

Whole

School

Literacy

Policy

Contents

Introduction

- 1. Introduction**
- 2. Rationale**
- 3. Broad Aims, Content and Methodologies**

Curriculum planning

- 1. Strands and Elements**
- 2. Oral Language**
 - a. Whole School Strategies for Oral Language**
 - i. Assemblies**
 - ii. Yard**
 - iii. Play and Playful Learning**
 - iv. Schemes in use**
 - v. Timetable**
 - b. Activities/Methodologies currently used for Oral Language**
 - c. Resources/Methodologies for Oral Language (Appendix...)**
 - d. Vocabulary**
 - i. Dictionaries**
 - e. Teacher's planning for Oral Language**

3. Reading

- a.** Aims for Reading
- b.** Whole School Initiatives for Reading
- c.** Resources/Methodologies for Reading
- d.** Supplementary Resources for Reading across all class levels
- e.** Rhymes
- f.** Poetry
- g.** Story
- h.** Phonological Awareness & Phonics
- i.** Alphabet
- j.** Sight Words (Heart Words)
- k.** Reading Comprehension - strategies per class and suggested books to support

4. Writing

- a.** Aims for writing
- b.** Resources for Writing
- c.** Spelling
 - i.** Objectives for Spelling
 - ii.** Source of spellings
 - iii.** Our Approach to teaching and learning of spellings
 - iv.** Assessing Spelling - Spellings for Me
 - v.** Assessing Spelling - Emergent Spellers
 - vi.** Parental Involvement and Spelling
- d.** Grammar and Punctuation
- e.** Handwriting
 - i.** Our Approach to Handwriting
 - ii.** Approach Used to Introduce Letters

- iii. Pencil Grip & Position of body
- iv. Correcting Handwriting
- v. Pen Licences and Handwriting licenses
- f. Creative Writing
 - i. Selecting Topics for Creative Writing
 - ii. Strategies for Planning Creative Writing
 - iii. Whole School Approaches to Writing and Drafting
 - iv. Correcting Creative Writing
 - v. Whole School Approaches to Valuing Creative Writing
- 5. Assessment and Record Keeping
- 6. Differentiation
 - a. Children with Additional Needs
 - b. E.A.L. Provision
- 7. Homework

Organisational planning

- 1. Time Allocations for Language 1
- 2. Resources and ICT
- 3. Individual Teachers' Planning and Reporting
 - a. Class Teachers' Planning
 - b. Support Teachers' Planning
- 4. Staff development
- 5. Parental involvement/Community links

Policy Development

1. Success Criteria
2. Implementation and Review
 - a. Roles and responsibilities
 - b. Timeframe
3. Ratification and communication

List of Appendices

1. Curriculum planning: Elements, Strands and Learning Outcomes of the Primary Language Curriculum
2. Resources and themes for Oral Language (Junior and Senior Infants)
3. Phonics: Schedule for Junior and Senior Infants
4. Supplementary strategies for phonics, word study and grammar development
5. Strategies for phonological awareness development
6. Multi-sensory approaches for teaching sight vocabulary
7. Writing genres with conventions of print, grammar and punctuation
8. NEPS document “A Balanced approach to Literacy Development in the Early years – NEPS good practice guide”.
9. The Writing process and vocabulary folder.

Introduction

This plan was collaboratively prepared by the staff of Newport Convent Primary School. This policy is intended to guide teachers in their individual planning for English and to ensure a consistent approach in the teaching of the revised Primary Language Curriculum.

Rationale

At Newport Convent Primary School, we are committed to the holistic development of all pupils with language being key to the development of the child as a person. In developing this whole school plan for English, we hope:

- To benefit teaching and learning in our school; it will be a useful tool for teachers, providing them with clear guidelines for the teaching of English and ensuring consistency and continuity in practice throughout the school.
- To underpin pedagogy with the principles of learning outlined in the Primary Language Curriculum.
- To implement the curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

Broad Aims, Content and Methodologies

Aims of the English Plan- P. 12 and 13

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

The Primary Language Curriculum aims to support teachers to:

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning.
- encourage children of different languages and cultures to be proud of and to share their heritage.
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment.
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment.
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts.
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing.
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

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.

Curriculum Planning

Strands and Elements

See Appendix 1

Oral language

Learning outcomes for Oral language pg 22 PLC

Whole School Strategies for Oral language

Assemblies:

- Regular whole school assemblies
- Appropriate and respectful language is modelled
- Good listening and appropriate responses are encouraged
- Common social functions are taught
- Positive non-verbal behaviour is encouraged

Yard:

- Using words to communicate and solve problems

- Self-Maintaining Language
- Model positive and respectful language
- Use of Restorative Practice Questions

Aistear (Play and Playful Learning/Activities for Integrated Learning):

- Aistear hour of play daily in Junior and Senior Infants classes. Pedagogy of play across class levels - playful activities and hands on learning used daily throughout the school
- A thematic approach is used to plan Aistear. It is linked to the S.E.S.E. Explorers programme.
- A socio-dramatic play area and small world area are included in each theme.

Schemes in use:

- (JI & SI) Starlight (for Oral Language), Dandelion launchers, Flying start to reading, Reading Elephant.
- (1st-6th) Starlight, Raz Kids, Reading Zone.
- My Read at Home (questions asked and answered orally)

Timetable

- Aistear: 45 minutes daily (to include the plan, do and review time)
- Oral language lessons daily: discrete lessons/informal language use.

Activities/Methodologies currently used for Oral Language

The following skills will be modelled and explicitly taught in our school at all class levels:

- Using words for common social functions in a polite and respectful manner
- Communicating to meet personal needs
- Listening (rhymes, jingles, riddles, listening activities, bingo, news)
- Recalling (re-telling stories, class trips/visits, news)
- Naming (name, address, days, months, seasons, family members, things you need for /find in)
- Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- Describing (colour, shape, feelings, characters)
- Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
- Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- Reporting (reporting back from a group activity or project)
- Speaking out clearly
- Predicting (hear part of a story, what do you think will happen next?, picture sequences)
- Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- Imagining (a new planet, a newly discovered species of animal)
- Questioning (20 questions, the Yes/No game show)

- Interpreting and using appropriate non-verbal language
- Taking turns in speaking and listening (circle-time, news time)
- Showing tolerance for views of others (circle-time, debating)
- Think talk time and critical book talk

Resources for Oral Language (Infant classes)

- See appendix 2.

Vocabulary

- Vocabulary development is seen as a cornerstone of learning in this school; the impact of vocabulary on reading fluency and comprehension, writing quality and effective communication affects attainment and progression across every subject.
- Teachers understand the importance of vocabulary development and emphasis is placed on this when planning.
- New vocabulary is displayed in the classrooms, e.g. vocabulary to support themes, word walls, synonyms and antonyms as relevant to each class level.
- Both online and physical dictionaries and thesauruses will be used to aid vocabulary development and enrichment.

Dictionaries

- Alphabetical Order is taught discretely in first class.
 - The colour coding of Jolly Dictionary is used to support this work
 - a, b, c, d, e
 - f, g, h, i, j, k, l, m
 - n, o, p, q, r, s
 - t, u, v, w, x, y, z
- Dictionaries will be introduced in first class and used regularly

from second class.

- Formal time will be devoted to teaching the children how to use a dictionary correctly.
- A child friendly dictionary will be selected and provided by the school
 - Fallon's Children's Oxford Dictionary, Irish Edition. ■ Jolly Dictionary, Sara Wernham
- A junior thesaurus is introduced from 3rd class.
- 4th - 6th class will also have some class copies of a more sophisticated dictionary and thesaurus.

Teacher's planning for Oral Language

- English Oral language and Teanga ó bhéal sa Ghaeilge, are integrated thematically as much as possible.
- Picture books and stories are used as stimuli for language learning and use.
- New vocabulary is displayed in the classroom eg vocabulary to support themes, word walls, synonyms and antonyms as relevant at each class level.

Reading

Learning Outcomes for Reading Page 26 PLC

Aims for Reading

In the area of reading development we aim to:

- promote positive attitudes and develop the appreciation of reading

- develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
- develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
- develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity
- engage in and enjoy sustained silent reading
- enhance emotional and imaginative development through reading
- develop cognitive ability and the capacity to clarify thinking through reading
- use the school library to increase fluency and interest in books.
- use explicit instruction of reading skills and strategies to enable all children to participate more fully in literary experiences.

