



Whole School Plan
For
Teaching of English
&
Writing Scheme
September 2016



AN ROINN
OIDEACHAIS AGUS SCILEANNA
DEPARTMENT OF
EDUCATION AND SKILLS



Title
Whole School
Junior/Senior
1 st /2nd
3 rd /4th
5h/6th

Aims:

Juniors/Seniors

First/Second

Third/Fourth

Fifth/Sixth

- 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
 - a. Language, reading and writing
- To enable the child to read and write independently
- To enhance emotional, imaginative and aesthetic development through oral language, reading and writing experience

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Oral Language:				
The Child Will Be Enabled To:				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Competence and Confidence in using Language	<ol style="list-style-type: none"> 1. Talk about and reflect on past and present experience 2. Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning 3. Experiment with word order and examine its implications for meaning and clarity 4. Focus on the subject under discussion and sustain a conversation on it 5. Initiate discussions, respond to the initiatives of others, and have practice in taking turns 6. Developing cognitive abilities through language 			
Receptiveness to Language	<ol style="list-style-type: none"> 1. Experience challenging vocabulary and sentences structure from the teacher 2. Listen to stories, descriptions, instructions and directions and respond to them 3. Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener 4. Use gesture and movement to extend the meaning of what he/she is saying 5. Express in mime various emotions and reactions and interpret the emotions and reactions of others 			
Developing Cognitive Abilities through Language:	<ol style="list-style-type: none"> 1. Give a description and answer questions on it 2. Listen to others describe experiences and ask questions about their reactions to them 3. Listen to a story/narrative and ask questions about it 4. Ask questions - Who? What? Where? Why? What time? How? 			

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Emotional and Imaginative Development through Language	<ol style="list-style-type: none"> 1. Describe everyday experiences and events 2. Tell stories in his/her own words and answer questions about them 3. Listen to and learn rhymes, poems and nonsense rhymes 4. Clap the rhythm of poems and rhymes
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Strand Unit: Oral Language				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Competence & Confidence Using Language	<p>Discussing and sequencing events in child's own past</p> <p>Sustain conversations on a variety of subjects: my family, Halloween, Christmas etc.</p> <p>Take turns and extend on others vocabulary-add on sentences</p> <p>Social features-real and imaginary situations-role</p>	<p>Talk about past and present experiences and future experiences</p> <p>Choosing appropriate words to name and describe things and events</p> <p>Experimenting with descriptive words to add detail</p> <p>Use language to perform common social functions.</p>	<p>Taking turns and tolerate views of others</p> <p>Initiate conversations and respond to others</p> <p>Present relevant ideas in logical sequence on a subject</p> <p>Summarise and prioritise ideas</p> <p>Discuss meaning and</p>	<p>Detailed instruction and directions</p> <p>Converse freely on a range of topics</p> <p>Taking turns, tolerate others views</p> <p>More elaborate social functions: welcome visitors, formal introductions, vote of thanks, express sympathy</p>

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	play.	<p>Discussing & sequencing events in child's own past</p> <p>Sustain conversations on a variety of subjects: my family, Halloween, Christmas</p> <p>Take turns and extend on others vocabulary – add on sentences</p> <p>Social functions – real and imaginary situations – role play</p>	<p>origins of words</p> <p>Note new words through reading/writing</p> <p>Play synonym and antonym games</p> <p>Note noun/verbs adjectives, pronouns and prepositions</p> <p>Social functions (as in 1st & 2nd) approval/disapproval, express concern asking questions</p> <p>Hear discuss and react to local storytellers</p>	<p>and make a complaint</p> <p>Discuss effects of jargon/slang and cliché</p> <p>Note parts of speech as in (3rd & 4th) plus conjunction articles and interjections</p> <p>Properties of nouns/verbs plus ability to understand phrase/clause</p> <p>Hear other accents/dialects</p> <p>Use improvisational drama to discuss effect of accent/dialects on situations</p>

