



## **SN Tulach Uí Chadhain**

### **School Curriculum Plan** **English**

#### ***Introduction:***

This policy was drafted by the staff and Board of Management of Scoil Naomh Bríde, Tulach Uí Chadhain. This policy is intended to guide teachers in their individual planning for English and to support a varied and effective approach to the teaching of English in accordance with the objectives and principals of the Primary Language Curriculum

#### ***Rationale***

Language is a key component in the academic, social and emotional development of children. It is the foundational element of all other learning as well as our social interactions. At Scoil Naomh Bríde, Tulach Uí Chadhain, we recognise this importance and the importance of a varied, effective and consistent school wide, approach to instruction across all elements of the Primary Language Curriculum. This policy aims to support effective practice throughout the school.

#### ***Aims:***

This policy aims to:

- Identify the principles of instruction evident throughout the school
- Help support a varied and effective approach to instruction in all classes
- Guide teachers in the day to day planning by providing an overview of some of the methodologies in use across all elements of the curriculum
- Support the promotion of positive attitudes and develop an appreciation of the value of language, spoken, read and written.

#### ***Primary Language Curriculum***

The Primary Language Curriculum has three strands; Oral Language, Reading and Writing. Each strand is broken into a number of elements. Below you will find an outline of the approaches and methodologies in use throughout the school within each strand and element. The list is not intended to be exhaustive but to provide a foundational framework for teachers to work from and guide their practice.

<b>Oral Language</b>	
<b>Approaches Used</b>	
<b>Communicating</b>	
Listening, engagement and attention	Explicit teaching of listening skills, explicit teaching asking questions, our news, Y chart
Motivation and Choice	Speaking to class about news/topic. Bounded choice, project work, structured approach to public speaking
Social conventions and awareness or others	Explicit teaching of social conventions (eye contact, body language, not interrupting, turn taking etc.), listening and responding to opinions, Y-chart, modelling, circle time, social stories, drama improvisation
<b>Understanding</b>	
sentence structure and grammar	Modelling, correction and remodeling, repetition and practice, games, recasting, colourful semantics (resources on Twinkl), formal teaching of words types
Vocabulary	Interesting adjectives, theme based vocabulary exercises, vocabulary games, recasting, circle story, explicit teaching of new vocabulary
Demonstration of understanding	Aistear, story time, teacher modelling, varied comprehension activities, oral language games, barrier games, blooms taxonomy of questioning, recall and retell, receptive language games (NEPS), Expressive language games (NEPS)
<b>Exploring and using</b>	
Requests, questions and interactions	Teacher modelling, acceptable/unacceptable questions, conversation stations, De Bono Hats, Y chart, blooms taxonomy (different types of question), explicit teaching of social conventions (how to interrupt politely etc) Drama, podcasts,

	interviews, guest speakers
categorisation	Identification of characteristics that make things similar/different, show and tell, oral reports, project work, buy and sell game, book reports, research & report, weather/news/sports reports, podcasts
Retelling and elaborating	Summarising stories heard, presenting, retelling with own interpretation of stories in picture or in writing, circle stories, oral storytelling, y chart, explicit teaching of structure, Tomás Ó hÓrdóige (retelling fairytales), audiobooks & videos (Tom Hardy retelling)
Playful and creative use of language	Poetry, rhyming stories, tongue twisters and riddles, interesting adjectives, limericks, circle stories, figurative language, toontastic, Puddle 365
Information giving, explanation and justification	Presentations, reasoning and justification of opinions, debates, Y-chart, explicit teaching of structure, modelling
Description, prediction and reflection	6 describing points to scaffold presentation of info, explicit teaching of reasoned feedback, 2 stars and a wish, self and peer assessment, rubrics, barrier games, Lego tasks- (what did you do?), What Went Well/Even Better If
<b>Schemes/resources/materials in use:</b>	
	Starlight, SPHE,

