

# **St. Joseph's National School**

## **Moneygall**

**17003A**

### **English – Whole School Plan**

#### **Introduction**

This English whole school plan was prepared by the staff of St. Joseph's National School during the month of September 2016 and will be implemented in full from October 2016.

#### **Rationale**

In St. Joseph's 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.

#### **Aims Of The English Plan**

Our vision is to value all pupils equally and prepare them to contribute and play a meaningful role in their school and community. We endorse the aims of the Primary School Curriculum for English

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

- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

## **Oral Language**

### **Broad Objectives**

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

- Gain pleasure and fulfillment from language activity
- Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
- Develop fluency, explicitness and confidence in communication.
- Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

### **Five Contexts Of Oral Language**

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

- Talk and Discussion
- Play and Games
- Poetry
- Story
- Improvisational Drama

### **Strategies**

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

- To gain maximum information
- To seek and to give explanations

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

### **Discrete Oral Language Time:**

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

### **Organisational Setting**

Teachers use a range of organisational settings for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work.

### **Presentation**

Children are encouraged to present their work to a range of audiences such as classmates, other teachers, and school visitors. The Christmas Concert, Holy Sacraments and other performances also give the children opportunities to present their work to a range of audiences.

## **Oral Language Resources**

### **Resources**

**Junior/Senior:** 20 big books  
 Chatterbox 1  
 Big Box adventures (Teachers Manual)  
 Listening and remembering specific details Programme  
 Wonderland Oral Language Development Scheme (A and b)  
 Starways Language Programme 1  
 Library Books – read by teacher and used for Oral language lessons

### **Middle Classes**

**Chatterbox 3**  
 Magic Emerald 3  
 Wonderland Oral Language Development Scheme (1/2)

**Senior Classes** Posters – cross curricular  
Oral exercises/debating topics from class reader  
PowerPoint presentations

## **Oral Language across the other Curricular Areas**

Vocabulary and terms specific to all subjects will be taught as part of the teaching of individual subjects. Talk and Discussion will be a core methodology in those subjects:

- **Maths:** Guided discussion in developing strand units, the problem-solving process, and reporting on the process subsequently
- **P.E.:** Use of terminology, e.g. football/rounders/basketball terms; Use of sports' events to promote language development.
- **Science:** Use of terminology, process of investigating and reporting on findings
- **SPHE:** Exploring relevant themes through the medium of talk and discussion
- **History and Geography:** Exploration of cause and effect

## **Phonics**

### **Broad Objectives**

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

- Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
- Develop their comprehension and analytical strategies.
- Expand their understanding and usage of grammar, syntax and punctuation.
- Develop their appreciation of the richness and diversity of reading material.
- Experience the pleasure and fulfillment to be gained from reading.

### **Phonics**

- This programme is based on Jolly Phonics (Junior and Senior Infants) Newell Literacy programme (1<sup>st</sup> class) and the Spelling Workshop Programme from 2<sup>nd</sup> to 6<sup>th</sup>.

- A systematic phonic programme with daily instruction is in place. It is desirable that the phonics programme should be integrated with the spelling and reading programme.

### ***Junior Infants***

- Consonants in initial position by the end of April
- Vowels as a median sound by the end of April.
- Blending of CVC words. Begin this after Christmas.
- Short vowels in medial positions – familiarisation with short vowel sounds.
- Introducing onset and rime
- Words taught in Junior Infants

The first 32 words from the Dolch list. Words from the reading programme for junior infants which include many from the Dolch noun list.

### ***Senior Infants***

- The children will revise all consonant and vowel initial sounds from September until Mid-term.
- The children will learn the following sounds
- Introduced to these: ai      oa      ie      ee      or      ng      oo
- Taught:                      ch      sh      th      ou      oi      ue      er      ar
- Final consonant blends:ng      mp      nd      sp      st      rl      ft
- Concentrate on analysis and blending
- Build on word families
- Words taught: the 100 most frequent words on the Dolch list. Words from the reading programme.

## **Glossary of Terms**

### ***Phonic method***

An approach to reading instruction where the emphasis is placed upon the sound value of letters as a means of word recognition.