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Receptiveness to Language	Using of big books-discuss cover, author, illustrations, sequence, relate to own lives	Experience, recognise and observe simple commands	Experience challenging vocal and sentence structure	Develop sophistication in use of vocals and sentence structure
	Listen to and do activities	Listen to a story and then respond	Listen to, retell and tape a narrative	Listen to and react to expressions, opinions and interpretations of others
	Sequences activities (history)	Hear and repeat words and phrases modelled by teacher.	Give and follow instructions on performing a task	Listen to and discuss radio broadcasts
	Verbal and non-verbal behaviours – facial expressions – circle time (SPHE)	Use and interpret tone of voice to express emotion	Note gesture, facial expression, tone of voice	Interpret mood etc in photograph
	Mime	Use of reading zone books – discuss cover, author, illustrator, illustrations, sequence	Be clear and audible	Follow detailed instructions and directions
	Listen to and do activities	Use mime to convey ideas	Games identify objects from descriptions. Note gesture, facial expression	
	Sequencing activities (History)	Discuss use of non verbal communication e.g. music sound effect	Be clear and audible	
	Verbal and non-verbal behaviours – facial		Use mine	

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		expressions – circle time activities (SPHE, Drama) Mime (Drama)		Listen to authors read and discuss work Listen to sound tapes Discuss sound effects
Developing Cognitive Abilities	Big Books – describing a particular part, asking/answering questions Describe experiences – where, when, who, why, what. Retelling and sequencing Ask questions Listening games – Simon says etc.	Talk about past and present experience Choosing appropriate words to name and describe things and events (People and places) Ask questions Who? What? Where? Why? How? What if? Listen to others describing experiences and ask questions Teacher Reading Aloud – describing a particular	Discuss issues affecting their lives Discuss story and predict outcomes Solutions to problems. Discuss topics Discuss cause/effect in relation to events Listen to a presentation and ask questions Basic questions as in (1st & 2nd)	Discuss issues of concern Ideas and concepts in the curriculum Use basic questions as means of extending knowledge Prioritise questions to ask on a topic of interest Argue points of view agree/disagree Justify and defend particular opinions and persuade others to support

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		<p>part, asking/answering questions</p> <p>Describe experiences – where, when, who why, what. Retelling & sequencing</p> <p>Ask questions</p> <p>Listening games – Simon Says, percussion instruments (Music), I Spy, Chinese Whispers</p>	<p>Justify likes/dislikes</p> <p>Argue points of view</p> <p>Explore historical events through improvisational drama and explore reaction to ideas</p>	<p>your point of view</p> <p>Respond to teacher arguments</p> <p>Discuss value, relevance and truth of popular ideas</p> <p>Use of improvisational drama as in (3rd &4th)</p>
<p>Emotional & Imaginative Development</p>	<p>Describing events – Our News, my weekend, what I did after school etc.</p> <p>Discussing feelings of characters</p> <p>Rhymes and poems</p> <p>Creating and telling own</p>	<p>Talk and reflect on everyday experiences and feelings (linked in SPHE)</p> <p>Listen to Learn and retell a variety of stories, rhymes and songs</p> <p>Responding through discussions mime and role</p>	<p>Describe and discuss experiences</p> <p>Discuss favourite moments</p> <p>React to events and characters in stories and poems</p> <p>Create, tell and retell</p>	<p>As in (3rd & 4th) plus local, world and national events</p> <p>Discuss concerns of other children</p> <p>Discuss literature (ideas, concepts and images)</p>

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	stories	– playing Use language to create and sustain imaginary situations in play Experiment with different voices during role-playing Describing events – Our News, My Weekend, What I did after school? Etc. Discussing feelings of characters Rhymes & poems Creating stories	stories to class Express feelings and attitudes (use drama) real and imaginary Dramatise stories Riddles, jokes humours literature, funny sounding words	Discuss personal reading and writing Discuss Plays, films and T.V. programmes Experience playful aspects of language as in (3rd & 4th)
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Oral Language Strategies:		
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Circle Work	<ul style="list-style-type: none"> • Introduce yourself – (3 things about yourself). Develop “introduction” and add on extended family (6 sentences) in Senior Infants. Rules should be specified prior to speaking e.g. one speaker at a time, emphasize that listening is an important as speaking. If they’re not ready for their turn, respect shyness and return later on • Things I like dislike • Feelings e.g.: after PE I feel tired/exhausted/sleepy (develop language) • Revise a theme by brainstorming, eg; Autumn – words associated with it eg; hibernation, leaves etc. extend and develop in Senior Infants. Integration with Religion or S.E.S.E. • Smells; I like the smell of/I don’t like the smell of 	
News and Weather	<ul style="list-style-type: none"> • Days of the week, season, suitable clothing etc. Use equipment available in the classroom eg; weather chart • Use play to develop cognitive ability through oral language ie; describes objects, sorting and matching while talking about it 	
Storytelling	<ul style="list-style-type: none"> • Listen and re-tell stories in their own language • Take turns one speaker at a time 	
Discussion of Events	<ul style="list-style-type: none"> • Christmas, Easter, Halloween and Holidays 	
Looking at Pictures	<ul style="list-style-type: none"> • Art gallery pictures eg; Bedroom at Arlas (Van Gogh). Endless questioning and discussion can follow 	