Whole School Initiatives for Reading

- Book Fair
- World Book Day and visits to bookshops
- D.E.A.R. time
- Paired/Buddy Reading
- Study of authors and visiting authors
- Visits to library (school and community) and County library van visits here to school

- Podcasts and audiobooks
- Team teaching focus on reading skills eg Literacy Lift Off, novels

Supplementary Resources for Reading across all class levels

- Big Books
- Class Library
 - Each classroom has its own library. We have a wide variety of books purchased by the school, borrowed from the Tipperary County library and bought from the book fair
 - Books reflect the diversity of our school population and the wider world
 - We have books available in a variety of languages

- Poetry Books
- Rhyme Books
- Story Books
- Fairy Tales
- Books of Myths and Legends
- Scrapbooks
- Posters
- CDs/Interactive whiteboard resources
- Games
- Joke books
- Cookery books
- Activities eg dot to dot, dry wipe books, puzzles

Rhymes

- Children in Infant classes will learn one Nursery Rhyme per week - See Nursery Rhyme Scheme (Infant level) in Appendix 2

Poetry

- Children from First to Sixth class will learn a variety of poems by heart throughout the year.
- A poem can also be used as a stimulus for discussion and integrated with Art/SESE/SPHE
- Children are provided with frequent opportunities to experience poetry and are encouraged to respond to it in different ways.
- Children are given opportunities to write poetry after teacher modelling and immersion in the genre.
- Children are given the opportunity to display and read poetry.

Story

- All children will explore the following types of story:
 - Fairy Tales
 - Fables
 - Myths and Legends.
- Picture books should not only be used as storybooks but also as a meaningful context for teaching sight-words, phonics, fluency, comprehension, concepts of print, phonological awareness and critical thinking.
- Novels will be used from First to Sixth class and will be integrated with SESE and other subjects where possible.

Phonological Awareness & Phonics

See appendix 4 for Supplementary strategies for phonics, word study and grammar development.

See appendix 5 for phonological awareness development).

- Phonological Awareness and Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed

on its importance in the early school years.

- Phonological Awareness is taught explicitly using the 'A Sound beginning for reading' by CJ Fallon.
- Junior and Senior Infants use the Jolly Phonics programme
- 1st - Jolly Phonics, 2nd - 3rd class 'Sounds make words' and 'Sounds OK'

Activities to develop Phonological Awareness

1. Syllabic Awareness

Beating out syllables: Children can clap, tap or stamp rhythmically as they say nursery rhymes.

Blending syllables: Imaginary Robbie the Robot says words in a funny way. (Breaks words into syllables, pauses for 1 sec. Between syllables) Children figure out the word. E.g. Mar-y, dus-ter, black-board.

Segmenting syllables: As above, except that children pretend that they are Robbie Robot, and segment the words themselves. Present words for segmentation by supplying real objects or by showing pictures. **Kinaesthetic reinforcement:** Get children to touch their heads for the first syllable, shoulders for the second, hips for the third, knees for the fourth and toes for the fifth.

Supply a set of real objects; A child picks one, keeps it while saying the first syllable and passes it on to the next child for the next syllable. **Counting Syllables:** Have children put up one finger for each syllable (starting with the thumb for the first syllable) and let the fingers displayed until counting is completed.

Isolating syllables: Start with two-syllable words which also happen to be compound words e.g. postman. Present word orally and ask pupils to say first part on its own. Proceed to two-syllable words which are not compound words.

Similarly the second syllable can be isolated. Later, syllables can be isolated in longer words.

Onset-Rime Awareness

Learning and saying rhymes

Listening to stories with strong and repeated rhyme

Supplying rhyming words in orally rhyming patterns – e.g. Dr. Seuss books,
Each

Peach Pear Plum

Rhyme Discrimination exercises – looking at pictures, listening to words and testing them for rhyme Matching rhyming pictures

Discrimination of orally presented rhyming pairs (e.g. hair/pair, Hot/big)

Rhyme completion e.g. “I have a shoe, Its’ colour is

Rhyme Box – children pick out an object, name it and supply three rhyming words Rhyme-time game

- a. Show picture (e.g. cat). Ask for rhyming words
- b. List correct responses on the board
- c. Then show each flashcard. If children have guessed that word, they keep the flashcard. If not, the teacher keeps it. If the teacher manages to keep 4 or more card, she/he wins,
- d. Elicit from children what sounds the words have in common. Then establish what letters they have in common. (This is the beginning of training in analogy)

Phonemic Awareness

Same or different exercises: Present pairs of words. Let some pairs differ by one phoneme. Let children say if they are the same or different. Identifying words which begin with the same initial sounds

– ...Then with the same end sounds

– ...Then with the same middle sounds

Song for sound-matching activities: To the tune of “Old Macdonald”

What's the sound that starts these words? Turtle, time and teeth (wait for children to respond!) /t/ is the sound that starts these words:

Turtle, time and teeth.

With a /t/, /t/ here and a /t/, /t/ there,

Here a /t/, there a /t/, everywhere a /t/, /t/.

/t/ is the sound that starts these words:

Turtle, time and teeth.

Producing sounds with given initial sounds – I spy games, I went shopping and I bought...

Phoneme blending - Start with two-phoneme words and pause between phonemes. Initially incorporate the words into sentences, e.g. "My favourite food is apple p-ie.

Song Games: To the tune of "If you're happy and you know it"

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word,

Then tell me what you've heard,

If you think you know this word, shout it out!

The teacher says a segmented word such as /k/-/a/-/t/ and the children respond by saying the blended word.

Phoneme Segmentation and counting : Using idea of an imaginary sound- stretcher, show children how to stretch words. Good idea to use cardboard squares or counters to represent sounds. (Later, letters could be pencilled onto the card squares)

Sound dominoes: Child says a word. Next child says a word beginning with the final sound of the previous word, etc. etc. e.g sun, neck, cup, page, joy, oil..

Phoneme deletion: Puppet character, Ms. Sound Snatcher snatches initial sounds, children must identify missing sounds.....(f)ox. (h)at, (p)late, (s)mile, (p)each etc.

Children's names. When Ms. Sound Snatcher took away the first sounds from these words, she was left with children's names. What are they? Pan(Ann), Teddy(Eddie), Gemma(Emma), Skim (Kim) etc.

Parts of the body: Snail (nail), Stow (toe), Farm (arm), Pie (eye)etc.

Deleting end sounds: Ms. Sound Snatcher can delete end sounds, e.g. pain (pay), train(tray) tent(ten), bone(bow)

Children's names: Joke (Joe), Soon (Sue), Cake (Kay), Face(Faye), Rain (Ray), Dance (Dan)

Phoneme substitution: Children can have fun changing the initial phonemes of their own names, eg. Nicola, Ticola, Bicola, etc.

3

Identification of sound positions, initial, final and medial: Display a picture of a train composed of an engine, a passenger car and a caboose. Three connecting boxes can be drawn under each component. Explain that like the train, each word has a beginning, middle and end part. Demonstrate by slowly articulating a CVC word and pointing to the box corresponding to each sound in the word. Repeat the word and ask the children to identify where they hear the different sounds.(e..g.Where do you hear the /g/in pig?) Have them mark the box under the train that indicates the position of the sound you specify.

Later use Elkonin boxes for activities for CVC and longer words.

Alphabet

- Reciting the alphabet will be taught in Junior and Senior Infants.
- Children will be asked to say the alphabet starting and stopping at different intervals to promote familiarity.
- Children will be encouraged to state the name and the sound together.

- Awareness of vowels will be taught from Junior Infants.

Sight Words (Heart Words)

- Sight words, including the Jolly Phonics “Tricky Words” are taught in Junior and Senior Infants.
- Decodable elements of the words are highlighted, and the ‘tricky’ parts are discussed and learned by heart. (Heart Words Approach)
- Dolch list is used from Senior Infants.
- A multi-sensory approach is used to teach sight words. (See Appendix 6)

Reading Comprehension

- Comprehension Strategies are explicitly taught at each level through the use of Over the Moon and Building Bridges of Comprehension by Martin Gleeson.
- Activating prior knowledge is a key comprehension strategy and this is reflected in activities we do before reading at all levels.

Where children are situated in the Primary Language Curriculum:

Reading	Stage 1	Stage 2	Stage 3	Stage 4
----------------	----------------	----------------	----------------	----------------

<p>Recall, discuss and sequence significant details and identify key points of information in text.</p>	<p>Compare and select and apply comprehension strategies flexibly with text in a variety of background knowledge to curriculum, with text in a variety of genres and independently draw on background</p>	<p>Choose, justify, comprehension strategies to interchangeably and use genres across the engage independently or collaboratively, or continue to collaboratively. knowledge. Compare and synthesise information, thoughts, and ideas from a variety of text sources.</p>
<p>Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.</p>	<p>Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively.</p>	

--	--	--

The Comprehension Strategies developed in Convent Primary School, sourced from the Primary Language Curriculum, are as follows:

- Activating and using prior knowledge.
- Predicting
- Visualising
- Making Connections
- Clarifying
- Determining Importance
- Inferring
- Synthesising

In Newport Convent Primary School, the comprehension strategies will be developed at each class level. It is up to each class teacher to decide when these genres will be taught in a given year through individual long-term planning. The breakdown is as follows:

	Junior Infants	Senior Infants	1st	2nd	3rd	4th	5th	6th
Prediction	√	√	√	√	√	√	√	√
Visualisation	√	√	√	√	√	√	√	√
Making Connections	√	√	√	√	√	√	√	√
Questioning	√	√	√	√	√	√	√	√
Determining Importance			√	√	√	√	√	√
De-clunking			√	√	√	√	√	√
Inference				√	√	√	√	√
Clarifying				√	√	√	√	√
Synthesising					√	√	√	√

Specific Approaches

In Newport Convent Primary School, we will use a variety of approaches to support the teaching of comprehension strategies. These have been taken from the supports for the curriculum and resources from the PDST.