### ***Analysis***

Breaking down a word into its individual letter sounds, e.g. ship = sh+I+p

### ***Blending***

Linking together the individual sounds to form the whole word, sh+ee+p

### ***Digraph***

Two letters, vowel or consonant, which combine to make one sound:

**chin    meat**

### ***Diphthong***

Two vowels blending to make one sound: **oi**

## **Assessment**

Assessment in phonics will mainly be informal teacher observation. Assessment can also be monitored through the use of a variety of activities and games. In addition, the following strategies will be used:

***Junior Infants*** – formal assessment. Check if each child knows letter sounds on his/her own.

***Senior Infants*** – as above and standardised test (M.I.S. T.) is administered to all children in Senior Infants.

***Rang 1*** – Use relevant parts of a suitable test if a teacher is concerned about a pupil's reading and writing activities.

***Rang 1 – Rang 6:*** Teacher monitors individual children through daily reading and writing activities.

## **Resources**

### ***Junior Infants & Senior Infants***

Word Lists

Phonics workbook: Jolly Phonics

1 Sound per week

Flashcards of letter, pictures of objects that began with sound

Flashcards of CVC words

### ***Rang 1 – 2- 3***

Phonics worksheets

Newell Literacy programme

Word walls

Spelling Workshop

### ***Rang 4 – 6***

Wordwalls

Wordlists

Spelling Workshop

## **Software Resources**

Wordshark

## **Homework**

Homework in Phonics will not be given in isolation, as it will come under spellings and functional writing

## **Communication with Parents**

Particular problems will be documented informally and parents will be orally notified. They will be encouraged to help the child, and will be shown how to support their child's learning in this area, e.g. through work lists, word games, strategies etc. Notes should be made in the child's file of any such consultations with parents.

## **Reading**

In every class there are children with different reading abilities. The teacher caters for these different abilities in a sensitive manner and strives to develop confidence in the child as they learn to read. It is imperative that children taste success while reading. This is done by ensuring that the material they read is appropriate to their ability.

**The class reader** is gauged towards the average child. The purpose of using a class reader is to develop reading skills such as using picture cues, word attack skills, dictionary work, comprehension, information retrieval skills etc. Teachers cater for the different needs in the classroom when using the class reader by asking questions gauged at different levels of ability.

**Supplementary/ancillary/parallel readers** are used to give children the opportunity to read at their level. At an early age children become aware of their different abilities. Teachers make every effort to instill confidence in children, and help them to identify and use their talents. It is very important that children with difficulties in reading are affirmed, encouraged and supported in taking the next step. Every child needs to taste success regularly in some area of school life.

Parents have a very important role in encouraging their children to read. The time children spend reading together with parents should be a pleasurable experience. Parents are given advice at parent/teacher meetings as to how they can best support their children with reading and how they can reinforce what is done in the classroom.

### **Organisation of Reading in the Classroom**

Teachers use a variety of organisational settings when teaching reading including whole class reading, peer tutoring, group reading, independent reading, individualized reading, teacher reading aloud, silent reading etc.

Strategies such as 'Reader's Theatre' where children have pre-prepared the section they will be reading in front of their peers is encouraged. Children can be asked in advance to prepare particular paragraphs/sections or take on character roles, narrative roles etc. Children can be given photocopies of scripts and asked to highlight the section they will be reading, mark places they need to pause with a couple of slashes, // etc.

### **Print Rich Environment**

The children are surrounded by print in our classrooms and throughout the school building. Everything in the classroom is labeled at a level appropriate to the age of the children in the class. Teachers use posters, charts, dictionaries, newspapers etc. to

provide an appropriate print rich environment for the children. From Infants children are able to use the labels and posters in their classrooms as cues for writing.

### **Alternative Reading Material: Ancillary/Supplementary Readers**

In the middle and senior classes children borrow books regularly from the school library.

### **Reading Scheme**

The following reading schemes are in use for pupils in infants – 6<sup>th</sup> class.

*Big Box Adventures*

*Fireworks Reading Scheme*

*Literacy Leap*

### **Junior Infant Reading**

The emphasis in Junior Infant classes is on pre-reading skills. Big Books, Picture Books etc are used so that children are given many opportunities to hear reading, talk about reading appreciate the usefulness and pleasures of reading, to help them understand the conventions of text and the terminology of books (letter, word, sentence, page number, reading from left to right) etc..