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Bring and Tell Session	<ul style="list-style-type: none"> • They bring in an object and have to tell the class about it
Drama and Development if Social Skills	<ul style="list-style-type: none"> • Open ended creative activity – I went to the shop and I bought a litre of milk, then each child has to expand • A visit to the hospital • A visitor to the house • All should be developed and extended in senior infants
Use of the Telephone	<ul style="list-style-type: none"> • Get them to ring each other with a specific message
Use of Rhymes and Poetry	<ul style="list-style-type: none"> • Variety of poems and rhymes
<p>Spellings: Good spelling is an important part of a child’s development. A wide vocabulary and good pronunciation are a help to good spelling is and great stress is placed on spelling in every class.</p>	<p>Teaching points:</p> <ol style="list-style-type: none"> 1. Spellings are not taught in isolation. Spelling is closely related, to writing so the teacher anticipates the child’s needs for essay by preparing some necessary words. 2. Compile special words charts and displays on the wall in the classroom – often misspelt words. 3. Use of letter strings e.g. Fallons. 4. Break up words e.g. together. 5. Use of phonics. 6. Teach words as wholes and in context e.g. say word, put in a sentence and say the word again. 7. Teach words as they arise and build lists from these. 8. Take note of and teach letter strings e.g. –tion is useful in hundreds of words. <p>Key steps to teaching words:</p> <ol style="list-style-type: none"> 1. Look at a word and memorise it. 2. Cover it. 3. Write it down from memory.

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	<p>4. Check if it is correct.</p> <p>Test and learn:</p> <ol style="list-style-type: none"> 1. Test first. 2. Learn misspelt words. 3. Spelling workshop. <p>Assessment of spelling:</p> <ol style="list-style-type: none"> 1. Attainment tests e.g. Spar/Schonell. 2. Diagnostic test – as on sheet. 3. School test – often misspelt words
<p style="text-align: center;">School Spelling Plan for Senior Cycle</p>	<p>Senior Cycle</p>
	<ol style="list-style-type: none"> 1. Test and learn from Schonell test. 2. Spellings relating to other subjects e.g. History, geography etc. 3. Consolidate and revise <ol style="list-style-type: none"> a. Vowel digraph – ea,oa,oy,oi,oo,ou. b. Consonant digraph – wh,ah,th,sh,ph,gh. c. Word endings – s,es,ed,ing,y,ly,tion,able,ure,ous,re. 4. Introduce and Consolidate, silent letters in 5th class and revise in 6th class g,k,w,u,h,b,gh,l,t. 5. Singular and plural of nouns, pages 7,8,9,10 of grammar work book for senior classes. 6. Commonly misspelled words for 5th and 6th class, revise misspellings from 3rd and 4th. 7. Incidental misspellings in the class.

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Reading:				
The Child Will Be Enabled To:				
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Receptiveness to Language	<ol style="list-style-type: none"> 1. Continue to experience the reading process being modelled. 2. Engage in shared reading activities. 3. Continue to build sight vocabulary of common words from books read and from personal experiences. 4. Engage in activities designed to increase awareness of sounds. 5. Learn about the sounds associated with the beginning of a word or syllable. 6. Learn to connect the beginning of words and syllables with their rhyming parts. 7. Learn about common word endings, word families and roots of words. 8. Use grapho/phonetic and contextual cues when attempting to identify unfamiliar cues. 9. Self-correct reading errors when what he/she reads does not make sense. 10. Develop reading skills through engaging material appropriate to his/her stage of development. 			
Developing Cognitive through Language	<ol style="list-style-type: none"> 1. Develop comprehension strategies: recalling details, assimilating facts, retelling stories. 2. Predict future events and outcomes in a book that is being read aloud. 			