1. Gradual Release of Responsibility

Teachers will use this approach when introducing a new strategy. The initial steps are crucial as they give pupils the opportunity to become familiar with the strategy and listen to the teacher's think-aloud process.

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 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.

Assessment

Regular assessment of children's comprehension using checklists, conferences and rubrics can help teachers determine children's progression with comprehension, in line with the Progression Continuum for Reading in the Primary Language Curriculum. Children should also be encouraged to self- and peer-assess, using appropriate child and teacher-designed rubrics and checklists.

Class level	Suggested Books (Building Bridges)
Junior Infants	<p>Dear Zoo</p> <p>Peepo</p> <p>We're going on a bear hunt</p> <p>Five minutes Peace</p> <p>The Rainbow Fish</p>
Senior Infants	<p>The Tiger Came To Tea Where The Wild Things Are</p> <p>Can't You Sleep Little Bear?</p> <p>Dear Zoo</p> <p>Silly Billy</p>
1st class	<p>Piper</p> <p>The Lamb Who Came For Dinner</p> <p>Ratty Tatty</p> <p>Grandfather Twilight</p> <p>Emma's Lamb</p> <p>Lost & Found</p> <p>Alexander & The Terrible, Horrible, No Good, Very Bad Day</p>
2nd class	<p>Gentle Giant</p> <p>Killer Gorilla</p> <p>Bat Loves the Night</p> <p>Camille & the Sunflowers</p> <p>Amelia's Road</p>

	<p>The Emperor's Egg</p> <p>Grandma Elephant is in Charge</p>
3rd class	<p>The Morning I met a Whale Something Beautiful* Henry's Freedom Box*</p> <p>Something Beautiful*</p> <p>The Lotus Seed*</p> <p>The Mozart Question *</p> <p>The Big Blue Whale</p> <p>Walk with a Wolf</p> <p>Gentle Giant*</p>
4th class	<p>When Jessie Came Across the Sea*</p>
	<p>Her Mother's Face</p> <p>Star of Fear, Star of Hope* Grandma Elephant's in charge</p> <p>Voices in the Park</p> <p>Henry's Freedom Box</p>
5th class	<p>A Bad Case of the Stripes</p> <p>The Tunnel*</p> <p>Helen Keller</p>

6th class	Thank you, Mr. Falker Dandelions Amazing Grace

Writing

Learning Outcomes for Writing page 30 PLC.

Please see appendix 7 for whole school plan for the Writing Genres and Appendix 8 for The Writing Process.

Aims for Writing

In the area of writing development, we aim to:

- develop competent and confident writers in all writing genres
- develop print awareness and an understanding of the purpose and conventions of print
- promote a growing sight vocabulary
- utilise the various comprehension strategies
- write for different purposes and different audiences
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- share writing experiences with others
- use computer technology for writing

Please see the appendix 7 for our detailed plan outlining our two-year plan for the teaching of the Writing Genres.

Spelling

- We recognise that, as a whole school, a multi-dimensional approach to spelling is essential.
- Every class has varying levels of spelling ability, and the pupils are differentiated and assessed accordingly.

- Children who require extra support may use the SNIP with the learning support teachers.

Objectives for Spelling

- Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
- Spelling strategies must be explicitly taught.
- Spelling activities should be enjoyable.
- Realisation that not all spelling is phonetically based
- Spelling activities should be multi-sensory.
- Self-checking is continuously encouraged to foster a more independent approach
- Spelling must never be a barrier to children's writing as it is vital not to dampen a child's enthusiasm to write by always insisting on accurate spelling
- Children are encouraged to take risks and attempt unknown words
- Provide opportunities for children to 'problem-solve' the rules themselves
- Children begin spelling informally in Junior and Senior Infants through exposure to phonics and phonemic awareness activities, e.g. Elkonin boxes (as outlined previously in this policy)
- Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils' years in the school.

Source of Spellings

- Spell It and other spelling books/programmes
- Teacher designed spelling booklet based on the Jolly Phonics Programme
- Children's work
- Personal dictionary

Spelling and Word Study

Where children are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Spelling and Word Study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling. Spell high frequency and high interest words accurately	Use knowledge of letter/sound correspondences and common spelling patterns to accurately spell words. Spell a wide range of high frequency words accurately and begin to use reference materials to check and correct spelling.	Analyse how letter-sound correspondence, common spelling patterns and meaningful word parts an root impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling	

Specific Approaches

An inclusive approach: Spellings begin in First Class. In First and Second Class words are chosen based on a similar sound pattern and some high frequency words. This approach is differentiated based on the needs on the children. From 3rd -6th we use Spell It. Spell It is a highly structured approach based on phonetic knowledge and common letter patterns. Commonly misspelled words are included from 4th class onwards.

Knowledge of sounds: Examples include syllables, onset and rhyme, individual phonemes.

Knowledge of pattern: Activities in Spell It workbook and teacher designed tasks.

Knowledge of meaning: Activities in Spell It workbook and teacher designed tasks.

Knowledge of origin: Activities in Spell It workbook and teacher designed tasks.

Free Writing

Other spelling strategies and approaches such mnemonics, word in a word, letter drawings, letter strings, board games, silly sentences, multi-sensory approach.

Progression of Spelling: Progression occurs through acquisition of previously learned words.

Assessment

- Spelling test
- Free Writing
- Teacher observation
- Analysis of copybook work, text books, work produced for display, work produced with Ipads & laptops.

Parental Involvement and Spelling

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework using the Look, Say, Cover, Write, Check Method and by practising sentence dictation where relevant.

CONVENTIONS OF PRINT – GRAMMAR AND PUNCTUATION

Where children are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Conventions of print and sentence structure	Use basic conventions of print and sentence structure.	Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.	Use increasingly nuanced print conventions in their independent writing. Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.	

The conventions of print, grammar and punctuation topics used in Newport Convent Primary School are sourced from the Primary Language Curriculum and the PDST.

Specific Approaches

In Newport Convent Primary School, we will use a variety of approaches to support the teaching of conventions of print, grammar and punctuation.

These have been taken from the supports for the curriculum and resources from the PDST.

1. **Videos** – Use of videos to illustrate and support learning.
2. **Explicit Teaching** – The teacher shows pupils how to use concepts being taught.
3. **Identifying In Text** – Discuss concepts being taught as they arise in class texts.
4. **Games** – Using digital and in-person games to practice and reinforce learning.
5. **Modelling** – Showing how to use the concepts correctly.
6. **Writing Conferences** – Discussing the use of concepts through the pupils' own writing.
7. **Textbook Practice**

See appendix 7 for our detailed plan of action for Grammar, punctuation and Conventions of print.

HANDWRITING AND PRESENTATION

Where children are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Handwriting and Presentation	Write upper and lower case letters as separate, flowing letters and present texts in a range of formats.	Write legibly and fluently in a chosen script and present texts in a range of formats.	Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.	Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.

Specific Approaches

In Newport Convent Primary School, we will use a variety of approaches to support the teaching of handwriting and presentation. These have been taken from the supports for the curriculum and resources from the PDST.

- **Motor Development** – Fine-motor and gross-motor activities are used to build hand strength and dexterity. These include working with Play-Doh, playing with construction toys and fine-motor games, tearing and sticking, colouring with crayons etc.
- **Core Development** – A good posture is essential for the development of handwriting. Through the PE curriculum and in other contexts, pupils

will build their core strength.

- **Pre-writing** – Pupils in the younger classes will undertake many prewriting activities before learning to form their letters. These will include drawing wavy and pointed patterns. These help build the dexterity needed for letter formation.
- **Pencil Grip** – The pencil is grasped between the tips of the thumb and the index finger and is supported against the side of the middle finger (tripod grip). The last two fingers are curved and rested against the table surfaces. The wrist is bent back slightly and the pencil is held about 2cm from the tip (slightly more for left-handed children).
- **Sensory Play** – Pupils will experience sensory play to help learn the formation of their letters and writing. These activities include writing letters in sand or rice.
- **Modelling** – The teacher shows pupils how to form the letters/handwriting being taught.
- **Videos** – Showing how to form letters correctly.
- **Hand-over-hand** – The teacher assists the pupil in the formation of their letters.
- **Workbook Practice** – In Newport Convent Primary School, we use Mrs. Murphy's Handwriting Copies in the Junior Infants and Handwriting Made Easy, Print Style from Senior Infants to Third Class.
- **Copybook Practice**

Progression of Handwriting

Lowercase letters are taught in Junior and Senior Infants. Junior Infants will begin letter formation in conjunction with the Jolly Phonics and Handwriting without Tears programmes. They learn to form their letters with a tail out at the end of the letter. In Senior Infants, they learn to form their letters with a tail out and upper case letters are introduced. In 1st and 2nd, lowercase and uppercase letters are reinforced and joined print script is introduced. From 3rd to 6th, pupils practice the formation of their letters regularly to form a clearly legible script. Pupils will be expected to title and date their work. They also explore presentation styles that link in with the different writing genres.

