as a way of engaging actively with and adjusting their comprehension of the text as they read.

Purpose

This strategy helps readers to:

- Engage with the text.
- Create a sense of anticipation
- Find answers to questions
- Adjust comprehension of the text
- Build own opinions and awareness

Making Connections

Explanation

Readers always bring their own frame of reference and experience to what they read. Making personal connections with what you read is a very powerful comprehension strategy, as it activates prior knowledge and helps readers to make sense of the text on their own terms.

Connections can be made to:

- Something in your life (text to self)
- Another text (text to text)
- Something occurring in the world (text to world)

Purpose

This strategy helps readers to:

- Understand character feelings and motivations behind their actions
- Reinforce knowledge by creating connections with own experience
- Set a purpose for reading
- Improve focus
- Aid memory and comprehension

Visualisation

Explanation

To visualise is to create a picture in your mind. In reading, visualisation is a great way to “see” something in a text, whether it is a scene in a story or a mathematical problem.

Good readers automatically visualise what they read before, during and after reading. This visualisation may be based on senses, emotions, prior knowledge or all three. Visualisation helps readers to immerse themselves in the text. It also helps them to draw conclusions, recall details and develop their imaginations.

Ideal texts for this strategy include descriptive writing (fiction or non-fiction) and poetry.

Purpose

This strategy helps readers to:

- Create mental images from words in the text

- Enhance meaning with mental imagery
- Link prior knowledge to the words and ideas in the text
- Place themselves in the text
- Strengthen their relationship to the text
- Engage their imagination

De-clunking

Explanation

When skilled readers encounter unfamiliar words – “clunks” – in a text, they use “declunking” strategies to determine the pronunciation and meaning of the words.

Declunking strategies focus on two areas:

- Decoding words (using prior knowledge to decipher parts of the word)
- Looking for context clues in the surrounding text

When choosing a text to teach this strategy, ensure the text is at an appropriate reading level but contains some words and phrases that students will not have encountered before.

Purpose

This strategy helps readers to:

- Practise self-monitoring while reading
- Work out the meaning of new words and concepts
- Improve vocabulary
- Improve analytical skills
- Read more fluently

Clarifying

Explanation

Good readers monitor their understanding of what they read as they are reading, checking that everything makes sense. If something does not make sense, readers can use clarifying strategies to detect the part that is causing difficulty and restore meaning and comprehension so reading can continue.

Many of the other strategies can be used as monitoring or clarifying strategies, for example, questioning, summarising, de-clunking and sequencing.

Purpose

This strategy helps readers to:

- Practise independent reading skills
- Increase confidence in reading ability

- Improve self-monitoring and understanding
- Think logically
- Develop deductive skills
- Engage more with the text

Sequencing

Explanation

Sequencing refers to the identification of the components of a story, such as the beginning, middle and end, and to the ability to retell events from a story in the order in which they occurred.

This skill is relevant to narrative fiction, but it is also a key strategy when learning to read non-fiction such as newspaper articles and historical accounts. Sequencing is also a key skill in maths and science.

Purpose

This skill helps readers to:

- Derive meaning from a text
- Follow descriptions of events and narratives
- Develop a sense of causality and cause/effect
- Organise & recall information logically
- Improve comprehension
- Retell a story in the correct order

Determining Importance

Explanation

When reading, it is important to be able to distinguish essential from non-essential information. This skill is relevant to all types and genres of reading and evolves as reading skills develop. The reader's prior knowledge and experience is also an important factor as these influence what they believe to be important in a text.

Purpose

This skill helps readers to:

- Remember important information
- Learn new information and build background knowledge.
- Distinguish what is important from what is interesting
- Discern themes, opinions or perspectives
- Answer specific questions
- Determine the writer's message and purpose.

Inferring

Explanation

Inferring is a skill used by good readers to “read between the lines” of a text and detect information that is not explicitly stated by the writer. Inferring uses a combination of textual information and the reader’s prior knowledge and experience to aid a deeper level of comprehension.