Basic sight vocabulary will be taught in Junior Infants including the vocabulary used in the Reading scheme in preparation for the time when the children will be introduced to the reading scheme. However, if children are able to read when coming to school they will be encouraged to continue reading at their level and suitable reading material will be available for them in their classrooms. Appropriate library/ancillary books are read in school and at home depending on the child's ability as follows:

- Picture books – no script
- Books with one or two words
- Books with one sentence
- Alphabet books e.g. everything in book beginning with c

### **Parental Involvement**

Teachers recognise that the parent's support is crucial and parents support teachers primarily by showing an interest in their child's learning: listening/talking with their children, talking about pictures in books, listening to their children reading, asking them questions on what they have read, checking spellings, encouraging them to become members of the local library etc. Parents are asked to sign their children's homework diaries. Some class teachers may ask parents to sign reading logs. If parents are concerned about their child's progress they should discuss this with the class teacher at the earliest opportunity.

### **Book Related Events**

- Book Fair: A Book Fair is held every year for one week. It is run by a book company. Parents are notified in advance of the Fair in a school letter. Infants may purchase books after 2.00pm with their parents. Other classes are timetabled to visit the fair during school time. At the end of the week a percentage of money



spent during the fair is given to the school to choose books for the school. The company voucher is used to purchase books for our school library and class novels for the upcoming school year.

- Book Week: World Book Day Tokens are distributed during this week
- The children visit the local library to hear books read by visiting Authors

## Comprehension

Comprehension skills are developed through a combination of reading the text, reflecting on the text, discussing it, and writing about it. In the early years children are encouraged to use picture cues when answering questions. Children are encouraged to approach comprehension tasks in three phrases

- Prior knowledge before reading text
- Reflecting while reading
- Responding after reading

For developing comprehension skills teachers use a variety of methodologies such as the following:

- Talk and discussion is used as a basic strategy in developing comprehension skills
- KWL: What is it you want to know? What have you learned?
- Predicting:
  - I can make predictions **before and during** reading
  - I think about the **information** I know from the **cover, pictures** and the **story**.
  - I think about **what will happen next** and listen to the **author's clues**
  - It doesn't have to be right!!
- Visualising:
  - We use our '**movie**' to help us **picture** the story inside our heads. **Smells, sounds, taste** and **touch** can make your movie even better.
  - We are like the **directors** of a movie
  - The words (**text**) are like the **script**.
  - Change your movie as you get more information
  - Everybody will have a **slightly different** movie.
- Making Connections:
  - We can make connections at **any time**
  - You think about something that happened in the story that **reminds** you of something else in:
    - **The Story – Text to Text**
    - **Your Own Life – Text to Self**
    - **The World – Text to World**
  - Our **background knowledge (schema)** is very important here.
  - It makes the story come to life and you can imagine it better.
- Questioning:

- We can ask questions **anytime!**
- They help us to **think more** about what we read.
- Sometimes we can find answers to our questions in the story or using our background knowledge.
- **Sometimes the author leaves us wondering!!**
- Asking questions helps us to ‘solve’ the story by putting all the pieces together.
- Declunking:
  - **Slow down** – don’t read too fast!!
  - Do I know how to **read** the word or am I confused about its **meaning**?
  - **Peel Back** the word – do you recognise any prefixes, suffixes or root words?
  - **Skip** and read the rest of the sentence – then stop and **think!**
  - **Backtrack** – read the sentence before and look for **clues**.
  - What word would **make sense** here?
- Determining Importance:
  - Some important phrases are **repeated**.
  - Sometimes important are **written differently**.
  - Sometimes the information reminds us of our background knowledge (schema).
  - It helps us become better at **choosing important information**.
  - It makes it easier to **summarise** the information.
- Inferring:
  - Inferring is ‘**Reading Between The Lines**’
  - We use our **schema** and our **understanding** to infer things the author has **not written** – the **invisible ink** of the story.
  - We use our knowledge of **body language, faces, expression** and the author’s **tone** to help us.
  - We ask ourselves **“What does the author mean by...?”**
- Synthesising:
  - Synthesising is like piecing together all the pieces of a **jigsaw**. On their own each piece will only give a little insight. You need to use all the pieces/strategies together to **fully understand** the story.
  - We need to **stop and think** – to give our brains time to **sort** all the information we have gathered by using our strategies.
  - Synthesis is the **glue** that holds all the strategies together.