Language

The correct use of terminology for each letter formation will be used and

modelled through lessons. This is particularly important in the junior end of the school. We loosely follow Handwriting without tears instruction for formation of each letter and Jolly Phonics lessons.

Assessment

Regular assessment of children's handwriting using checklists, conferences and observation will be used to determine children's progression.

Conventions of print will be included in these. Other specific assessment modes may be used by teachers to assess pupils' progress. These include:

- Self and peer assessment
- Specific handwriting checklists
- Analysis of copy work and book work

Creative Writing

- Children begin Creative Writing in the infant classes.
- This is stimulated and developed in many ways including Aistear, the use of free drawing (Infant Classes) and free writing copies.

Selecting Topics for Creative Writing

Sources of topics for children's writing include:

- Print-Rich Environment
- Thematic Approach
- Personal Concerns
- Life at home and in school
- Stories
- Social Needs
- Personal Reading
- Poetry

- Drama
- Aistear
- Everyday personal experiences
- Use of home language

Strategies for Planning Creative Writing

- Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
- Brainstorming
- Webbing
- Story Board
- Story Plans
- Story Templates
- Poetry/Drama/Story as stimulus

Whole School Approaches to Writing and Drafting

- Plan, Draft, Edit, Re-draft, Publish
- Encouraging Self Correction and Self Checking

Correcting Creative Writing

- Learning intentions and success criteria are shared with children at the start.
- Symbols are used to indicate incorrect grammar, spelling, punctuation , vocabulary etc.
- Constructive comments are used by teachers when correcting the children's work.

Whole School Approaches to Valuing Creative Writing

- Displays
- Writer's Corner
- Constructive and specific feedback given
- Work included in class collections of writing
- Team Teaching with a focus on a specific genre for creative writing.

Assessment and Record Keeping

- Standardised testing: Micra, Drumcondra test of early literacy , BIAP, MIST etc.
- Dictation
- Teacher checklists
- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios
- Projects
- Diagnostic tests
- Self and Peer assessment

Differentiation

- English activities will be differentiated in order to meet the needs of the children.

Children with Additional Needs

- Children with additional educational needs will receive

support from our Special Education Teachers.

- We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SET team.
- Team teaching and station teaching blocks are arranged throughout the year.
- Children with exceptional ability will be challenged and encouraged through differentiation.
- Teachers will encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

E.A.L. Provision

We are an inclusive school and we welcome children from all areas and cultures. The SET team will:

- Work in collaboration with class teachers to set relevant and achievable learning targets for each pupil.
- Prepare the pupil, on an on-going basis, to access mainstream learning, initially in part and later more fully.
- Help the pupil to develop appropriate strategies and skills to support future formal education in general.

Homework

- Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education.
- Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Organisational Planning

Time Allocations for Language 1

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011) as follows:

Class Level	Time Allocation for Language 1
Junior and Senior Infants	4 hours per week
1st - 6th	5 hours per week
<ul style="list-style-type: none">• Discretionary time may also be used for the teaching and learning of English.• The teaching of English will be organised on both a whole-class and team-teaching level.• A team-teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. <p>○ This will be organised based on the needs of each class and will focus on specific areas of the curriculum.</p>	

Resources and ICT : We endeavour to build on and develop the resources available for teaching and learning in the school for the teaching and development of Literacy.

- The school will ensure that resources for school-wide programmes will be available to all teachers, including:
 - Jolly Phonics
 - Over the Moon
 - Starlight Oral Language Scheme
 - Building Bridges of Understanding
 - PM+, Oxford Reading Tree, Flying start to Literacy
 - Big Cat Readers, Engage Literacy, Red Squirrel, Dandelion programme

- ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, iPads, online programmes etc.

Individual Teachers Planning and Reporting

Class Teachers' Planning

- Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan.
- This should ensure clear progression as children move from class to class.
- Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it

will be monitored and assessed on an ongoing basis.

- Teachers will be responsible for the implementation of their English plan, which is understood to be a working document.
- Learning outcomes directly from the Primary Language Curriculum are included in each teachers' long term plan.
- Teachers will include English in their fortnightly plan - this must include Learning outcomes, Learning experiences and assessment.
- The Cúntas Míosúil must document what has been covered in the teaching and learning of English each month.

Support Teachers' Planning

- SET teachers must complete fortnightly plans and student support plans detailing the teaching of English to their pupils, where relevant.

Staff Development

- Staff needs will be assessed and the local Education Centre will be requested to provide suitable training as the need arises; this may be ongoing, or once-off training.
- The staff will also avail of training as provided by the Department of Education and Skills and PDST, particularly in relation to the implementation of the Primary Language Curriculum.

Parental Involvement/Community Links

- Parents/carers have a crucial role to play in their children's language development.
- Talking to adults, hearing them talk, hearing stories read and told, and being encouraged to read and write, all have an influence on children's language development that supports and complements the school experience.
- Parents are informed of this at infant open days and throughout the year, both formally and informally, for example, in newsletters, teacher report cards and during parent teacher meetings.

Policy Development

Success Criteria

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback and reflection
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning, that the preparation & planning by teachers has been based on this plan.
- Analysis of results achieved by pupils in standardised tests.
- Teacher observation of pupil enjoyment and participation in oral language, reading and writing activities.

Implementation and Review

Roles and Responsibilities

The plan will be implemented by all members of the teaching staff. The principal will play a role in overseeing its implementation. Guidance on particular aspects of the plan can be sought from the English coordinator.

Timeframe

We have aligned this plan with the Primary Language Curriculum in May 2022. This plan will be reviewed at the end of the school year (May 2024). Following this initial review, it will be reviewed bi annually in Term 1 at the September or October staff meeting.

Ratification and Communication

- The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor, the Principal and English literacy co-ordinator.
- This policy will be published on the school website.
- A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested.
- Hardcopies of this, and all school policies, are available at the school upon request.

Signed by 
Patrick O'Toole

Date 4/12/24.

List of appendices

- 1 Curriculum Planning; Elements, Strands and Learning Outcomes of the Primary Language Curriculum
2. Resources and themes for Oral language (Junior and Senior Infants)
3. Phonics schedule for Junior and Senior Infants
4. Supplementary strategies for phonics, word study and grammar development
5. Strategies for phonological awareness development
6. Multi-sensory approaches for teaching sight vocabulary
7. Writing genres
8. A link to NEPS document “A Balanced approach to Literacy Development in the Early years – NEPS good practice guide”.
9. The writing process and vocabulary folder

Appendix 1: Curriculum Planning; Elements, Strands and Learning Outcomes of the Primary Language Curriculum

Element 1: Communicating

Strand:	Learning Outcome:
Oral Language	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn taking, extra- and paralinguistic skills)
Reading	Engagement (intentionality) Motivation and choice (relevance)

Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)
---------	---

Element 2: Understanding

Strand:	Learning Outcome:
Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)

Element 3: Exploring and using

Strand:	Learning Outcome:
Oral Language	Requests and questions Categorisation Retelling and elaborating (narrative text and response)

	<p>Playful and creative use of language (aesthetic dimension of language)</p> <p>Information giving, explanation and justification (expository text)</p> <p>Description, prediction and reflection</p>
Reading	<p>Purpose, genre and voice (awareness of author's purpose)</p> <p>Comprehension (comprehension, text organisational structure and fix-up strategies)</p> <p>Fluency and self-correction (accuracy, fluency and meaning)</p>
Writing	<p>Purpose, genre and voice (sense of voice, aesthetic dimension of text)</p> <p>Writing process (using processes, structures and language register)</p> <p>Response and author's intent (author's purpose and responding)</p> <p>Handwriting (legibility)</p>

Appendix 2

Resources and themes for Oral language (Junior and Senior Infants)

Aistear themes

Junior Infants

- Home
- School
- The doctor
- The dentist
- Clothes shop

- A birthday party
- Travel agent/Bus stop
- The hairdressers
- The supermarket
- The garden centre
- The vet
- The farm
- The new baby
- The campsite