Inferring creates a personal connection between the reader and the text by allowing the reader to view what the writer has written through their own frame of reference and prior experience. A key part of inferring is justifying inferences using relevant prior knowledge and specific pieces of text.

Purpose

This strategy helps readers to:

- Draw conclusions based on clues in the text
- Make predictions before, during and after reading
- Make connections from the text to the reader’s own experience.

Cause and Effect

Explanation

In addition to describing events, texts often explain *why* events occur and *how* events are connected. If event B happens as a *result* of event A, event A is the **cause** of event B and event B is the **effect** of event A.

Looking for cause and effect relationships in a text means focusing on the process by which events make other events happen. Readers identify the cause and effect in texts by asking themselves, *what happened?* (effect) and *Why did it happen?* (cause). This is an important skill when reading historical texts.

Purpose

This skill helps readers to:

- Sequence events while reading
- Make sense of events and narrative
- Make predictions
- Identify connections
- Develop a sense of causality and logic.

Compare and Contrast

Explanation

Compare and contrast is used to highlight **similarities** and **differences** between things. It is often used in literature for descriptive effect as well as for characterisation and symbolism.

Purpose

This skill helps readers to:

- Distinguish between different concepts
- Use compare/contrast to convey information
- Make connections between familiar and unfamiliar things
- Increase vocabulary
- Think about classifications and characteristics.

Synthesis

Explanation

Synthesising means reflecting on individual elements of a text and looking at how they contribute to the whole. This strategy allows readers to bring together information that may come from a variety of sources.

Synthesis offers readers the opportunity to step back from what they have read and view it in its entirety. This strategy leans heavily on the reader's prior knowledge and reading experience and is best suited to older students.

Purpose

This strategy helps readers to:

- Distinguish important ideas from less important ideas
- Summarise information
- Identify main points
- Identify concepts
- Make generalisations
- Merge new information with existing information to form new ideas, opinions or perspectives.

Story Structure

Explanation

The structure of a story is how the different stages and components of a narrative – character, setting, plot, conflict and resolution – are put together. A skilled reader is familiar with the structure of a story and is able to distinguish its component parts. Being familiar with story structure and conventions increases enjoyment of reading stories and develops awareness of the writing process, including concepts such as characterisation and point of view.

This comprehension skill is directly relevant to the reading of narrative texts, both fiction and non-fiction.

Purpose

This skill helps readers to:

- Become familiar with narrative conventions
- Read stories fluently
- Discern the role of structure in a well-told story
- Anticipate and make predictions
- Use prior knowledge to engage with the story

Summarising

Explanation

When summarising, retell the main events or ideas in a text using your own words. Summarising is a powerful comprehension tool as it involves discerning and organising the **key information** in a text. It also helps readers to remember what they have read.

Summarising (by definition) is done after reading. However, summarising strategies depend highly on careful and skilled reading in order to identify the main focus of a text.

Purpose

This strategy helps readers to:

- Identify main ideas
- Focus on key details
- Use key words and phrases
- Break down larger ideas
- Write and think concisely.

Monitoring Comprehension

Explanation

When monitoring comprehension, check regularly to make sure you understand what you are reading. This strategy encourages readers to stop and think about their text every so often, to check their understanding, and to take action if they do not understand something.

Purpose

This strategy helps readers to:

- Practise independent reading skills
- Improve self-monitoring and understanding
- Use prior knowledge to aid understanding
- Increase confidence in reading ability
- Develop deductive skills

Appendix 4 - Grammar/Punctuation

Suggested List of Topics per Class Level (subject to change at the discretion of the class teacher: more or less topics may be covered over the course of each year, depending on the ability level of a particular group of children)