### **The Role of Parents**

The role of parents in developing good attitudes to reading among their children and ensuring their reading skills are recognised and valued. They are active in reading/telling stories, encouraging children through library membership, shared reading, supporting book fairs and in supporting their children’s reading in collaboration with class teacher and or LS/RT.

## Penmanship

A consistent approach is used throughout the school:

- Emphasis on proper pencil grip.
- Emphasis on good writing posture.
- Emphasis on proper letter formation.
- Emphasis on quality presentation

**Junior Infants:** Letter formation samples are included in the enrolment pack and are sent out to parents when developing pre-writing skills.

- Use of crayon and plastic materials.
- Scribbling and drawing shapes.
- Free style drawing.
- Print with environment.
- Use of finger rhymes to prepare fingers for writing work.
- Prewriting letter patterns
- Develop satisfactory grip using crayons progressing to pencils.
- Use of hand hugger pencils. (tripod grip)
- Kinaesthetic approach emphasised.
- Creating awareness of left-right, top-bottom orientation
- See Teacher model writing as an enjoyable experience

### **Senior Infants**

- Children will be encouraged to write and draw frequently throughout the year.
- Greater emphasis on left-right orientation.
- Writing homework from blackboard.
- Copy words from the environment.
- Capital letters introduced in alphabetical order.
- Write labels to name families, people and things
- Write his/her full name.
- Awareness of lower case and capital letters and full stops.
- Awareness of ascenders and descenders.
- Awareness of spacing between words.
- Trying to keep writing on the line.

### **1<sup>st</sup> and 2<sup>nd</sup> Class**

- Consolidation and reinforcement of Senior Infant work.

### **3<sup>rd</sup>**

- Introduction of joining
- A red pen is introduced in 3<sup>rd</sup> class for headings, and dates

### **4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Class**

- Develop a fluent personal style of handwriting
- Write for more sustained periods
- Pen is introduced

### **Left Handed Pupils**

- Children's hand dominance will not be influenced.
- Children will be encouraged to find a pencil grip that is comfortable, and allows good writing.

## **Writing Plan**

### **Genres**

- Recount
- Narrative
- Procedural
- Persuasive
- Report
- Explanation

All pupils will be able to demonstrate the key features of each genre by the end of their time in St. Joseph's National School.

### **Functional Writing**

#### **Rang 1**

##### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences

##### ***Parts of Speech***

The children will be introduced to the concept of Proper Nouns and Common Nouns, without use of formal terminology

#### **Rang 2**

##### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences

Use of the question mark

Awareness of inverted commas for direct speech

### ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns, without use of formal terminology

‘Special’ names such as John, Mary, Rex and Mallow get capital letters, while ‘ordinary’ words such as boy, girl, dog and town get lower case letters.

Masculine and Feminine nouns bus/cow; king/queen; prince/princess.

### **Rang 3**

#### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences

Use of the question mark

Use of commas in lists

Use of inverted commas for direct speech

Use of apostrophe

### ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns, plus the introduction of the terminology

Proper Nouns such as John, Mary, Rex and Mallow get capital letters, while

Common nouns such as boy, girl, dog and town get lower case letters

Use of collective nouns, e.g. herd of cattle, school of dolphins etc

Masculine and Feminine nouns, e.g. Bull/cow; king/queen; prince/princess

Plural of nouns

### **Rang 4**

#### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences

Use of the question mark

Use of exclamation mark

Use of commas in lists

Use of inverted commas for direct speech

Use of direct speech and indirect speech

Use of apostrophe

### ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns.

Proper Nouns such as John, Mary, Rex and Mallow get capital letters while

Common nouns such as boy, girl, dog and town get lower case letters.

Use of collective nouns, e.g. herd of cattle, school of dolphins etc.

Masculine and Feminine nouns

Plural of nouns

Verbs: Verbs have tense past/present/future tense.

## **Rang 5**

### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences.

Use of the question mark

Use of exclamation mark

Use of commas in lists

Use of inverted commas for direct speech

Use of direct speech and indirect speech

Use of apostrophe

### ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns.

Masculine and Feminine nouns.

Collective nouns.

Abstract Nouns.

Plural of nouns.