Senior Infants

- Home
- The construction site
- The optician
- The hospital
- The toyshop
- The restaurant
- Outer space
- The Garda station
- The fire station
- The post office
- Jungle habitat
- Aquarium
- The airport
- The seaside

Nursery rhymes

Junior infants

- Pizza on the table
- Humpty, Dumpty
- Twinkle, twinkle
- Two little dickie birds
- Row, row, row your boat
- Incy, wincy spider
- Five little ducks
- I'm a little teapot
- Baa baa black sheep
- One, two, buckle my shoe
- Mary had a little lamb
- Hickory, dickory dock
- The queen of hearts
- Miss Polly

- Little boy blue
- Hey diddle, diddle
- Little Bo Peep
- Rock-a-bye-baby
- Mix a pancake
- The man in the moon
- Little miss muffet
- Jack and Jill
- Old King Cole
- Hickety picket
- There was a crooked man
- Mary, Mary quite contrary
- Polly put the kettle on
- Pussy cat, pussy cat
- Rub-a-dub-dub
- One, two, three, four, five
- London bridge
- Ring-a-ring-a-roses
- One potato
- Jelly on a plate

Senior Infants

- Revision of Junior infant rhymes
- See-saw Margery daw
- Ten green bottles
- Little Jack Horner
- One for a tangle
- Sing a song of sixpence
- One little baby
- A dillar, a dollar
- Girls and boys come out to play
- Sally go round the sun
- I had a little nut tree
- Pat-a-cake, pat-a-cake
- Little Arabella Miller
- What do you suppose?
- Diddle, diddle dumpling
- Terence Mc Diddler
- The grand old Duke of York
- Diddlety, diddlety, dumpty

- Little Tommy Tucker
- Frère Jacques
- There was a little dog
- I have a little toothbrush
- Pease Pudding Hot
- It's raining it's pouring
- This little froggy broke his toe
- Our Voices
- Sitting on the Floor
- Hands on Shoulders
- Birthday Chant
- My Hands upon my head I'll place
- At the Zoo we saw a bear

Story (Oral Language and Reading)

Junior Infants

Independent Reading

- Supplementary reader sent home: Decodeable books 1
- Jolly Phonics readers

Picture Books:

- The Kissing Hand
- The Pig in the Pond
- Handa's Surprise
- Peace at Last
- Owl Babies
- Rumble in the Jungle
- The Very Hungry Caterpillar
- Rosie's Walk
- Elmer
- Each Peach Pear Plum
- The Enormous Turnip (integrated with Gaeilge)
- Dear Zoo (Building Bridges)
- Peepo (Building Bridges)
- We're going on a Bear Hunt (Building Bridges)
- Five Minutes Peace (Building Bridges)
- The Rainbow Fish (Building Bridges)

Fairytales

- The Three Little Pigs (integrated with Gaeilge)
- The Gingerbread Man (integrated with Gaeilge)
- Goldilocks and the Three Bears (integrated with Gaeilge)

Senior Infants

Independent Reading

- Supplementary reader sent home: Decodeable books 2
- Jolly Phonics readers

Picture Books:

- The Gruffalo
- The Snail and the Whale
- The Scarecrow's Wedding
- Elmer and the Rainbow
- Elmer's Special Day
- Where oh where is Rosie's chick?
- The Day the Crayons Quit
- The Day the Crayons Came Home
- The Tiger who Came to Tea (Building Bridges)
- Tiddler (Building Bridges)
- Where the Wild Things Are (Building Bridges)
- Can't You Sleep Little Bear (Building Bridges)
- Zoo (Building Bridges)
- Silly Billy (Building Bridges)

Fairytales:

- Little Red Riding Hood (integrated with Gaeilge)
- Cinderella (integrated with Gaeilge)
- Jack and the Beanstalk (integrated with Gaeilge)
- Hansel and Gretel (integrated with Gaeilge)

Appendix 3: Phonics

Schedule for Junior and Senior Infants

Junior Infants

September

- Pre-reading skills

October - April

- Teach groups 1-7 (see below)
- Teach 2 sounds per week:
 - Monday: Teach new sound 1
 - Tuesday: Revise new sound 1.
 - Wednesday: Teach new sound 2
 - Thursday: Revise new sound 2
 - Friday: Revise new sounds 1 and 2 from the week
- At the end of each group (i.e. after 6 sounds) spend 1 week revising and blending with the sounds from that group
 1. s, a, t, i, p, n
 2. c/k, e, h, r, m, d
 3. g, o, u, l, f, b
 4. ai, j, oa, ie, ee, or
 5. z, w, ng, v, oo, OO
 6. y, x, ch, sh, th, th
 7. qu, ou, oi, ue, er, ar

May - June

- Revision and Blending of all phonics

Senior Infants	
All phonics highlighted in yellow are new to this class level. All other phonics have been taught in Junior Infants	
September	<ul style="list-style-type: none"> • s, a, t, i, p, n • ck, e, h, r, m, d, g • digraphs ai, oa, ie, ee, or
October	<ul style="list-style-type: none"> • o, u, l, f, b, j, z, w, v, y, x • digraphs ng, oo, ch, sh
November	<ul style="list-style-type: none"> • digraphs th, qu, ou, oi
December	<ul style="list-style-type: none"> • digraphs ue, er, ar
January	<p>Long a sound</p> <ol style="list-style-type: none"> 1. "ai" - rain, pain, wait, paint 2. "ay" - day, way, hay, clay 3. "a_e" - bake, cake, game, plane <p>Long o sound</p> <ol style="list-style-type: none"> 4. "oa" - goat, boat, coat, toast 5. "ow" - bow, snow, slow, crow <p>"o-e" bone, cone, home, joke</p>
February	<p>Long i sound</p> <ol style="list-style-type: none"> 1. ie - pie, tie, die, lie 2. igh - night, high, right 3. Y - spy, python, cry, sky 4. i-e bike, time, smile, fire

<p>March</p>	<p>Long e sound</p> <ol style="list-style-type: none"> 1. "ee"- tree, sweet, sheep, feet 2. "ea"- peas, cream, dream, clean <p>Number 3 makes the "or" sound. fork, Cork, form, morning</p> <p>Number 4 makes the "ng" sound. - strong, long, ring, bang</p>
<p>April</p>	<p>Little and long oo sound.</p> <ol style="list-style-type: none"> 1. Little "oo"- cook, book, look 2. Long "oo"- moon, soon, shoot <p>Voiced and unvoiced th sound.</p> <ol style="list-style-type: none"> 3. Voiced "th"- that, then, this 4. Unvoiced "th"- thin, thumb, thick
<p>May</p>	<p>Number 1 – 2 make the same sound ("oi")</p> <ol style="list-style-type: none"> 1. "oi"- oil, coin, boil, join 2. "oy"- boy, toy, joy, enjoy <p>Numbers 3-5 make same sound (long u).</p> <ol style="list-style-type: none"> 3. "ue"- cue, fuel, barbecue 4. "ew"- few, skewer <p>"u_e"- cube, mule, fuse</p>
<p>June</p>	<p>Er sound</p> <ol style="list-style-type: none"> 1. "er"- her, sister, silver, letter 2. "ir"- bird, girl, dirt, stir 3. "ur"- turn, burn, fur, hurt <p>"ar" – car, ward, farm, smart</p>

Appendix 4

Supplementary Strategies for phonics, word study and grammar development

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, learn and practice 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.

Appendix 5

Strategies for Phonological Awareness Development

Junior Infants follow the Programme “A sound beginning for Reading” CJ Fallon.

Senior Infants will revisit this programme and revise all the skills during Term 1.

Additional activities might include:

- **Blend syllables e.g. post/man, black/bird, win/dow, doc/tor, vid/e/o etc...**
- **Clap, stamp, tap out the syllables in 2 and 3 syllable words**
- **Recite rhymes, songs, tongue twisters and alliteration sentences**

- Understand the meaning of terms such as word, letter, letter names, letter sound
- Identify words that rhyme
- Supply a rhyming word for another
- Supply a word that has the same initial sound as another
- Recognise and name the letters of the alphabet
- Associate initial sounds in words with letters
- Tap a rhythm in response to the syllables in a word
- Divide spoken cvc, ccvc words into onset and rime
- Identify first and last sound in a spoken word • Identify the medial vowel in spoken cvc words • Blend 2 or 3 phonemes e.g. a-t, i-f, c-a-l.
- Delete initial sound/phoneme from words e.g. gold/old, bus/us.