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Emotional and Imaginative Development through Language	<ol style="list-style-type: none"> 1. Continue to listen to enjoy stories and poems being read aloud. 2. Engage in spare-moment reading and browsing by having ready access to reading material. 3. Experience enhanced levels of self-esteem through success in reading. 4. Listen to entire stories read aloud in instalments. 5. Respond to characters and events in a story. 6. Explore different attitudes and feelings by imagining what it would be like to be certain characters 7. Respond to characters and events in a story through talk, discussion, writing, drama and visual arts.
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Strand Unit: Reading				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Competence & Confidence Using language	Experience reading being modelled by teacher- class reader, big books, library books, interactive whiteboard notebook Handling books regularly and looking through them (Library time) Experience of collaborative reading- Big books and reading with buddy Sight vocabulary- Dolch/ Tricky words and reader words	Range of library books for daily read aloud Class library for personal reading – range of genres D.E.A.R. time Reading zone	Access to books in library, both in and outside of school Select personal reading Experience different texts Enjoy poetry and	More challenging reading material to be made available Group or whole class reading Newspaper – the structure of the component parts, editorial, news, feature/review, sport,

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	Isolating the beginning and final sounds of words	pack	verse Develop retrieval skills, contents, index, scanning and chapter headings Use of dictionaries Talk about choice of books and the reasons for choices Experience a shared response to fiction through the use of a class novel Read aloud with expression	obituary, crossword along with advertisements and television schedules Read to satisfy personal interests
	Listen to and respond to stories, rhymes , poems and songs Listening activities Play with language/ Sense of rhythm and rhyme	Development of phonological awareness – initial consonant blends, initial	Use of graphic/Phonic syntactic strategy Refer to word parts prefixes/suffixes	Listen to as well as reading and reciting a wide range of poetry Have access to a wide

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<p>Receptiveness to Language</p>	<p>Recognise the names of the letters and the letter sounds relationships</p> <p>Following the jolly Phonics programme of s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,t,l,f,b,j,k,sh,oa,ie,ai,v,w,y,ch,et, at, am, ng, sh,th,qu,oo,oi,ue,er</p> <p>Phonemic awareness: Decoding words Awareness of the conventions of a book</p>	<p>consonant diagraphs, letter strings, breaking words into syllables</p> <p>Developing sight vocabulary – high frequency words from Dolch lists & common words in reader</p> <p>PAT</p> <p>Jolly Phonics List</p>	<p>Self correct reading errors</p> <p>Develop independent reading</p> <p>Listen to teacher reading</p>	<p>range of material magazines, papers, fiction/nonfiction, poetry anthologies and reference material</p> <p>Keep, record of his/her personal reading</p> <p>Use comprehension skills, analysing, evaluating, deduction and prediction</p> <p>Develop skimming, scanning, note taking and summarise</p> <p>Retrieve and interpret information from charts/diagrams/lists/webs and surveys</p> <p>Support arguments with evidence from texts</p> <p>Read functional texts – menus/time tables etc.</p> <p>Distinguish between fact</p>
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				and opinion Use I.T. to find information
Developing Cognitive Abilities	Re-read, retell and act out familiar stories and poems- (with buddy) Differentiate between text and pictures Exploring the function of text (what is it telling us?) Recalling events in a story and talking about them	Ask questions about a fact book or story Retell a story in the correct sequence Predict what will happen next in a book or story Discuss the books they like & dislike, talk to others about their opinions & recommend books	Silent reading Read short books Recommend books to others (book report) Use I.T. to increase motivation to read Know the structure of books – Page, chapter, illustrations etc. Develop skills in location book in library	Listen to as well as reading and reciting a wide range of poetry Have access to a wide range of material magazines, papers, fiction/nonfiction, poetry anthologies and reference material Keep, record of his/her personal reading Use comprehension skills, analysing, evaluating, deduction and prediction Develop skimming,

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			Develop comprehension strategies, assimilation/deduction inference (conclusion), analysis, prediction, evaluation and summaries Keep a record of reading	scanning, note taking and summarise Retrieve and interpret information from charts/diagrams/lists/webs and surveys Support arguments with evidence from texts Read functional texts – menus/time tables etc. Distinguish between fact and opinion Use I.T. to find information
Emotional & Imaginative	Associating print with enjoyment- through teacher reading a variety of stories and poems for the children to listen to Shared reading experiences -with teacher	Listen to & enjoy texts being read aloud Listen to & read	Extend and develop his/her response to increasingly, challenging reading material	Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance

