



# English



**Tang N.S.**

**Roll Number : 08037Q**

## Introductory Statement

This whole school plan for English was initially formulated in consultation with teaching staff in Tang N.S. of the 23/24 school year as we implemented our New Primary Language Curriculum.

## Rationale

We are committed to the holistic development of all pupils, and language is key to the development of the child as a person. In developing this plan we hope;

- To benefit teaching and learning in our school
- To conform to principles of learning outlined in the Primary Language Curriculum
- To review the existing plan for English in light of the New Primary Language Curriculum which seeks to support children on their language learning journeys.

## Vision and Aims

### (a) Vision

In Tang National School, we are committed to the holistic development of all pupils. We see the development of their fluency in the English language as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word. In our school, therefore, we attach a high priority to giving pupils a command of English.

### (b) Aims

Copy from PLC

<b>Strands Change to New</b>			
Elements	Oral Language	Reading	Writing
Communications	Engagement, Listening and attention. Social conversations and awareness of others (relevance, turn taking extra and para-linguistic skills.	Engagement (intentionality)  Motivation & Choice (Relevance)	Engagement (intentionality)  Motivation & Choice (Relevance)
Understanding	Sentence structure & Grammar. (syntax morphology) Acquisition & use of oral vocabulary. (Semantics, verbal memory, articulation skills) Demonstration of Understanding.	Conventions of Print (meaning & interpretation of text/illustration) Phonological & phonemic awareness. Phonics & word recognition. (alphabetic principle, word identification strategies) Reading vocabulary (Semantics)	Conventions of print & Sentence structure (syntax) Spelling vocabulary (Semantics)
Exploring & Using Language	Requests & Questions. Categorisation. Retelling & Elaborating (narrative, text & response) Playful & Creative use of language.	Purpose, genre & voice (awareness of author's purpose) Comprehension	Purpose, genre & voice. (sense of voice, aesthetic dimension of text) Writing process. (using processes, structures & language register)

	(aesthetic dimension of language) Information giving explanation & justification. (expository text) Description, prediction and reflection.	(Comp. text organisational structure & fix up strategies) Fluency & self-correction (accuracy, fluency & meaning)	Response & author's intent. (authors purpose & responding.) Handwriting (legibility)
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All 3 strands of Oral Language, Reading and Writing remain unchanged as do all the content objectives. The content objectives for each strand are represented under two categories: development & skills.

### **Strands & 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 most 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 using language.

## **Language programme**

### **Oral Language**

#### **Broad Objectives**

1. Gain pleasure and fulfilment from language activity
2. Develop the capacity to express intuitions, feelings, impressions ideas and reactions in response to real and imaginary situations through talk and discussion, experimentation 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.

#### **Language Needs within Our Schools:**

Bearing in mind the context of the school, children are encouraged from an early age to use a rich and varied oral vocabulary. Children who are recognised by the class teachers as having a particular difficulty in oral language are monitored and assessed through the appropriate channels. The strategies used to develop the pupils' oral language are left to the discretion of the class teacher in consultation with the curriculum documents and are based on the needs of the class. (see Appendix A)

#### **Approach to Oral Language:**

The school's agreed approach to Oral Language will draw on three areas of content:

##### **1. Discrete Oral Language**

Form, structure, use of language and grammar are addressed during Discrete Oral Language time. Children are encouraged and taught to use correct pronunciation, grammar etc. when speaking. Discrete oral language will be addressed keeping the five components of oral language in mind as outlined by PDST. These are:

- Promote Auditory Memory

- Develop Listening and Speaking Skills
- Teach a Variety of Spoken Texts
- Create a Language Environment
- Teach and Extend Vocabulary and Conceptual Knowledge

## **2. Integrating Oral language through the Reading and Writing process**

The following oral language activities and skills will be developed through the teaching of reading and writing - comprehension strategies, language experience approach, brainstorming at the pre-writing stage, peer-conferencing and conferencing with teacher, use of novel, writing process.

### **Five Contexts of Oral Language**

In planning for oral language across the strands, the following contexts are utilised (T.G. pp. 38-49):

- Talk and discussion
- Play and games
- Story
- Improvisational Drama
- Poetry and Rhyme

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work.

Resources that will be used in our school include

Storybooks, novels, posters, chatterbox, oral language sections in the reading scheme Folens Starlight Oral Language Programme.