Adjectives

## **Rang 6**

### ***Sentence Construction***

Use of capital letters at beginning of sentences and full stops at the end of sentences

Use of the question mark

Use of exclamation mark

Use of commas in lists

Use of inverted commas for direct speech

Use of apostrophe

### ***Parts of Speech***

Revision and extension of the concept of Proper Nouns and Common Nouns

Masculine and Feminine nouns

Collective nouns

Abstract nouns

Plural of nouns

Adjectives

Verbs – Past, Present and future Tense Verbs

Conjunctions

Adverbs

Prepositions

Definite and Indefinite Article

## **Resources**

Pre writing: Lacing, Tracing, Cutting  
Drawing, Scribbles  
Jig-saws, Blocks

Write creatively

Teaching Writing Skills

30 x small magnetic whiteboards with markers & erasers

## **Poetry**

Teachers and pupils have their own individual personal tastes in poetry. It is important that there is some flexibility in the selection of poetry by an individual class.

### **Poetry Throughout The School**

General Guidelines:

- It is important that children have the opportunity to hear, read, write and enjoy poetry on a regular basis.
- When writing poetry allow the children to work as a whole class, in groups and pairs as well as individually.
- Model writing the different types of poems.
- Give children plenty of opportunity to see and discuss the style of poem you have selected before writing it themselves. Photocopy and laminate poems and have them in your room.
- Give children the opportunity to present their work.

Each teacher will select at least 2 styles of poems suggested for the different classes.

#### **Infant Classes**

- Onomatopoeic poems
- Pyramid poems

#### **First & Second Classes**

- Acrostics
- Rhyming Couplets
- Alphabet Poems
- Group Poems
- Free Poems
- Colour Poems

#### **Third & Fourth Classes**

- Adjective Poems
- Up and Down Poems
- Sausage Poems
- Riddle Poems

- Character Poems
- Limericks

### **Fifth & Sixth Classes**

- Kennings
- Alliteration Poems
- Cinquains
- Diamante Poems
- Haiku

### **Resources**

Rhymes: 10 per term, same 10 each term, use of posters to match.

Prim-ed poetry skills

Something Beginning with P

The Usbourne Book of Poetry

Tasty Poems, Seaside Poems, machine Poems and Noisy Poems

Poetry folder

Christmas poems

Silly Verse for Kids

A Pocketful of poems

Writing Poems – Remedia Publications

The Puffin Book of Fantastic First poems

The Macmillan Treasury of Nursery Rhymes & Poems

Digging for China (A collection of poetry)

The Poolbeg Book of Children’s Verse

## **Spellings**

### **General Guidelines**

- Guiding the child in developing their phonological and phonemic awareness in order that they can readily identify sound and letter patterns within words.
- Using onset and rime strategies to inculcate an awareness of spelling patterns.. this is achieved by introducing word families that share the same ‘rime’, e.g. the family of ‘evy’ words.
- Building up a store of High Frequency Words.
- Highlighting Commonly Misspelled Words and Homophones.
- Advocating the use of strategies such as Predict, Look, Say, Cover, Write, Check.
- Enabling the children to become familiar with common spelling rules, e.g. the fact that the plural of most words is formed by adding ‘s’.

The school’s structured phonics programme will help children learn spelling. However teachers are aware that phonics alone cannot be used to teach spelling and a consistent multi-dimensional approach is used in order to ensure that children do not become over reliant on phonics when spelling. Teachers encourage children to use a combination of



Look, Predict, Say, Cover, Write and Check, Phonics and Word Attack skills when teaching spelling.

### **Junior & Senior Infants**

- Learn to form and name individual letters using various materials
  - Understand left-right orientation when forming words
  - Copy letters and words informally and form signs in the classroom
  - Write own Christian name
  - Use labels to name familiar people and things
  - Write letters and simple words from memory
  - Become aware of lower case and capital letters
  - Develop the confidence to use approximate spelling
- In **First and Second Class** the child is enabled to:  
'spell correctly a range of familiar, important and regularly occurring words...'  
The Newell Phonics scheme will also be used.
- In **Third and Fourth Class** the child is enabled to:  
'use a range of aids and strategies (dictionaries, word lists, word searches, spelling checkers, anagrams, regular word patterns)... to improve his/her command of spelling.
- In **Fifth and Sixth Class** the child *is enabled to*  
'*observe the conventions of grammar, punctuation and spelling in his/her writing*'