In First and Second Classes:

- Use analogy to spell unfamiliar words (take, rake bake ...)
- Identify and blend onset and rhyme in phonetically regular words (t-ill, b-un, s-old etc)
- Blend 2, 3 or 4 phonemes to make real words and nonsense words
- Recognise common endings (-ed, -ly, -ing, -er, -est)

In Third to Sixth Classes, children should be enabled to:

- Continue to refine their ability to encode and decode words phonemically
- Become proficient in learning to recognise and pronounce words by using root words, prefixes, suffixes and syllabication
- Use the pronunciation key in the dictionary

Appendix 6

Multi-sensory approaches for teaching sight words

It is important when working with children that they read at a level that is called proficiency level. This means that they can read material at a 95% accuracy level. Outlined below is a method that will support you to achieve this proficiency level. It is the precision teaching method although precision monitoring may be a better term to use as it monitors the learners progress in acquiring sight vocabulary. The focus is on building a sight vocabulary using a visual method. This is learning to read words by looking at them and remembering them, rather than sounding them out.

1. See and say method
Learn words on a set of flashcards.
2. Precision sheets.
3. Air writing (while spelling aloud).
4. Table writing (while spelling aloud).
5. Write words in sand, under water, in salt, in spices, in shaving cream, on material or carpet and on sandpaper.
6. Write words with various materials eg pipe cleaners, letter beads, dry pasta, playdough, nature materials (twigs, stems), chalk, chalk and water, clothes peg letters, on whiteboards.
7. Spell words using magnetic letters, stamps, building blocks.

Over learning to automaticity

Automaticity is defined as fast, accurate and effortless word identification at the single word level. The speed and accuracy with which words are identified is the best predictor of comprehension.

Automatic reading involves the development of strong orthographic representations which allow fast and accurate identification of whole words made up of specific letter patterns.

Written English is made up of four basic types of words

1. Regular for reading and spelling (eg mat, sprint).
2. Regular for reading but not for spelling (eg boat could be spelled bote or rain/rane).
3. Rule based (eg suffixing rules; planning- doubling rule; baking – dropping the e rule).
4. Irregular (eg beauty).

Appendix 7:

Writing Genres, with Key Genre Features, conventions of print, grammar and punctuation

Writing Plan

Year One	Year Two
1. Recount	1. Narrative
2. Procedure	2. Exposition/Persuasive
3. Report	3. Explanation
4. Writing to socialise	4. Writing to socialise
Junior Infants ,First ,Third and Fifth classes.	Senior Infants ,Second ,Fourth and Sixth classes

WRITING GENRES

Where children are situated in the Primary Language Curriculum:

Writing	Stage 1	Stage 2	Stage 3	Stage 4
Purpose, genre and voice	Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.		Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.	
	Explore and use the typical text structure and language features associated with a variety of genres.		Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.	
	Develop an individual voice to share their thoughts, knowledge and experiences.		Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.	

The writing genres used in Newport Convent Primary School, sourced from the Primary Language Curriculum, are as follows:

- Recount: the purpose is to retell events. Main features of a recount include events in time order, linking words to do with time, simple past tense.
- Narrative: the purpose is to entertain. A narrative tells an imaginative story (some can be based on facts). Main features of a narrative include defined characters, a setting, problem or complication, descriptive language and are usually in the past tense.
- Procedure: the purpose is to tell the way to do things. Main features of a procedure include stating the goal of the procedure, materials, method, evaluation, tense is timeless and use of linking words.
- Report: the purpose is to present factual information on a person, place, animal or thing. Main features of a report include classification, description, summary, subject specific vocabulary and objective language.
- Exposition/Persuasive: the purpose is to persuade. Main features include arguments for/against, evidence, conclusion, mainly timeless present tense

and use of passives.

- Explanation: the purpose is to explain how something came to be. Main features include a definition, description of various parts, how or why it works and summary.

In Newport Convent Primary School, the writing genres will be divided into a two year cycle beginning in the academic year 2021/2022. It is up to each class teacher to decide when these genres will be taught in a given year through their yearly planning. The breakdown is as follows:

Specific Approaches

In Newport Convent Primary School, we will use a variety of approaches to support the teaching of writing genres. These have been taken from the supports for the curriculum and resources from the PDST.

1. Gradual Release of Responsibility (Writing Genre: A Structured Approach - PDST)

Teachers will use this approach when introducing a new genre. This scheme of work should span from six to eight weeks. The initial steps are crucial as they give pupils the opportunity to become familiar with the genre and deconstruct texts to reveal the key feature of the genre.

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

(Samples of children's writing in different genres should be retained each year for this purpose)

Step 2: Use an example to devise a framework: Children analyse one effective sample of the text form. Children discover the framework of a form of a text. . Create a framework with key words/prompts for the genre e.g. in Narrative: Title, Setting, Characters, Problem, Resolution . **(Samples of children's writing in different genres should be retained each year for this purpose)**

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

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

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

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

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

2. Free Writing

Through free writing, pupils are given the freedom to express themselves as they wish. Pupils can use their knowledge of writing genres during this time to structure their work.

3. Aistear

During Aistear, pupils get the opportunity to use writing in a playful way. Writing activities can be structured to practice aspects of the writing genres already learnt during the year.

Language and Genre Features

Language is a central element in the teaching of writing genres. In Newport Convent Primary School, we aim that the pupils' knowledge of genre features and the language involved will grow as they develop through the school. The key genre features are outlined below while the vocabulary for each writing genre is located in the Vocabulary Folder.

Key Genre Features, conventions of print, grammar and punctuation		
Recount		
Infants	1st/ 2nd	3rd – 6th
<ul style="list-style-type: none"> • Personal recounts • Beginning • Middle • End 	<ul style="list-style-type: none"> • Personal or factual recounts • Beginning including 5 Ws • Time connectives • Past tense • Concluding statement 	<ul style="list-style-type: none"> • Personal, factual ,historical or imaginative recounts • Introduction including 5 Ws • Chronological order • Time connectives • Action verbs • Past tense • Concluding paragraph
Narrative		
Infants	1st/ 2nd	3rd – 6th
<ul style="list-style-type: none"> • Beginning • Middle • End 	<ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Past tense 	<ul style="list-style-type: none"> • Introduction • Main body • Conclusion • Defined Characters • Setting • Main problem and solution • Events • Past tense • Descriptive language

		<ul style="list-style-type: none"> • Tired words • Conjunctions • Quotation marks
--	--	--

Procedure

Infants	1st/ 2nd	3rd – 6th
<ul style="list-style-type: none"> • Method • Linking words 	<ul style="list-style-type: none"> • Materials • Method • Tense is timeless • Linking words 	<ul style="list-style-type: none"> • State the goal of the procedure • Materials • Method • Evaluation • Timeless present tense • Time connectives

Report

Infants	1st/2 nd	3rd – 6th
<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Beginning • Middle • End 	<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Beginning • Middle • End • Subject specific vocabulary 	<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Introduction • Main body • Conclusion • Classification • Description

	<ul style="list-style-type: none"> • Description • Present tense 	<ul style="list-style-type: none"> • Timeless present tense • Subject specific vocabulary • Objective language
Exposition/Persuasive		
Infants	1st/2nd	3rd – 6th
<ul style="list-style-type: none"> • Beginning • Middle • End • Likes/preferences 	<ul style="list-style-type: none"> • Beginning • Middle • End Arguments for/against • Examples • Present tense • 	<ul style="list-style-type: none"> • Introduction • Main body • Conclusion • Arguments for/against • Evidence and examples • Timeless present tense • Use of passive verbs • Rhetorical questions • Reiteration/repetition
Explanation		
Infants	1st/2nd	3rd – 6th
<ul style="list-style-type: none"> • Beginning • Middle • End • Meaning • Picture 	<ul style="list-style-type: none"> • Beginning • Middle • End • Definition • Time connectives • Present tense 	<ul style="list-style-type: none"> • Introduction • Main body • Conclusion • Logical sequence • What, how & why • Time connectives

	<ul style="list-style-type: none"> ● Labelled diagram 	<ul style="list-style-type: none"> ● and conjunctions ● Timeless present tense and passives ● Non-human participants ● Labelled diagram
--	--	---

Assessment

Regular assessment of children’s writing using checklists, conferences and rubrics can help teachers determine children’s progression with writing and writing genres, in line with the Progression Continuum for Writing in the Primary Language Curriculum. Children should also be encouraged to self- and peer-assess, using appropriate child and teacher-designed rubrics and checklists. This information can then feed into planning for differentiated instruction and scaffolding towards the next stage of development.

Children’s writing will be kept in a portfolio copy which provides a record of progress over time .Pre and post examples of each genre will be kept in this portfolio also and this information will directly inform the teaching and learning .Free writing samples can be a very useful assessment and planning tool.