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<p>Development</p>	<p>-buddy reader</p> <p>Opportunities for reading - library books for enjoyment –individual interests being observed</p>	<p>a variety of different genres</p> <p>Respond to texts through discussion, drawings etc.</p> <p>Imagine what it would be like to be a particular character</p> <p>Imagine how you would feel i a particular situation</p> <p>Engage in informal discussions about texts</p>	<p>Discussion Poetry, writing, drama, visual arts, movement, dance</p> <p>Engage in talk about books setting, plot, character, motive, favourite authors</p> <p>Talk about choice of books and the reasons for the choices</p> <p>Experience a shared response to fiction through the use of a class novel</p> <p>Read aloud with expression</p>	<p>Relate personal experience to the ideas and emotions conveyed in the text</p> <p>Appreciate issues in fiction development of character and a sense of time and place</p> <p>Continue to share responses to an ever increasing variety of texts with the wider community of readers</p> <p>Browse through handle discuss recommend and select books for reading</p> <p>Develop individuality as a reader by experiencing success and the enhancement of self – esteem through reading</p> <p>Read aloud from personal choice of texts to</p>
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				entertain and inform an audience Listen to books or extracts from books and poetry read aloud or presented on tape, radio and television
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Core Poems and Stories				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Poems	<ul style="list-style-type: none"> • Action rhymes • The smartest giant • Achoo • The end • The wrong start • In time-out time • Playdough people • A nature walk • Homework oh homework 	<ul style="list-style-type: none"> • My Little Dogs • Splash • The Skateboard twins • My Brother • The Five Little pumpkins • The Pencil • On the Ning Nang Nong 	<p style="text-align: center;">3rd Class:</p> <ul style="list-style-type: none"> • Walk into my parlour • Mary Howitt • New Shoes • The Biggest • Fireworks • The Witch by Percy H Hott • Once there was a snowman 	<p style="text-align: center;">5th Class:</p> <ul style="list-style-type: none"> • ‘First Day at School’ by Roger Gough • The Triantiwontigongolope by C.J.Dennis • ‘If’ by Rudyard Kipling • ‘The Road not Taken’ by Robert Frost • The Land of Counterpane by Robert Louis Stevenson • ‘Blackberry Picking’ by Séamas Heaney