	2 nd	3 rd	4 th	5 th	6 th
Nouns – Common	✓		✓		
Nouns – Proper		✓	✓		
Nouns – Masculine and Feminine				✓	
Nouns – Collective				✓	
Capital Letters	✓	✓	✓	✓	✓
Full stops	✓				✓
Adjectives	✓	✓	✓		
Adjectives - Comparative			✓	✓	✓
Adjective - Superlative				✓	✓
Present Tense	✓				
Singular and Plural	✓	✓	✓		
Sentence Building	✓	✓			
Question Marks	✓				✓
A/An	✓				
Commas	✓	✓		✓	✓
Past Tense	✓				
Apostrophes		✓	✓	✓	✓
Verbs	✓	✓			✓
Adverbs		✓	✓	✓	✓
Conjunctions		✓	✓	✓	✓
Question Words	✓	✓	✓		

Root Words		✓	✓		
Past Perfect Tense		✓			
Prepositions		✓	✓	✓	
Speech Marks			✓	✓	

	2 nd	3 rd	4 th	5 th	6 th
Contractions	✓		✓		
Did/Done			✓		✓
Colons				✓	✓
Pronouns				✓	✓
Connectives				✓	
Bullet Points				✓	
Abbreviations				✓	✓
Continuous Tense				✓	
Voice – Passive and active					✓
Exclamation Marks					✓
Proofreading					✓
Brackets					✓
Irregular Verbs					✓
Hyphens					✓
Who/When					✓

Senior Infants:

- Identifying / Ticking the correct sentence, e.g. I had some sweet / I had some sweets.
- Rewriting sentences and putting the words into the correct order.
- Agreeing / Disagreeing with statements, e.g. The dog flew away [Yes / No].
- Filling in the missing words in sentences.
- Selecting the correct word to complete a sentence, e.g. The cat was ___ the table [up / on].
- Selecting the correct word to complete a sentence, using pictorial clues.

First Class:

- Writing a sentence about a picture.
- Rewriting sentences and putting words in the correct order.
- Verb – Finding the missing verb to complete a sentence.
- Identifying verbs in a sentence.
- Noun – Completing sentences with appropriate nouns.
- Adjectives – Adding adjectives to enhance a sentence.
- Constructing a sentence from a noun, a verb and an adjective.
- Filling the blanks in short passages using nouns/verbs/adjectives.
- Writing simple sentences to describe what is happening in the picture.
- Writing sentences using verbs in past, present and future tense.
- Writing sentences in singular / plural – are /is.

Second Class:

- Revision of concepts of singular /plural; past / present tense, as introduced in First Class.
- Completion of a short story using suitable words / phrases [Cloze Procedure].
- Rewriting instructions in the correct order.
- Pronoun – Exercises replacing nouns with suitable pronouns.
- Selecting correct pronouns for different sentences.
- Further exercises – past / present tense, singular / plural.
- Preposition – Completion of sentences using correct prepositions.
- Rewriting given passages / short stories in the past / present / future tense.
- Writing about pictures, using nouns / pronouns, verbs and adjectives.

Third Class:

- Verbs – grouping into categories, e.g. run = dash, sprint, jog, chase, rush etc.
- Making sentences more interesting by changing the verb, e.g. I went to school.
- Writing short pieces, e.g. newspaper reports, diary etc. in the first, second or third person [singular / plural].
- Completion of sentences using personal pronouns.
- Collective Nouns – writing the collective noun for different groups.
- Find / Invent collective nouns for different groups.
- Using singular / plural or both?
- Changing from singular to plural.
- Extending sentences.
- Conjunctions – rewriting sentences using conjunctions.
- Adjectives – Grouping adjectives by type, e.g. colours – dull, dark, red, scarlet, beige, etc.
- Changing a short-written passage by replacing the adjectives.

Fourth Class:

- Changing nouns from singular to plural “RULES”.
- List adjectives to describe a picture – write a short passage using the adjectives from your list.
- Adjectives – comparative / superlative – Making a table.

- Using comparative adjectives to describe pictures.
- Constructing sentences using comparative adjectives.
- Changing adjectives to comparative adjectives – spelling rules.
- Compiling lists of comparative adjectives, going from least to most, e.g. tiny, small, big, huge, enormous.
- Further “tense” work.
- Adverbs – classifying by “where” “when” “how”.
- Sentence construction, using adverbs in the sentences.
- Finding a number of adverbs that can be used with a list of verbs.