### **Assessment of Spelling**

- Regular testing will take place – Friday Spelling tests
- All children will be given the opportunity to experience success, and will learn spellings at own ability level
- Full sentence testing will occasionally be used from 1<sup>st</sup> to 6<sup>th</sup>
- Children may enjoy recording their progress on a graph template
- Spelling tests will be marked by the teacher, and records of progress kept
- Standardised spelling tests – Parallel Spelling test (twice yearly)

## **Organisation and Planning**

### **Timetable**

All teachers adhere to the new DES guidelines for the teaching of English: 5 hours from 1<sup>st</sup> to 6<sup>th</sup> and 4 hours in the Infant Room. The children receiving learning support or resource hours are accommodated in this arrangement.

## **Assessment**

Assessment is used by teachers to inform their planning, selection and management of learning activities so that they can make the best possible provision for meeting the varied needs of the children in our school.

Teachers select from the following range of assessment approaches:

- Teacher observation of reading, writing and language knowledge and skills
- Teacher designed tasks and tests
- Work - samples, portfolios and projects
- Children will be encouraged to assess their own work on a continuous basis

## **Teacher Observation**

The curriculum makes reference to the validity of teacher observation as a means of building a broad understanding of a child's strengths. Teachers will note anything that they feel is important in relation to a child's progress in English.

Observations may include the following:

- Confidence and competence in talk and discussion
- The response to and initiation of questioning during class or group work
- Strengths and concerns in relation to prescribed and personal written work
- Strengths and concerns in relation to spelling

## **Teacher Designed Tasks and Tests**

The following are used throughout the school to inform the class teacher of each child's progress in English:

- Oral language work
- Reading and phonological tests
- Written tests – close procedure, grammar, sentence formation etc.
- Weekly or fortnightly spelling tests

## **Standardised Tests**

The following procedure is used for Standardised tests:

### **Mist Programme**

MIST is a screening programme for Senior Infants. It tests listening skills, initial sounds, written vocabulary, blending 3 letter words and sentence diction. It is given to Senior Infant children after Christmas. Children who are experiencing difficulties are selected for the MIST Forward Together Programme. This programme is taught to parents over a number of weeks by the Learning Support teachers and parents use the programme to help their children at home.

- All children from First to Sixth classes are given the Drumcondra Reading Test in May/June

- In line with the school's policy on record keeping results are kept until the child reached the age of 21. The results are sent home to the parent each year in the end of year report.
- The Parallel Spelling test is administered to all pupils in 1<sup>st</sup> to 6<sup>th</sup> class twice a year.

### **Children with Different Needs**

The English programme for St. Joseph's N.S. aims to meet the needs of all children in the school. Teachers vary the pace, content and methodologies to ensure adequate learning for all children will achieve this. Evidence of this differential approach will be recorded in each teacher's fortnightly plan. Those children who receive scores at or below the 10<sup>th</sup> percentile on the standardised tests will have priority in attending the Learning Support teacher for supplementary teaching for English. At the junior end of the school we would look at children at or below the 19<sup>th</sup> percentile. The availability of supplementary teaching for English depends on the caseload of the Learning Support Teacher.

Arrangements will be in accordance with the recommended selection criteria as determined by the DES. At the junior end of the school teacher observations are taken into account for learning support teaching. Also we would take into account the involvement of outside agencies e.g. speech therapist.

Diagnostic tests may also be administered where the need arises. Parental permission must be obtained before these tests are administered.

If there are children who do not qualify for supplementary teaching but yet demonstrate difficulty with English either on an ongoing basis or with particular concepts the following will happen:

- The Learning Support Teacher will liaise with the class teacher on suitable resource books and materials that could be used by the class teacher and the child in the mainstream class setting.
- If the child is already attending the Learning Support Teacher for Maths, it may be possible, on occasion for the child to receive some help with his/her English work as part of the supplementary teaching sessions.

The progress of such children will be reviewed on a regular basis.

The requirements of children with special needs will be catered for in the IEP, through consultation between the class teacher and the resource teacher.

For children of exceptional ability, opportunities will be provided to work on independent research projects, ICT and with other children who have a similar interest in English.

**Ratification and review**

This policy will be reviewed by the Board of Management every three years.

This policy was reviewed and adopted by the Board of Management on  
[\_\_\_\_\_]

Signed: \_\_\_\_\_  
Chairperson of Board of Management

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

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

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