## **3. Integrating Oral language across the curriculum**

The use of talk and discussion is seen as a powerful learning strategy across every curricular area. Oral language skills will be targeted in an integrated way

- ◆ Visual Arts and Music: describing skills
- ◆ P.E. : use of terminology in different games and sports, turn-taking, giving instructions, devising clear instructions for games
- ◆ Maths: guided discussion in developing strand units, getting children to verbalise how they approach problem solving activities and why they have arrived at particular answers.
- ◆ Science: process of investigating and reporting on findings, use of specific vocabulary
- ◆ S.P.H.E.: exploration of the themes through talk and discussion.

## **Reading**

### **Broad Objectives**

1. Develop 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. Expose them to and develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

### **Approach to Reading:**

In our approach to reading, we consider the following:

- the children's general language development
- the central role of phonological and phonemic awareness
- the planning of book related events such as book fairs and book weeks
- the involvement of parents in children's reading

These approaches will be recognised at all stages of children's acquisition of reading i.e. from the emergent reader, to the instructional reader and to the independent reader. (See Appendix B)

#### **● Print-Rich Environment**

We are very conscious of the importance of a print-rich environment throughout all classes and a variety of examples of a print-rich environment are evident in our school including big books in a range of genres, picture books, independent reading books, charts of poems, songs and rhymes, labels and directions, name charts, written materials produced by the children, jobs chart, timetables, word charts, notice board (messages for children to read), charts of days, months, seasons and festivals calendar.

#### **● Basic Sight Vocabulary**

Basic sight vocabulary is an important component of the language base the child needs before embarking on a structured reading programme. It will be acquired from a number of sources, such as language experience material, large-format books, environmental print, labeling, flash cards, etc.

The following spelling books are in use by class teachers:

Spellbound (Fallons) –Senior Infants- cvc words and sight words from Dolch list

Spellbound (Folens) – 1<sup>st</sup>- 6<sup>th</sup> class

Compiling personal word banks e.g. personal names, local place names, specific vocabulary for other subjects- Geography, History, Science etc

#### **● Phonological Awareness (see Appendix C)**

General principles

- This programme is based on Letterland and Jolly Phonics
- A systematic phonic programme with daily instruction will be implemented
- Phonic lessons will be based on the following steps:
  1. Review of sight words containing the sound e.g. shop, ship etc.
  2. Isolation and identification of the sound: sh
  3. Blending of the sound with known endings e.g. sh-ape, sh-ade etc
  4. Spelling the new words
  5. Activities e.g. word building sh\_\_\_\_\_
- In building up a sight vocabulary, pupils will be introduced to the major phonic elements within each word e.g. stand = st- sound and –nd sound
- The phonic programme will be integrated with the spelling programme

- From 1<sup>st</sup> class upwards, phonic instruction will be based on sight words from the Reading Scheme

### Reading Fluency

“Fluency is the ability to read aloud with expression to demonstrate an understanding of the author’s message” (First Steps Reading Second Edition, 2004,p30). The three components of reading fluency are:

- **Accurate word recognition:** In order to improve reading fluency pupils should be reading at their instructional reading level i.e. 90% - 95% accuracy). The primary strategies recognised in this school to enable children to identify words are their knowledge of letter-sound relationships (grapho/phonic cues), their experiences and understanding of the world (meaning or semantic cues) and their knowledge of the forms of language (syntactic cues). From the outset children are encouraged to look at letters in word, the shape of words, for letters they recognise to sound out letters that they know, to look for little words in big words etc. Other strategies used with the children every day are encouraging the children to look at the shape of the word, look for small words, breaking the word syllables etc.
- **Automaticity:** This is the ability to read words without conscious decoding. Here your reading allows you to read words fluently so that you can concentrate on comprehending text.
- **Rhythm and intonation:** concerns the ability to read with some sort of inflection. This is helped through exposure to modelled fluent reading patterns; provision of opportunities to practice the fluent reading behaviours; opportunities to focus on and practice reading with expression.

- **Comprehension Skills**

The comprehension skills that will be developed through language activity in our school include analysis, synthesis, inference, deduction, summarisation, evaluation and correlation. Teachers explicitly teach a number of strategies that relate to both factual texts and fictional texts including scanning, skimming, search reading, KWL, reflective reading, brainstorming and categorising, sequencing, predicting etc. by modelling the language and process for children. Comprehension skills are developed through oral and written work with an emphasis on discussion.

### Comprehension Strategies

A decision was made by staff in September 2014 to introduce the explicit teaching of the Comprehension Strategies as listed by PDST in *Guiding for Comprehension: Teaching for Meaning (PDST)*. The strategies are listed as follows: Predicting, Connecting, Creating Images, Self Questioning, Skimming, Scanning, Determining Importance, Comparing, Summarising and Paraphrasing, Inferring and Synthesising.