Fifth Class:

- Adding prepositions to sentences.
- In all writing activities, check for the correct use of words.
- Agreement of singular and plural with nouns and verbs.
- The use of double negatives, e.g. I’m not going nowhere.
- Classifying nouns by type – proper, common, collective, abstract.
- Review of personal pronouns.
- Clauses – Adding second clauses to sentences.
- Direct and Indirect speech.

Sixth Class:

- Clarifying / further practice with pronouns and prepositions.
- Subject and Object in a sentence.
- Correct use of formal language.
- Review of past work.

This is a suggested list of areas / topics that I have found relevant at different class levels. Schools should feel free to adjust / add / remove items on the lists that are not suitable for their particular needs or situation.

Suggested Punctuation Topics for each Class Level

Senior Infants:

- Draw yourself and write your name.
- Find capital letters in words
- Find capital letters in lists of letters
- Matching lower case to capital letters
- Copy lowercase and capital letters
- Write the correct lower-case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identifying correct sentences, i.e. with capital letter and full stop

First Class:

- Revision of capital letters / full stops
- Capital letters in months, days, titles, places
- Capital letter – “I”
- Question Marks

Second Class:

- Ordering the days / months – capital letters
- Commas – writing lists
- Writing addresses correctly
- Rewriting passages correctly – capital letters, full stops, commas
- Use of comma – not before “and”
- Exclamation Marks!
- Using exclamation marks as punctuation marks in a sentence
- Speech Marks
- Rewriting sentences / short passages using correct punctuation – revision of above work
- Composing short stories from pictorial clues, paying attention to correct punctuation

Third Class:

- Revision of punctuation concepts to date
- Changing sentences to questions
- Identifying sentences where commas should be used
- Further work on speech punctuation

Fourth Class:

- Use of hyphens
- Use of apostrophe o Apostrophes for possession
- Apostrophes to shorten words o Apostrophe – use with plural nouns ending in s
- Semi-colon
- Negatives

Fifth Class:

- Revision of punctuation concepts to date
- Contractions
- Direct and Indirect Speech
- Working with tenses, prepositions and clauses
- “I” or “me”

Sixth Class:

- Dashes
- The Colon
- Compound / Complex Sentences
- The Passive Voice

- Use of Brackets in sentences
- Conditionals

Appendix 5- Writing Genres:

The first five genres are covered from 2nd class, progressing to all eight genres by 5th and 6th class. The progression can be seen in the table below.

Genre	2 nd	3 rd	4 th	5 th	6 th
Recount	✓	✓	✓	✓	✓
Description	✓	✓	✓	✓	✓
Informational Text	✓	✓	✓	✓	✓
Narrative	✓	✓	✓	✓	✓
Procedure	✓	✓	✓	✓	✓
Exposition		✓	✓	✓	✓
Discussion			✓	✓	✓
Response Writing				✓	✓

Genre Descriptions:

Genre	Recount
Purpose	To retell an experience or event in the order in which it happened.
Features	<p>Usually written in the past tense (it is important that the students discover this rather than being told)</p> <p>Tells us who, what, where, when why and how things happened.</p> <p>Each new event is a in a new paragraph</p> <p>Includes a final paragraph that tells us what happened at the end and how the writer feels about it.</p>
Text Types	Stories, newspapers or magazines, diaries, email, history books.

Genre	Description
Purpose	To create a vivid picture of the person, place or object being described
Features	Usually begins with a statement that tells the reader what is being described Includes characteristics – What does the person or item look like? What do they do? Contains lots of adjectives May have a concluding statement summarising the ideas.
Text Types	Stories, poetry, guidebooks.

Genre	Procedure
Purpose	To provide information on how to make or do something
Features	Usually has a title that explains what the procedure is for Contains a list of things or materials that are needed for the procedure. Has numbered steps or a method explaining what to do.
Text Types	Recipes, science experiments, instruction manuals, rules of a game.