<b>Reading</b>	
<b>Approaches Used</b>	
<b>Communicating</b>	
Engagement	Listening to story, summarising, questioning, predicting, reading key words from screen, Accelerated Reader, book club, e-bulletins, DEAR time
Motivation and Choice	Teacher as reader, choice of book for teacher to read, opportunity to bring books from home, School library, Accelerated Rader Prizes, 5 finger rule on choosing books, audiobooks, choice in text type (podcast, pictures, comic etc.) bounded choice of books, choice of time/where/when
<b>Understanding</b>	
Conventions of print and sentence structure	Left to right reading, recognising punctuation, select words from sentences that don't belong, capital letters, Text analysis, colourful semantics/different parts of sentence, ifake message, discovery learning, traffic lights, cut up sentences
Phonological and Phonemic Awareness	Reading of rhyming books independently and with support, predicting next rhyming word, word study, segmenting and blending, analysing writing for rhyme, pattern and phonemes
Phonics, word recognition, and word study	Jolly phonics scheme, sight words work and games, creating words with same ending, word walls, thesaurus, root words, , origin of words, digital vocabulary games
Vocabulary	word wall games, Aistear, exploring new words associated with a topic, dictionary work, thesaurus, root words, word games, tired

	words,
<b>Exploring and using</b>	
Purpose, genre and voice	Teacher modelling, drama, Mentor author, text analysis, familiarisation with genres, identification of audience and purpose, recognising elements of voice, group and peer discussions
Response and author's intent	What if and I wonder questions to promote consideration of author's perspective, mentor texts, compare & contrast, use of illustrators-use of colour/line,
Comprehension	Book reviews, accelerated reader quizzes, blooms taxonomy, group/peer discussion, building bridges,
Fluency and self-correction	Conventions of print, modelling, overt focus on fluency, Accelerated Reader, visual cues, WALT, peer and self-assessment, catch the clues
<b>Schemes/resources/materials in use:</b>	
Starlight, Jolly Phonics, Accelerated Reader, Dolch, Nessler, Novels, Poetry, Building bridges, Critical thinking	

<b>Writing</b>	
<b>Approaches Used</b>	
<b>Communicating</b>	
Engagement	Free Writing, A-Z of free writing, Paired Writing, Circle stories, Performance/Display/Reading Out, Peer Feedback, What Went Well & Even Better If, Rubrics,
Motivation and Choice	Accelerated Reader as stimulus, Use of digital resources (Canva, Toontastic), Author Visits, World Book Day, Library Visit, Book Fair, Use of variety of materials- (pencil, pen, marker, ICT), Bounded choice, Use of variety of stimulus, Choice of length, timing, Displaying work, writing portfolios, Peer and teacher feedback, rubrics, Performance/Display/Reading Out, choice of audience, projects, creation for website,
<b>Understanding</b>	
Conventions of print and sentence structure	Genre approach to writing, direction of text, writing formation, Our News, star marking the beginning of a line, modelling conventions of print, proofreading, editing, scaffolding, rewriting, discovery learning (using a mentor text as stimulus/examples of conventions), coding, editing checklists, cloze exercises, link with oral language for sentence structure (does it make sense, can they extend sentences orally), colourful semantics, repetition
Spellings and word study	Word Wall, dictionary work/skills, Jolly Phonics, sight words, dolch, First 100 words (NEPS) segmenting (sounding out), chunking, compound words, clapping for syllables, dictation, Spelling workbooks, weekly spelling tests, root words, study of prefixes & suffixes, spelling notebook, consulting dictionary, using technology/spell check, modelling, shared writing, Toe by Toe, Nussy, origin of words dictionary, thesaurus, talking about words/origin of words, homophones, synonyms, antonyms, Vocabulary games, fostering independence, use of predictive text
Vocabulary	Vocabulary games (vocabulary, word webs, hangman, fly swatter game, loop cards, word association game) , Word Wall, dictionary work/skills, fostering an interest in words (word searches, crosswords, dingbats, wordle), tired words, homophones, synonyms, antonyms, root words, study of prefixes & suffixes, origin of words dictionary, thesaurus, talking about words/origin of words, cloze test, idioms & sayings, metaphor, similes, figurative language, sentence starters, word box,