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	<ul style="list-style-type: none"> • Witch, witch where do you fly • Archibald the spider • How do we know it's winter • Haunted house • The magic chant • Chubby little snowman • Bouncing around the playground 	<ul style="list-style-type: none"> • Sand • Cats • Trouser Hunt • Is everyone in bed now? • I had a little brother • Betty at the Party • Food Poetry • Magic Shoes • Ten Dancing Dinosaurs • The Runner 	<ul style="list-style-type: none"> • Christmas Everywhere by Phillips Brooks • Ducks Ditty by Kenneth Grahame • The Rooks by Jane Euphemia Browne • The Magic Piper by E L Marsh • The Kitten at play by William Wordsworth • The cat of cats by William BrightyRands • A boys song by James Hogg • At the zoo by William Makepeace Thackery • A cradle song by Padraic Colum • Spaghetti, spaghetti by Jack Prelutsky • A noble boy • Frolic by AE • The sea by Barry 	<ul style="list-style-type: none"> • 'Gran can you Rap?' by Jack Ousbey • To a Squirrel at Kyle-na-no by WB Yeats • The Highwayman, by Alfred Noyes • Hallowe'en Night , Spellbound by Emily Bronte • In Autumn by John Clare • Memory of my Father by Patrick Kavanagh • Ode to the West Wind by Percy Bysshe Shelley • To Autumn by John Keats • Leisure- W.H. Davies • The Little Peasant Girl's Christmas Morning by S.H. Bradford • November I remember, I remember'by Thomas Hood • The Ballad of Fr Gilligan' by WB Yeats • Winter by William Shakespeare • Stopping by woods on a Snowy evening by Robt. Frost • Winter Dusk by
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			Cornwall 4th Class: <ul style="list-style-type: none"> • Mr. Unsworth • Try to Read • You Shouldn't Have • I Love You • Counties of Ireland • Friends • Listen • I Can't Write a Poem • My Teacher stole my iPod • Surf the Web • Undone • Correct Yourself • Worm Weary • Bad Day • Disguised • 12' O Clock Feeding • Don't say it! • There was an Old Man from Peru • I'm the Shadow.... 	R.K.Munkittrick <ul style="list-style-type: none"> • The Stolen Child by W.B. Yeats • The Ballad of Fr Gilligan' by WB Yeats • The Old Woman of the Roads, by P Colum • Winter Dusk by R.K.Munkittrick • Requiem (Anon) • The Twins by Henry S. Leigh • The Daffodils, by Wm. Wordsworth • A Fishing Song by William Rands • All in the April Evening • Little Boy blue by Eugene Field • All the World's a Stage by Wm Shakespeare • When I heard the Learn'd Astronomer by Walt Whitman • I see His Blood upon the Rose by Joseph Mary Plunkett • Colonel Fazackerley
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			<ul style="list-style-type: none"> • The Moon • My Wonderful Cat • Baby Talk • You are old, Father William • The Story of Flying Robert • Jabberwocky • Surf the Web • No Thanks • In your own Words • Button Up • In Order • Scan it! • Take your Time 	<p>Butterworth Toast by Charles Causley</p> <ul style="list-style-type: none"> • All my Great Excuses by Kenn Nesbitt • To my Sister by Wm Wordsworth • A Ballad of Athloneby Aubrey de Vere <p>6th Class:</p> <ul style="list-style-type: none"> • A Bird Came Down • My Place • When all the others were away at mass by Seamus Heaney • The Road not Taken • The Daffodils • Midterm Break • In Flander's Field • The House with Nobody in it • Advice on how to fall asleep on Halloween night • He wishes for Cloths of Heaven • To any reader • Twas the Night Before Christmas
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Stories	<ul style="list-style-type: none"> • The Gruffalo • The smartest giant • The Twits by Roald Dahl • Matilda by Roald Dahl • Room on the broom • Winnie’s Magic Moments • Goldilocks & the 3 bears • Little red riding hood • The 3 little pigs • The BFG by Roald Dahl • Hansel & Gretel • Jack and the 	<p>1st Class:</p> <p>Reading Zone:</p> <ul style="list-style-type: none"> - Finn's Dream - Four Friends - Two Little Frogs <p>Folens ReadingLevel 1</p> <p>Just Phonics</p> <p>2nd Class:</p> <ul style="list-style-type: none"> • The Grumpy Teaspoon: <ul style="list-style-type: none"> -First Day back for Jack - Gráinne’s Little trick -The Grumpy Teaspoon 	<p>3rd Class:</p> <ul style="list-style-type: none"> • Reading Zone • English in Practice • Novels: - Under the Hawthorn Tree - Butterfly Lion <p>4th Class:</p> <ul style="list-style-type: none"> • Reading Zone- The Golden Harp • Treasury Workbook: -The King and the Wrestler -Wise Aunt Alice -The Fox and the Woodcutter -The Upstairs Dragon 	<p>5th Class:</p> <ul style="list-style-type: none"> • Reading Zone • Novels: - Kensuke's Kingdom - Wildflower Girl - Journey to the River Sea - War Horse <p>6th Class:</p> <ul style="list-style-type: none"> • Reading Zone • Novels: -A Girl Called Blue - The Boy in the Striped Pyjamas

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	beanstalk <ul style="list-style-type: none"> • The Jolly Postman • Little robin red vest • Christmas stories 	-The story of chocolate -Master man -Crazy Daisy -At the bike shop Janosik -Danny Digs in! -How my day flies -Picasso -The Amasing Maze -Dotty the Duster <ul style="list-style-type: none"> • The Green Genie: -How the Polar Bear got his Stumpy Tail -The Fairy Ring -A House for Shade -The Clever Dog -The Grey Wolf -Adam’s Accident -Dolphins -The Brothers -Extinct -The Magic Pen -Fat snake-Thin snake -The Go-cart	-Spider Power -The Match Girl -AbebeBikila -On Boaster’s Hill -SéanMcSharry -The Marrog - Window to the Past -So you want to be a Writer? -The Three Sillies -Echo -The Fianna -Fionn Mac Cumhaill -The Apple Tree -Boeing 747 -The Lady of Stavoren -Fooled by Words -Everest -The Haunted House -The Experiment -The First Cars -The Tourist Trap -The Ghost -Krakus and the Dragon	
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		<p>-Going Places -The children who escaped -Pets -Copper -Horses -The Green genie -The Polar Lands -Saving the Little Penguins -Heidi -Peter and the Dragon -Tigers</p> <p>• English Readers, Workbooks, Supplementary Readers:</p> <p>- The Reading Zone: - The Talking Horse - Reading Zone Reading - Pack supplementary reading - Under the Hawthorne Tree (novel) - My Spelling Workbook - Treasury C</p>	<p>-Stone Soup -Planet Problem -New Sights -The Cloud - Washerwoman -Bentley’s Wish -The Hummingbird -The Chernobyl Children’s Project -The Golden Harp -A Baker’s Dozen -Dako</p> <p>*Class novel: Stanley by Peter Gunning. Roald Dahl- The Witches and Matilda. Library Books from Class library</p>	
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Dictionary				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Using a dictionary : A sequence of skills	<ol style="list-style-type: none"> 1. Sorting words according to the initial letter: begin with two different letters only, gradually increasing. 2. Find in a collection of words those that begin with a given letter. 3. Teach the order of letters in the alphabet. 4. Give practice in finding a word in an alphabetically ordered list. (Use the word-lists in ‘readers’). 5. Tell in which part of a dictionary you will find words beginning with ‘a’ (beginning), ‘z’ (and) ‘d’ (near the beginning), ‘h’ (in the first half) etc. 6. Practise in finding words in a simple dictionary. 7. Arrange words in alphabetical order, using first letter only. 8. Study the arrangement of an index in a library and also an easy encyclopaedia. 9. Arrange words in alphabetical order, where this depends on the second or third letter. 10. Study the use of accent in s dictionary. <p>(a) Conduct, (b) content, (c) object, (d) subject.</p>			