Writing Assessment Continuum	
Self Assessment	<ul style="list-style-type: none"> o Writing Surveys / Questionnaires o Writing Logs o Self-assessment checklists
	<ul style="list-style-type: none"> o Tools to allow pupils to reflect on positive aspects of their work and to focus on an area for improvement e.g. <ul style="list-style-type: none"> - Prompts – the most important thing I learnt was... what I found difficult was... what helped me best... - Two Stars (identifying the positives) and a wish (identify area for improvement) - Smiley Faces - WWW (What Went Well) and EBI (Even Better If)

Peer Assessment	<ul style="list-style-type: none"> o Peer-assessment checklists o Peer conferencing
Conferencing	<ul style="list-style-type: none"> o Using a Rubric o Child/Teacher Conference o We Are Learning To and What I'm Looking For (WALT and WILF)
Portfolio	<ul style="list-style-type: none"> o Keeping an individual Writing Portfolio o Keeping a class Writing Portfolio
Concept Mapping	<ul style="list-style-type: none"> o Spider Maps o Flow Charts
Questioning	<ul style="list-style-type: none"> o Blooms Taxonomy - Knowledge: tell, list, define, name, identify, locate, when, where, who - Understanding: Retell, summarise, describe, explain, discuss, outline - Application: Solve, apply, calculate, complete, classify, demonstrate - Analysis: Compare, investigate, identify, order, connect; explain, infer - Synthesis: create, compose, design, invent, predict, construct, devise, - Evaluation: check, critique, hypothesise, judge, debate
Teacher Observation	<ul style="list-style-type: none"> o Writing checklists for formal observations (See Assessment Folder) o Writing rubrics for formal observations (See Assessment Folder) o General observation in class including correction of work
Teacher designed Tasks and Tests	<ul style="list-style-type: none"> o Teacher-designed tasks and tests can be administered as individual tasks or group tasks. These may look at a variety of areas of writing genre development such as use of genre features and language.

Appendix 8 Please refer to an excellent document for early years literacy learning “A Balanced approach to Literacy Development in the Early years – NEPS good practice guide”.

Appendix 9 The Writing Process and vocabulary folder

1. Recount

Structure	Infants	1st/ 2nd	3rd – 6th
Key genre features	<ul style="list-style-type: none"> • Personal recounts • Beginning • Middle • End 	<ul style="list-style-type: none"> • Personal or factual recounts • Beginning including 5 Ws • Time connectives • Past tense • Concluding statement 	<ul style="list-style-type: none"> • Personal, factual or imaginative recounts • Introduction including 5 Ws • Chronological order • Time connectives • Action verbs • Past tense • Concluding paragraph
Beginning			
Introduction	<ul style="list-style-type: none"> • One day... • My name is _____ and today I will write about 	<ul style="list-style-type: none"> • In the beginning... • Once there lived.... • Remember when... • Wait until I tell you... 	<ul style="list-style-type: none"> • This is a story I heard a long time ago... • We were in the ____ one morning when... • It was a dark and dismal night.... • It all started when... • I'm going to tell you a tale about... • One day, not too long ago...

		<ul style="list-style-type: none"> ● Today I am going to write about ● ● I have chosen to write about this because..... <p>I am and today I would like to tell you all about...</p>	<ul style="list-style-type: none"> ● It had all happened so quickly... ● That reminds me of... ● I have a story to tell you about.... ● Did you ever hear about... ● In the first part I will... ● In the next section I will explain ● In part three, I am going to show... ● In the last part I would like/want to ... ● I have chosen to speak about this because..... ● I have been asked to speak about ____ because ● Have you ever heard of? ● You may already know.... ● Every day you encounter....
<p>Describing characters/people</p>	<ul style="list-style-type: none"> ● Big/small ● Long/short ● Thin/fat ● Tall/small ● Happy/sad ● Nice/nasty 	<ul style="list-style-type: none"> ● Flat/lean/thick/wide/round ● Skinny/slim/straight ● Annoyed/pleased ● Horrible/nasty/mean ● Crazy/wild ● Awful/cross/mean/evil/nasty ● Fine/lovely ● Clever/excellent/friendly ● Amazing/brilliant/fa 	<ul style="list-style-type: none"> ● Bloated/broad/bulky/curved/crooked ● Delicate/gangly/gaunt/lanky/plump ● Stocky/stout/symmetrical ● Berserk/enraged/furious/hysterical ● Appalling/beastly/pessimistic/revolting/shameful/shocking/vicious ● Attractive/desirable/pleasant/delightful ● Admired/affectionate/appreciated/

		<p>ntastic</p>	<p>considerate/compassionate/e nthusiastic generous/genuine/gracious/o bedient</p> <ul style="list-style-type: none"> • Exceptional/fabulous/glorious /superb
<p>Describing setting</p>	<ul style="list-style-type: none"> • Above/below • Behind/beside • Up/down • Hot/cold • Wet/dry • Big/small/little • Loud/quiet 	<ul style="list-style-type: none"> • At the end of • To the left/to the right • Inside/middle • Outside • Calm/clear/cool • Foggy/misty/icy • Freezing/warm/wet • High/huge/large/long/tall • Little/low/short/tiny • Banging/crashing/hissing • howling/hooting Blast/noisy/roar/cream • Low/gentle/silent/soft 	<ul style="list-style-type: none"> • Among/across/against/around • Between/beneath • Beyond/closely • Throughout/underneath/toward • Balmy/humid/muggy/overcast • Blazing/scorching/tropical • Blizzard/gust/severe/squall • Dense/drizzly/gale/heavy • Colossal/enormous/immense/gigantic • massive/vast • Microscopic/miniature/miniscule narrow/shallow/slight • Babbling/buzz/clatter/high-pitched screeching/shrieking/snarling/whining • Deafening/ear-splitting/shrill/uproar • Dull/faint/inaudible/mumble/

			murmur rustle/whisper
Middle/Main body			
Time connectives	<ul style="list-style-type: none"> • Then • Next 	<ul style="list-style-type: none"> • Firstly, secondly • While/since • Then one day.... • Now when.... • The next day/morning.... • On his way.... • Suddenly... 	<ul style="list-style-type: none"> • Meanwhile/eventually But as soon as.... • It wasn't long before.... • Soon afterwards.... • Along came.... • That very morning/day.... • All at once.... • All of a sudden.... • Out of the blue....
Words instead of went	<ul style="list-style-type: none"> • Drove • Flew • Cycled • Ran 	<ul style="list-style-type: none"> • Climbed • Crawled • Jumped/hopped 	<ul style="list-style-type: none"> • Crept/tip-toed/roamed/meandered • Floated/drifted/slithered • Screeched/skidded/squeezed • Strode/stormed/thumped/thu

	<ul style="list-style-type: none"> • Walked 		<ul style="list-style-type: none"> • ndered <p>Tumbled/zoomed/ambled/trekked</p>
<p>Words instead of said</p>	<ul style="list-style-type: none"> • Said • Shouted • Roared 	<ul style="list-style-type: none"> • Answered • Called • Cried • Screamed • Thought 	<ul style="list-style-type: none"> • Added/admitted/announced/agreed • Boasted/bragged/ • Complained/concluded/confessed • Denied/described/discussed • Encouraged/explained/exclaimed • Informed/interrupted • Moaned/pleaded/protested • Remarked/replied/reminded • Sighed/suggested/urged/uttered • Commanded/declared/directed • Insisted/instructed • Examined/inquired
End			
<p>Connectives</p>	<ul style="list-style-type: none"> • So 	<ul style="list-style-type: none"> • After • Although • Even though As • 	<ul style="list-style-type: none"> • Even though/lest/provided/unless • In order that/since/so that • Except/however/save As though/neither/otherwise/whereas therefore/whenever/whereby

<p>Conclusion</p>	<ul style="list-style-type: none"> ● Thank you for reading I ● hope you enjoyed reading my recount writing 	<ul style="list-style-type: none"> ● ...and nothing was heard of the _____ ● ever again And that was the last that was seen/heard of... ● And that was the end of that To summarise.... <p>In conclusion....</p>	<ul style="list-style-type: none"> ● ...and so we'll never know what really happened ● ...it had finished, at last ● ... and so it was over ● ...and now we could all have a wellearned rest ● ...and I can't wait to do it again! ● So that concludes my ● At this stage I would like to run through/over the main points... ● So, as we have seen today.... ● In conclusion I would like to say that... ● I would like to finish by reminding everyone that...
--------------------------	--	---	---

2.Narrative

Structure	Infants	1st/ 2nd	3rd – 6th
Key genre features	<ul style="list-style-type: none"> • Beginning • Middle • End 	<ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Past tense 	<ul style="list-style-type: none"> • Introduction • Main body • Conclusion • Defined Characters • Setting • Main problem and solution • Events • Past tense • Descriptive language • Tired words • Conjunctions • Quotation marks
Beginning			
Introduction	<ul style="list-style-type: none"> • Once upon a time... • Long, long ago... • One day... 	<ul style="list-style-type: none"> • In a faraway land... • Many years ago... • Fadó , fadó... • In the beginning... • Once there lived.... • Remember when... • Wait until I tell you... 	<ul style="list-style-type: none"> • Long ago in the mists of time... • This is a story I heard a long time ago... • We were I the ____ one morning when... • It was a dark and dismal night.... • It all started when... • Once upon a time, when the world was young.... • I'm going to tell you a tale about... • One day, not too long ago... • It had all happened so quickly... • That reminds me of...