The yearly plan for the teaching of the comprehension strategies outlines the specific strategies taught at each class level.

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

		Skimming	Skimming
		Scanning	Scanning
<b>Third Class</b>	<b>Fourth Class</b>	<b>Fifth Class</b>	<b>Sixth Class</b>
Predicting	Predicting	Predicting	Predicting
Connecting	Connecting	Connecting	Connecting
Creating Images	Creating Images	Creating Images	Creating Images
Self Questioning	Self Questioning	Self Questioning	Self Questioning
Skimming	Skimming	Skimming	Skimming
Scanning	Scanning	Scanning	Scanning
Determining Importance	Determining Importance	Determining Importance	Determining Importance
Comparing	Comparing	Comparing	Comparing
	Summarising and Paraphrasing	Summarising and Paraphrasing	Summarising and Paraphrasing
	Inferring	Inferring	Inferring
		Synthesising	Synthesising

Comprehension strategies will be taught using the Gradual Release of Responsibility model as follows:

First, the teacher explicitly describes the comprehension strategy about to be taught and states why good readers use this strategy when reading.

The teacher explicitly models the strategy by demonstrating and thinking aloud while the children observe the strategy in action.

Following this, the teacher continues to model the strategy and invites the children to contribute their ideas.

Next, the children engage in collaborative use of the strategy through guided practice where the teacher gradually releases responsibility for the strategy to the children through scaffolding instruction and facilitation.

Finally, the children engage in independent use of the strategy in subsequent lessons.

### **Reading Material**

We aim to use a variety of reading material such as big books, class readers, parallel readers, poetry anthologies, etc. Reading lessons can include the following activities; Book Introduction (elicit prior knowledge, predict, look at title, author), Strategy Check (consolidating various strategies such as word attack e.g. chunking), Independent Reading (Children using Skills, focus on pace, rate, intonation, expression volume). Response to Text (Comprehension, Critical thinking and discussion, asking and answering questions, follow up activities).

**Big Books** are used to expose children to reading in order to develop their receptiveness to language. It also provides children with an opportunity to talk about reading and expose them to the conventions of print.

**The class reader** is used to develop reading skills such as word attack skills, dictionary work, comprehension, information retrieval skills etc. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom.

**Parallel readers** serve to give children the opportunity to read independently at their level to ensure they view reading as an enjoyable activity, to develop fluency and heighten their self-esteem. We endeavour to select reading material that lends itself to group/individual recitation, and we aim to include expository, narrative and diagrammatic/representational texts in our selection.

### **Class Novel**

A range of novels are used in the school. Novels can be read independently or used in a group or class setting. Carefully selected class novels help to encourage children to read. A focus is placed on descriptive text, development of characters, plot etc. Big Books being used in the Junior classes.

We recognise the importance of using reading material as a means to develop our children emotionally and imaginatively and engage in activities such as character development, discuss why they chose a particular text, respond to material read through drama, art and music, etc

We have adopted a variety of approaches such as collaborative reading, independent reading, group reading, whole class approach, and we aim to strike a balance throughout the year. Connect readers. The LS/RT supplements the reading programme by implementing early intervention programmes for the year.

The core list of texts for each class attached in appendix D. However, this list is to be added to during the year by each class teacher in order to cater for children's needs and interests.

There is also a two year Poetry plan for Junior and Senior Infants, 1<sup>st</sup> and 2<sup>nd</sup> class, 3<sup>rd</sup> and 4<sup>th</sup> class and 5<sup>th</sup> and 6<sup>th</sup> class. This can be found in Appendix E.

## **Writing**

We recognise the components of handwriting as spelling, grammar, Punctuation, Handwriting, Vocabulary and the Writing Genres.

### **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. Develop a high standard of penmanship.

### **The Process of Writing** (See Appendix F)

The school's approach to writing concentrates on the writing process in order to develop the child's expressive and communicative abilities. Through the process of writing, children will

explore a selection of independently-chosen topics, through a variety of genres for different audiences within a whole school that values children's writing

### **Fostering the Process of Writing**

The school will provide opportunities for children to write for real purposes and real audiences, recognising that drafting, editing and redrafting are at the heart of the writing process. Free writing will be used to enable the children to become independent writers.