Genre	Exposition
Purpose	To share a particular point of view or opinion
Features	Usually argues one side of an issue Begins with a statement of how the writer feels about the issue Contains a series of reasons to support how the writer feels

	Includes a conclusion that summarises and emphasises the writer's arguments
Text Types	Essays, speeches, advertisements, letters, flyers or leaflets

Genre	Informational Text
Purpose	To present information about something or explain how something works
Features	Usually begins with a statement Explains things in order Uses present tense verbs May use visual aids such as a picture to help the reader understand
Text Types	Fact files, magazines, reports, encyclopaedia entries

Genre	Narrative
Purpose	To entertain by telling a story
Features	Usually features characters Takes place somewhere – the place where the story happens is called the setting Features a problem for one of the characters May have a beginning, a middle and an end
Text Types	Short stories, stories, novels

Genre	Discussion
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Purpose	To examine both sides of an issue and present a balanced argument
Features	<p>Begins with an opening statement to explain the issue</p> <p>Presents arguments for the issue and evidence to support them</p> <p>Presents arguments against the issue and evidence to support them</p> <p>Includes a closing statement that summarises the arguments for and against the issue</p>
Text Types	Newspapers, magazines, letters

Genre	Response Writing
Purpose	To give an opinion about a written or visual work, an object or an event
Features	<p>Usually has a title that indicates what the piece is about</p> <p>Includes context, or information about the work, object or event</p> <p>Provides a description of the story, artwork, etc.</p> <p>Presents the reviewer's insights or judgements about the work, object or event</p>
Text Types	Newspapers, magazines, essays

Appendix 6: The Writing Process

Seven steps to teaching writing

Step 1: Familiarisation with the genres

Integration with reading and oral language is vitally important, for example, comparing samples of the genre.

Step 2: Use an example to devise a framework

Use a problem-solving approach where the child is active in their own learning, when teaching a new genre of writing. Ask children to look at various examples and through teacher-questioning and paired discussion children figure out the framework.

Step 3: Modelled writing (teacher only)

The teacher “thinks aloud” as he/she writes, while the class observe. The teacher justifies decisions, for example, in relation to the content or the language that is to be used, and also clarifies thoughts and ideas.

Step 4: Shared writing

The teacher has the pen and continues to “think aloud” but uses children’s ideas also. This is an effective and non-threatening way to support children’s writing and involves the teacher and the children writing together. Children make suggestions and the teacher writes these down on a flip chart, thus modelling the writing conventions.

Step 5: Children plan their writing

Children compose with a partner, or in a small group, so that there is peer support as they write, using the framework they have devised. The teacher’s role is to guide and encourage students by giving explicit feedback that refers to the structural or language features required in the text form.

Step 6: Independent writing

The child writes independently using the framework, as a reference. The teacher is always on-hand to facilitate this process through encouragement, feedback, guidance and affirmation.

Step 7: Presentation to an audience

The children present the writing to a variety of audiences, for example, read aloud to parents, publish in a school newsletter, e-mail to a friend, or display on a notice-board.

Appendix 7: Spellings

Regular class time will be timetabled for the teaching of spelling strategies. The convention of spelling will be achieved progressively through a multi-dimensional approach. This will include:

- Linking spelling with the development of phonological and phonemic awareness
- Linking it with onset and rime
- Building up a bank of commonly used words.
- Having a rich experience of environmental print.
- Compiling personal word banks, e.g personal names, local place names, seasonal words.
- Using dictionaries and thesauruses.
- Using strategies such as;
 - (1) Predict, look, say, cover, write, check
 - (2) Music
 - (4) Mnemonics

- (5) Rhythm and rhyme
- (6) word search
- (7) Spelling buddies
- (8) Breaking words into syllables
- (9) Exaggeration of the word
- Becoming familiar with common spelling rules.
- Accepting approximate spelling in creative writing

Junior Infants:

- Learn to form and name individual letters using various materials.
- Understand left-right orientation when forming words.
- Copy letters and words informally and from signs in the classroom.
- Write own First name.
- Use labels to name familiar people and things

Spelling Homework

Homework will consist of letter/word recognition and formation.