			<ul style="list-style-type: none"> • I have a story to tell you about.... • Did you hear the one about...
Describing Characters	<ul style="list-style-type: none"> • Big/small • Long/short • Thin/fat • Tall/small • Happy/sad • Nice/nasty 	<ul style="list-style-type: none"> • Flat/lean/thick/wide/round • Skinny/slim/straight • Annoyed/pleased • Horrible/nasty/mean • Crazy/wild • Awful/cross/mean/evil/nasty • Fine/lovely • Clever/excellent/friendly • Amazing/brilliant/fantastic 	<ul style="list-style-type: none"> • Bloated/broad/bulky/curved/crooked • Delicate/gangly/gaunt/lanky/plump • Stocky/stout/symmetrical • Berserk/enraged/furious/hysterical • Appalling/beastly/pessimistic/revolting/shameful/shocking/vicious • Attractive/desirable/pleasant/delightful • Admired/affectionate/appreciated/considerate/compassionate/enthusiastic/generous/genuine/gracious/obedient • Exceptional/fabulous/glorious/superb
Describing setting	<ul style="list-style-type: none"> Above/below Behind/beside Up/down 	<ul style="list-style-type: none"> • At the end • To the left/to the right • Inside/middle 	<ul style="list-style-type: none"> • Among/across/against/around • Between/beneath • Beyond/closely

	<ul style="list-style-type: none"> • Hot/cold • Wet/dry • Big/small/little • Loud/quiet 	<ul style="list-style-type: none"> • Outside • Calm/clear/cool • Foggy/misty/icy • Freezing/warm/wet • High/huge/large/long/tall • Little/low/short/tiny • Banging/crashing/hissing • howling/hooting • Blast/noisy/roar/scream • Low/gentle/silent/soft 	<ul style="list-style-type: none"> • Throughout/underneath/toward • Balmy/humid/muggy/overcast • Blazing/scorching/tropical • Blizzard/gust/severe/squall • Dense/drizzly/gale/heavy • Colossal/enormous/immense/gigantic • massive/vast • Microscopic/miniature/miniscule narrow/shallow/slight • Babbling/buzz/clatter/high-pitched screeching/shrieking/snarling/whining • Deafening/ear-splitting/shrill/uproar • Dull/faint/inaudible/mumble/murmur rustle/whisper
--	---	--	--

Middle

Time connectives	<ul style="list-style-type: none"> • Then • Next 	<ul style="list-style-type: none"> • Firstly, secondly • While/since • Then one day.... • Now when.... • The next day/morning.... • On his way.... 	<ul style="list-style-type: none"> • Meanwhile/eventually • But as soon as.... • It wasn't long before.... • Soon afterwards.... • Along came.... • That very morning/day.... • All at once....
-------------------------	--	--	--

		<ul style="list-style-type: none"> • Suddenly... 	<ul style="list-style-type: none"> • All of a sudden.... • Out of the blue....
<p>Words <i>instead of</i> went</p>	<ul style="list-style-type: none"> • Drove • Flew • Cycled • Ran • Walked 	<ul style="list-style-type: none"> • Climbed • Crawled • Jumped/hopped 	<ul style="list-style-type: none"> • Crept/tip-toed/roamed/meandered • Floated/drifted/slithered • Screeched/skidded/squeezed • Strode/stormed/thumped/thundered • Tumbled/zoomed/ambled/trekked
<p>Words <i>instead of</i> said</p>	<ul style="list-style-type: none"> • Said • Shouted • Roared 	<ul style="list-style-type: none"> • Answered • Called • Cried • Screamed • Thought 	<ul style="list-style-type: none"> • Added/admitted/announced/agreed • Boasted/bragged/ • Complained/concluded/confessed • Denied/described/discussed • Encouraged/explained/exclaimed • Informed/interrupted • Moaned/pleaded/protested • Remarked/replied/reminded • Sighed/suggested/urged/uttered • Commanded/declared/directed <p>Insisted/instructed</p> <ul style="list-style-type: none"> • Examined/inquired

End

Connectives

- So

- After
- Although
- Even though
- As

- Even though/lest/provided/unless
- In order that/since/so that
- Except/however/save
- As though/neither/otherwise/whereas

			therefore/whenever/whereby
Conclusion	<ul style="list-style-type: none"> • They all lived happily ever after 	<ul style="list-style-type: none"> • ...and nothing was heard of the _____ • ever again • And that was the last that was seen/heard of... • And that was the end of that 	<ul style="list-style-type: none"> • ...and so we'll never know what really happened • ...it had finished, at last • ... and so it was over • ...and now we could all have a well earned rest • ...and I can't wait to do it again!

3.Procedure

Infants	1st/2nd	3rd – 6th
---------	---------	-----------

Key Genre Features

<ul style="list-style-type: none"> • Method • Linking words 	<ul style="list-style-type: none"> • Materials • procedure • Method • • Tense is timeless • • Linking words • Evaluation • Tense is timeless • Time connectives 	<p>State the goal of the</p> <p>Materials</p> <p>Method</p>
--	---	---

Key Language

<ul style="list-style-type: none"> • First • Next • After that • Then • Here • Later • Now • In the end 	<ul style="list-style-type: none"> • You will need • Remember • Firstly, secondly • In the beginning • To begin with • To start • Following • After a while • At this point • Before that • Finally • Lastly • To end • To finish 	<ul style="list-style-type: none"> • In order to • The process involved • The steps taken were • First of all • In the first instance • Initially • To begin the process • Starting out • Meanwhile • Previously • Additionally • Alternatively • Eventually • Accordingly • Consequently • While
---	---	---

		<ul style="list-style-type: none">• In summation• To conclude• In conclusion• The final step
		<ul style="list-style-type: none">• On completion

4.Report

Structure	Infants	1st/2nd	3rd – 6th
Key genre features	<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Beginning • Middle • End 	<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Beginning • Middle • End • Subject specific vocabulary • Description • Present tense 	<ul style="list-style-type: none"> • Factual information on a person, place, animal or thing • Introduction • Main body • Conclusion • Classification • Description • Timeless present tense • Subject specific vocabulary • Objective language
Introduction			
Introduce the topic	<ul style="list-style-type: none"> • I would like to talk about.... • This is.... • Here is.... 	<ul style="list-style-type: none"> • I would like to tell you all about.... • I am very interested in... 	<ul style="list-style-type: none"> • I would like to take this opportunity to talk to you about... • I first became interested in.... • I have a passion for.... • Today I would like to talk to you about....

<p>State purpose and reasons for an interest in the topic</p>	<ul style="list-style-type: none"> • I like... • I enjoy... • I want to talk about this because 	<ul style="list-style-type: none"> • I find _____ interesting because.... • My hobby is.... • I like to spend my time.... • One of the things I like to spend my time doing is.... • What I would like to do today is • At the end of this report I hope you will... 	<ul style="list-style-type: none"> • I am passionate about... • I have a passion for.... • I have, for many years, enjoyed... • I like challenging myself to.... • I enjoy the feeling of.... • It gives me great satisfaction to.... • I have chosen to speak about this because..... • Have you ever heard of? • You may already know.... • Every day you encounter.... • The purpose of my talk today is...
<p>Provide outline</p>			<ul style="list-style-type: none"> • To give you the essential background information on... • To outline... • To have a look at... • What I would like you to get out of this is... • If there is one thing I'd like to get

			<p>across to you today it is that...</p> <ul style="list-style-type: none"> • What I would like to do today is to explain... • In the first part I give a few basic definitions... • In the next section I will
--	--	--	--

Body of report	<ul style="list-style-type: none"> • _____ is a • 's • are 	<ul style="list-style-type: none"> • This is.... • These are.... • Can be found..... • For example 	<p>explain</p> <ul style="list-style-type: none"> • In part three, I am going to show... • In the last part I would like/want to give a practical example... <ul style="list-style-type: none"> • For instance • An example of this can be found... • To illustrate... • In other words... • That is to say... • What is important to remember... • I'd like to emphasise.... • I like to stress the importance of... • I would like to highlight.... • As I have already said earlier... • As previously stated.... • In the words of.... • According to.... • Here I'd like to refer to.... • There is a famous quotation that goes.... • As you may well know.... • As you are probably already aware.....
-----------------------	--	--	--

Conclusion	<ul style="list-style-type: none"> ● Thank you for reading I hope ● you enjoyed my report 	<ul style="list-style-type: none"> ● Thank you for your attention To summarise.... ● In conclusion.... 	<ul style="list-style-type: none"> ● I'd like to summarize/sum up Let me summarise by saying... So that concludes my ● At this stage I would like to run through/over the main points... ● So, as we have seen today.... ● As I have tried to explain.... ● In conclusion I would like to say that... ● My final comments concern... ● I would like to finish by reminding everyone that...
-------------------	---	--	---