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Writing:				
The Child Will Be Enabled To:				
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Receptiveness to Language	1.Experience a classroom environment that encourages writing. 2.Observe the teacher model writing. 3.Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation. 4.Experience how a story structure is organised by reading and listening to fiction. 5. Choose topics to write about. 6. Have writing valued.			
Competence and Confidence in using Language:	1.Experience an abundance of oral language activity when preparing a writing task. 2.Understand that the conventions of punctuation help to make meaning clearer in writing. 3.Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns. 4.Use approximate spelling as an interim measure in mastering the conventions of spelling. 5.Spell correctly a range of familiar words. 6.Confer with teacher and others on quality of presentation.			
Developing Cognitive Abilities through Language:	1.Write a version of a story told by the teacher. 2.Write about something that has been learned. 3.Write the significant details of an event or an activity. 4.Write a simple sentence and add words to extend its meaning. 5.Listen to a story and write down questions to ask about it. 6.Write answers to questions asked by the teacher.			

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Emotional and Imaginative Development through Language	<ol style="list-style-type: none"> 1.Express feelings in writing. 2.Write about experiences. 3.Draw and write about sensory experiences. 4.Write about feelings experienced in drama
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Strand Unit: Writing				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Competence & Confidence Using language	Forming and naming letters using different materials: dough, sand, markers, chalk boards Write and Draw -free writing time: letters and words, sentences Orientations of writing	Brainstorm writing activities Introduce and practice the conventions of writing – full stops & capital letters Spelling – common letter strings, short vowel sounds with regular patterns and initial consonant words	Write regularly and to write a piece over time Experience oral Language prior to writing Use questions to develop a story when writing Give sequence to ideas and events in stories	Write regularly for a sustained length of time and over a period of time Observe grammar, punctuation and spelling Use a dictionary to extend vocabulary and spelling Explore syntax and sentence

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	<ul style="list-style-type: none"> - Left-right - Top- bottom <p>Developing correct grip of writing tools using chubby pencils</p> <p>Copying letters and words from environment , tricky words, label words and reader words</p> <p>Writing his/ her name -tracing, copying and practicing</p>	<p>Revision – formation of upper and lower case letters</p> <p>Write Here</p>	<p>Learn to revise and redraft</p> <p>Write a birthday invitation or letter seeking information for a project</p>	<p>structure</p> <p>Write to a friend or to seek information</p> <p>Help others to edit their writings</p> <p>Projects/ class newspaper</p> <p>Compilation of poetry/stories</p> <p>Develop a legible fluent style of writing</p>
<p>Receptiveness to Language</p>	<p>A print rich environment</p> <p>Teacher as Scribe -Helping with personal writing, letter/ word formations</p> <p>Writing and Drawing -practicing letter, word and sentence formations -write here B book used</p>	<p>Personal writing displayed in class</p> <p>Brainstorming of topics</p> <p>Stories used as examples</p> <p>Praise of all written work</p> <p>Sharing of writing with others and discussion</p>	<p>Display writing in writing corner perhaps in the library</p> <p>Display captioned drawings and posters</p> <p>Write a description and a letter</p> <p>Write about personal experiences</p>	<p>Writing corner and display books written by the children</p> <p>Captioned charts/posters</p> <p>Observe a variety of genres e.g. narrative, letters, poems, fiction and project work</p> <p>Re-act to reading experiences</p> <p>Experience interesting</p>