Spelling lists will not be given at this stage

Assessment

Informal teacher assessment of knowledge of letter and word structure.

Formal assessment of letter recognition and sound formation.

Senior Infants:

- Learn to form and name individual letters using various materials.
- Understand left-right orientation when forming words.
- Copy letters and words informally and from signs in the classroom.
- Write own name, Forename and surname.
- Use labels to name familiar people and things.

- Write letters and simple words from memory
- Become aware of lower case and capital letters
- Develop the confidence to use approximate spelling.
- Begin to develop conventional spelling of simple words, e.g. 3 letter words using onset and rime, e.g. e-at, b-at, r-at.
- Simple spellings based on phonic programmes

Spelling Homework

Homework in spellings will consist of letter/word recognition and formation. Spelling lists will be given after Halloween/Christmas depending on readiness.

Assessment

Informal teacher assessment of knowledge of letter and word structure.

Formal assessment of letter recognition, sound formation and some conventional spelling of simple 3 letter words.

MIST assessment (February/March)

Rang 1

- Learn about common word endings, word families and roots of words.
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use of approximate spelling as an interim measure in mastering the convention of spelling.
- Break longer words into their constituent syllables – maximum 2 syllable words.
- Spell correctly a range of familiar important and regularly occurring words, and use of variety of sources as aids to spelling.
- Develop Word Bank to include:
 - (1) Numbers 1 – 10
 - (2) Colours
 - (3) Names of class mates

- (4) Dolch lists
- (5) Class topics

- Spelling lists will not be taken from reader.

-

Pupil Resource

Homework-Spellings Made Fun Programme

Formal learning of spellings begins in Rang 1

Adequate class time will be given to teach spelling strategies.

Words will be based on phonics, word strings, spelling books etc. As above and will not be based on reader.

Lists of spellings to be learned will be divided into daily segments, e.g. 4 per night.

Differentiation will take place for pupils as necessary.

Assessment

Regular testing will take place.

Spelling tests will be marked by the teacher, and records of progress kept.

All children will be given the opportunity to experience success.

Rang 2

- Learn about common word endings, word families and roots of words.
- Spell words in recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling.
- Break longer words into their constituent syllables – maximum 3 syllable words.
- Spell correctly a range of familiar important and regularly occurring words and use of variety of sources as aids to spelling.
- Develop work bank to include:
 - 1 Numbers 1 – 20
 - 2 Days of the week
 - 3 Seasons
 - 4 Relevant countries

- 5 Class topics
- 6 Names of class mates, some surnames.
- 7 Commonly used words which sound the same e.g. blue-blew
- 8 Commonly used words which mean the same e.g. big-huge
- 9 Commonly used words which are opposite e.g. large-small
- 10 Commonly used question words e.g. when, what, where, how etc.

- Adequate class time will be given to teach spelling strategies.
- Words will be based on phonics and word strings
- Lists of spellings to be learned will be divided into daily segments e.g. 4 per night.

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 16
- All children will be given the opportunity to experience success
- Spellings will be marked by the teacher

Rang 3

- Learn about common word endings, word families and roots of words.
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling.
- Break longer words into their constituent syllables.
- Spell correctly a range of familiar important and regularly occurring words and use of variety of sources as aids to spelling.
- Develop Word Bank to include
 - (1) Numbers 1 – 100
 - (2) Ordinal numbers 1st – 10th
 - (3) Days, months, seasons
 - (4) Names of class mates

- (5) Relevant countries and counties
- (6) Place names and addresses
- (7) Class topics
- (8) Homonyms
- (9) Synonyms
- (10) Antonyms
- (11) Dolch list 1 – 11
- (12) Class topics

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 20
- All children will be given the opportunity to experience success
- Spellings will be marked by the teacher