### **Free Writing**

Free writing is a time when the children can write freely in class and is scheduled once/twice weekly. It is kept in a free writing copy. It should be dated and children are told beforehand that it will not be marked, correct or criticised. Children may be given the opportunity to read what they have written to the teacher and there is no pressure on children to "produce" an amount of writing. Younger children may also use pictures to convey a message. Free writing allows the teacher to assess and monitor children's writing. It indicates what the common writing behaviours in a class are and provides the teacher with additional knowledge in relation to children's common writing errors.

### **Writing Genres**

We cover the writing genres over a two-year period as follows:

<b>Year 1: Formal 2020, 2022, 2024</b>	<b>Year 2: Formal 2021, 2023, 2025</b>
<ul style="list-style-type: none"><li>● Recount</li><li>● Procedural</li><li>● Report</li></ul>	<ul style="list-style-type: none"><li>● Narrative</li><li>● Explanation</li><li>● Persuasive</li></ul>

The formal teaching of one individual genre will take place over 6-8 weeks during each term, while the genres taught in the previous year will be revised. The structure for teaching each genre is outlined *Writing Genre-A Structured Approach (PDST)*.

### **Poetry**

In order to develop child emotionally and imaginatively we encourage children to write a variety of poetry. Children will be given the opportunity to work as a whole class, in groups and pairs as well as individually when writing poetry and the writing of different types of poems will be modelled e.g. Limerick, acrostics, Cinquain, riddle poems, rhyming poems, pyramid poems.

**Handwriting-** See Appendix F

### **Spelling**

We endorse the Teacher Guidelines which states that "progress in spelling takes place when children experience a consistent and systematic approach to its teaching. They need to master strategies for learning new words which ensure that they don't rely totally on spelling out words letter by letter. Their attention needs to be directed to the whole word with the intention of reproducing it" (T.G.). In keeping with this rationale, we will enable children to learn spellings through the Look and Say, Cover, Write and Check method.

Teachers will teach words from books 'Jolly Phonics' and 'Spellbound' (Folens) 1<sup>st</sup> – 6<sup>th</sup>. The convention of spelling will be achieved progressively through a multi dimensional approach.

This will include:

Linked Spelling with the development of phonological & phonemic awareness.

- Linking with onset and rhyme.
- Building a bank of commonly used words.
- Using dictionaries & thesauruses.
  
- Strategies such as:
  - L, S, C, W, C.
  - Memories
  - Rhythm & Rhyme.
  - Breaking words into syllables.
  - Familiar with spelling rules.

Refer to agreed programme for Spelling- Appendix G

### **Grammar and Punctuation**

Refer to the agreed grammar and punctuation for each class – Appendix H

### **Assessment & Record-keeping**

Oral language is assessed informally by each class teacher. Reading is assessed through a combination of teacher observation and standardised testing (Drumcondra Primary Reading Test and Drumcondra Spelling Test). Diagnostic assessment is administered as required at Learning Support level. Informal assessment by the class teacher is conducted on an ongoing basis. Standardised assessment is administered on an annual basis during the final term. Test results are used to establish the needs of individual pupils and to inform future planning. Samples of the written work of individual pupils are collated to keep a record of his/her performance in different areas over the period of a school year. Results of formal assessments are collated over the period of a child's attendance at our school.

### **Children with different needs**

Children with learning difficulties and special educational needs are helped to achieve their potential in the core skills of oral language, reading and writing. Assessment is ongoing and an Individual Education Programme/Plan (IEP) is drawn up and co-ordinated by the Learning Support/Resource Teacher and class teacher in consultation with the pupil, the parents and the Special Needs Assistants (S.N.A).

Specific short-term targets are agreed between all concerned e.g. in relation to reading, homework, handwriting. Consultation also takes place with external professionals, e.g. Speech Therapists, Occupational Therapists as required. The class teacher maintains first line responsibility for the welfare of the child. Suitable resources are provided to meet the learning needs of individual children. (See Whole School Policy on Special Needs).

Pupil Support Plans are created by the class teacher with parents and reviewed regularly for pupils who need additional support in the classroom.

### **Equality of participation & access**

We are committed to the provision of equal opportunities to all our pupils in the implementation of our English programme. Equal opportunities are provided to all pupils to participate in discussions, debates, reading, and writing opportunities etc. The use of language and textbooks deemed to be sexist is avoided. Attention is afforded to

developmental differences and remedial action is taken where appropriate. We encourage gender awareness through promoting consideration of the roles associated with men and women in literature, the media, advertising etc. as well as consideration of the language associated with such roles.

## **Organisational Planning**

### **Homework**

In conjunction with our whole school policy on homework, each class teacher will determine what aspects of the English curriculum will be given as homework.