	modelling, expert list
<b>Exploring and using</b>	
Purpose, genre and voice	WALT, projects, choice of different target audience, genre approach to writing, developing their own voice as an author, Modelled specific structures within genres, modelled, shared, guided approach to writing, writing process, drawing, labelling, modelling good and 'bad' behaviours, awareness of dialect, idioms,
Writing process and creating text	Shared, paired & independent writing tasks, brainstorming/graphic organisers, drafting (use of roughwork copies)/revising/editing/publishing tasks, editing checklists, rubrics, modelled writing, toontastic, canva, storybooks, scaffolding of writing, use of voice recordings for motivation, text to speech, storyboards, variety of publishing options, WALT/WILF, self assessment, peer assessment, WWW, EBI, Three stars and wish
Response and author's intent	WALT/WILF, self assessment, peer assessment, WWW, EBI, Three stars and wish, rubrics, group paired or class discussion, text study/coding, author's chair, use of student's work as mentor text, revising text, use of favourite books as mentor text, critical thinking
Handwriting and presentation	Handwriting books, pre cursive work, portfolios, pen licences, projects-presentation choice, oral debate, presentation, storyboard, comic strip, ICT, show and tell, scrapbook headline copies, handwriting competition, typing skills, graphic design, organisational skills, fine and gross motor skills, lego, threading, cutting, pegs, play dough,
<b>Schemes/resources/materials in use:</b>	
	Starlight Nessy

### *Communicative Approach*

A foundational element of instruction throughout the school is a communicative approach to teaching and learning. The Primary Language Curriculum places children's interactions as being of central importance and we recognize this. Every effort is made to provide opportunities for quality interactions between students and their peers and students and their teachers throughout the day.

### *Developmental Process*

Teachers recognise that language learning is a developmental process. Each child engages at his/her own individual rate and from their own starting point. We recognise that children within a class may be at a range of different points along the continuum of learning and development. Teachers in Scoil Naomh Bríde will endeavour to use children's prior level of learning and development to inform decisions around future teaching and learning.

### *Integrated Process*

Language learning is an integrated process. Teachers recognise that the development of skills in one language can help to develop similar skills in another, provided they are given adequate exposure to that language as well as adequate opportunities and motivation to engage with that language. Teachers endeavour to put an explicit focus on the interconnectedness of different languages throughout their instruction. That integration and transfer of skills informs approaches to teaching and learning in teacher's day to day planning.

### *6 Key Components*

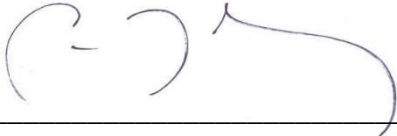
Teachers are aware of the 6 key components of literacy development in the classroom as per the PDST publication and these inform their practice. These are:

- **Feedback:** Children are provided meaningful and appropriate information and feedback that supports their progression and continuous improvement in the form of self-assessment, peer assessment and teacher led feedback.
- **Social Interaction:** Children along with their teacher feel a sense of belonging to a community of learners. There is rich teacher/child and child/child(ren) interaction, discussion and collaboration. The teacher is a facilitator of learning who values different perspectives and learns alongside the children.
- **Choice:** Genuine choice allows children the control to direct their own learning and greatly increases motivation and engagement with literacy activities. Children are, when appropriate, given the opportunity to make choice about their learning and are supported by the teacher in this choice.
- **Range of Texts:** Children are given the opportunity to access, discuss, read, think critically about and create a wide variety of texts, including spoken, print and electronic formats.
- **Time:** Appropriate time is given to children to consolidate skills and strategies that teachers aim to develop. Children are given the opportunity to communicate, read and write for extended periods in class as well as time to consider their thoughts and formulate considered and effective responses.
- **Explicit Instruction:** Teachers will provide deliberate, structured, focused and balanced instruction in response to the needs of the children in their class.




***Ratification and Review***

This policy was adopted by the Board of Management in April 2023 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.

Signed  \_\_\_\_\_

**Date: 19/04/2023**

**Chairperson, Board of Management**

Signed  \_\_\_\_\_

**Date: 19/04/2023**

**School Principal**