Rang 4

- Learn about an increasing more complex set of word endings, word families and roots of words.
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns. (Page 58 Teacher Guidelines)
- Use approximate spelling as an interim measure in mastering the convention of spelling
- Break longer words into their constituent syllables – maximum 4 syllable words.
- Spell correctly a range of familiar important and regularly occurring words and use of variety of sources as aids to spelling.
- Develop Work Bank to include:
 - (1) Ordinal numbers 1st – 100th
 - (2) Full names of pupils
 - (3) Place names and addresses
 - (4) Class topics

- (5) Homonyms
- (6) Synonyms
- (7) Antonyms
- (8) Curricular topics

- Children at this stage may be occasionally involved in marking their own work or the work of their peers, under the guidance of the teacher.

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 20
- All children will be given the opportunity to experience success
- Spellings will be marked by the teacher

Rang 5 and 6

- Increased use of dictionary
- Use of thesaurus
- Study word derivation, e.g. octagon, century etc.
- Learn about an increasingly more complex set common word endings, word families and roots of words.
- Spell words in a recognisable way based on an awareness of the most common word strings and patterns
- Use approximate spelling as an interim measure in mastering the convention of spelling.
- Break longer words into their constituent syllables;
- Spell correctly a range of familiar important and regularly occurring words and use of variety of sources as aids to spelling.
- Children will use a personal dictionary for new words.

Assessment

- Regular testing will take place
- Total of words to be tested in a test will not exceed 20
- All children will be given the opportunity to experience success

- Spellings will be marked by the teacher

Appendix 8: I.C.T.

ICT is an integral element of learning across all subjects in our school. Laptops & iPads are regularly used by pupils to draft, edit, re-draft their written work. I.C.T is also used by pupils for research & presentation purposes, allowing pupils to present their work in different genres (e.g., narrative writing, project work, PowerPoint displays, poetry etc.

Children utilise the following search engines and websites for literacy research purposes: DK Find out, Kiddle, Google, World Book Online, National Geographic Kids.

Pupils use ICT to access the following programmes; PM online reader accounts, readtheory.com, studyladder, bbc dance mat and typing.com (developing touch typing skills) Pupils are set up with login details and accounts on these programmes and can also access them at home.

Teachers use a range of online and interactive resources and tools in their lessons, including but not limited to: Wordle, *The Literacy Shed*, *Storyline Online*

All laptops and iPads will be stored centrally where it is accessible to all. We currently have 5 iPads and 5 laptops which are shared between both classrooms.

Appendix 9: Poetry

POETRY

Children's engagement with poetry will be governed by the 'pleasure principle'.

Our poetry course will examine every area of children's experience and engage their imaginations as well.

Poetry will encompass:

- Seasons
- Festivals
- Home and family relationships
- Nature
- Magic and mystery
- Story
- History and mythology

- Humour

The repertoire of poetry

In the early years the emphasis will be on rhymes, riddles, nursery rhymes and jingles. This introduction to poetry is important and should convey the notion that poetry, more than any other form of language, has to do with a very special use of words, their meanings and connotations. The strong rhythmic and rhyming character of this sort of verse makes it very attractive to young children and makes it eminently suitable. The classroom library contains a wide selection of poetry collections and anthologies. These, coupled with the teacher's knowledge of what is available from the vast field of what might be appropriate to the children's stage of development, will form the basis for choosing poems. Children will be encouraged to read poems themselves. They will have the opportunity to hear, read, write and enjoy poetry on a regular basis. When writing poetry, the children will be allowed to work as a whole class, in groups and pairs as well as individually. Teachers will write the different types of poems. Children will have an opportunity to present their work.

Writing poetry: Poem types to be covered at each class level

Poetry Genre	1st	2 nd	3 rd	4 th	5 th	6 th
Keenings Poem	✓	✓	✓	✓	✓	✓
Cinquain	✓	✓	✓	✓	✓	✓
Acrostic Poem		✓	✓	✓	✓	✓
List Poem		✓	✓	✓	✓	✓
Rhyming couplets						✓
Fantasy poem				✓	✓	✓