### **Library**

In our school, a library is located in each classroom. Each library is organised by the respective class teacher. Junior libraries are well stocked with a wide range of books while the senior libraries extend this range to include factual and reference books. Pupils change their books as often as required and a record is kept of the books read. The stock of books in our libraries will be increased whenever opportunities arise e.g. Book Fairs, Setanta Book club, and through parents' donations of books. Recreational reading will be encouraged at every opportunity.

### **Resources**

In the school, we have the following resources to facilitate the implementation of our plan.

- Wonderland (CJ Fallon) (J. Inf- 2<sup>nd</sup> )
- A Way with Words (Fallons) programme
- Ancillary materials from language scheme which includes resource books, posters, worksheets, flashcards, tapes and CDs;
- Jolly Phonics Programme which includes manuals, posters, cds and online access
- Prim Ed, The Comprehension Box.
- A selection of class novels.
- Well stocked classroom libraries.
- Prim-Ed Copymasters etc.
- Drama / dressing up box;
- Selection of toys, phones etc.
- Oral language Starlight online programme
- Projector & Laptop in each classroom.
- PDST Five Components to Effective Oral Language Instruction.
- PDST Guiding for Comprehension: Teaching for Meaning.
- PDST Writing Genre – A Structured Approach.

### **I.C.T.**

Teachers and classes are timetabled to use the ipads and laptops. Pupils engage with word processing, research for projects, recording of data e.g. graphs, interactive internet sites and software available. Some children use laptops daily in class.

### **Individual teachers' planning and reporting**

Teachers plan the presentation of the curriculum to suit the needs and abilities of the children in their class and in conjunction with the Whole School Curriculum Plans. A weekly minimum of three hours will be allocated for English in the Infant Classes and four hours

from 1<sup>st</sup> to 6<sup>th</sup> classes. Extra discretionary curricular time will be allocated to English as appropriate.

6.5 Hours – Infants (1h 18m per day)

8.5 Hours – Full day (1h 42m per day)

### **Staff development**

Staff development needs are identified through review and discussion at termly staff meetings. When needs are identified, an action plan is devised to ensure such needs are adequately addressed. Responses may include the organisation of a staff development day/session, engagement of external expertise, attendance by a representative of the staff at specific in-service and / or the provision of required resource materials. Notices of upcoming courses are circulated to each staff member. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings.

### **Parental involvement**

At Tang N.S., we encourage and welcome the involvement of parents in their children's education. Such partnership is exemplified in:

- Annual Parent/Teacher meetings which allow for a discussion of individual children's progress.
- Informal Parent/Teacher meetings convened at the request of the parent or teacher.
- Written communication via the child's Homework Journal or copybooks.
- Parental involvement in the organisation of Book Fairs, and the Write-a-Book Project etc.
- Opportunities for parents to share their talents and expertise with us e.g. local writers, poets, artists, historians etc.

### **Community links**

We will develop links with the local community to promote pupils' learning. Local storytellers, authors and poets will be invited to visit the school to read and share their work where appropriate. We will encourage the children to talk with their grandparents and others in the locality regarding its history and folklore. Contributions from the children will be encouraged and welcomed on particular occasions e.g. poems, stories etc.

### **Success Criteria**

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

#### Oral Language

- Increased confidence and competence in communicating.
- Greater willingness to express opinions and participate in class discussions.
- Improved listening skills.

#### Reading

- Improved standards in reading
- Increased involvement in voluntary reading
- Involvement of parents in shared reading activities.

- Experiencing reading as an enjoyable pursuit.

### Writing

- Greater fluency and explicitness in communicating ideas and experiences.
- Enhanced experience of writing and sharing stories and poems.
- Use of ICT.
- Improved presentation of written work, to include correct sentence structure, spelling accuracy and punctuation.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents.

### **Roles and Responsibilities**

The implementation of our plan will be supported as follows:

Roles	Person(s) Responsible
<b>Development of schemes of work</b>	<b>Class Teacher</b>
<b>Assessment (Standardised / Diagnostic) Support</b>	<b>Class Teacher / Learning Teacher</b>
<b>Parental Involvement</b>	<b>Class Teacher</b>
<b>Coordination of monitoring and evaluation of plan</b>	<b>Principal &amp; Deputy Principal</b>

### **Review**

The English Plan was reviewed on the 19th March 2025.

### **Ratification and Communication**

This plan was ratified by the Board of Management of Tang NS at its meeting

on \_\_\_\_\_

Signed: \_\_\_\_\_  
Principal

Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Chairperson

Date: \_\_\_\_\_