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	Writing for different Audiences -themselves, teacher, other children, visitors Personal writing displayed -on noticeboards/ walls		Give positive responses to writing See writing valued by others through display	writing challenges and respond to the writing. Remember that success leads to incentive and to further writing
Developing Cognitive Abilities	Draw a picture and write about it news, special occasion -in response to a story Draw and write about everyday experience news, something learned today	Write about their news from home or of news of others Write simple sentences and add in words to extend its meaning Write down answers to questions in relation to stories, poems, SESE topics Complete cloze procedure activities	Write stories, diaries, reports, letters, notices menus and other lists Read a story and write it in their own words Write about an idea to explain it to someone else Write down directions on how to perform a task Write questions about a topic Write a sentence and elaborate on it	Write poetry, instructions, summaries, reports, letters and diaries Draft and redraft to expand and clarify a thought Use notes to summarise reading material Argue a case in writing for a particular point of view Explore the use of compound and complex sentences
	Draw and write about things	Draw & write about	Write about experiences and	Re-act to experiences of

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Emotional & Imaginative Development	he/ she likes and dislikes Draw and write about feelings -happiness, sadness (linking in with SPHE)	poem/stories Draw & write about experiences of others & express reactions to those experiences Write a story based on picture only	feelings in diary form Write about experiences in drama, create stories, poems and create a book extending stories Write about favourite moments Re-act and express in writing Write about what you have read Use art work as stimulus for writing	others and express it in writing Write about stories and poems Keep a personal diary Express a personal reaction to ideas encountered in literature Express and analyse reactions to poems in writing Write short plays based on experiences in drama Write about reaction to music/TV/videos/film and art work
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Penmanship				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Aims and Objectives:	<ol style="list-style-type: none"> 1. To establish consistency in children’s writing, throughout the school by using the same style. 2. To cultivate habits of neatness in penmanship activities which will, influence presentation of all work right across the curriculum. 3. To develop fine motor control and to reinforce left to right movements necessary for good penmanship. 4. To provide children with varied and essential practice in patterns and basic shapes particularly in their early years. 5. To develop a fluent and legible style of handwriting. 6. To establish correct habits from the onset. 7. To provide separate writing activities for younger children 6-7 years, as attending to both style and content is too difficult at this stage. 8. To enable the least skilled to reach a minimum acceptable standard and the more skilled to reach their potential. 9. Fast legible handwriting should be established by 10-11 years old. 			
Handwriting Evaluation:	<ol style="list-style-type: none"> 1. Handwriting should be clear and legible. 2. Overall appearance- style not to childish. 3. As the child progresses greater speed should be achieved. 4. As the child progresses writing can become slightly smaller. 5. Regularity and connectedness between letters and words. 6. Proper spacing between letters and words. 7. Presentation – Use of margins, placing relative to lines etc. 			
Posture:	<p>Correct posture is essential to good handwriting and should be stressed in each class.</p> <ol style="list-style-type: none"> 1. Lean forward but do not lean on the desk. 2. Head should not be too near paper. 			

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	<ol style="list-style-type: none"> 3. Feet should be flat on the floor. 4. Sit right in front of the desk – no elbows on the desk. 5. Be comfortable.
Position of pen/pencil:	<ol style="list-style-type: none"> 1. Hold pen/pencil correctly. 2. Hold very lightly between thumb and forefinger. 3. Do not press heavily on the paper. 4. Use left hand to hold copy in correct position or with the right if the child is left handed.

Writing Scheme				
	Juniors/Seniors	First/Second	Third/Fourth	Fifth/Sixth
Scheme	Juniors: Script based on Folens “Write Here A” Seniors: Simple script based on Folens “Write Here B”.	First: Simple script as in Folens “Write Here C” Second: Folens“Write Here D”	Third & Fourth: Simple script as in Folens, “Write Here E”	Fifth & Sixth: Simple script as in Folens, “Write On Book 3(5 th Class)”
Aims & Objectives:	Juniors: <ol style="list-style-type: none"> 1. To develop a fluent and legible handwriting 	1st Class: <ol style="list-style-type: none"> 1. To ensure that formation of all letters is correctly 	3rd& 4th Class: <ol style="list-style-type: none"> 1. To make sure that each child is endeavouring to 	5th & 6th Class: <ol style="list-style-type: none"> 1. To make sure that each child is endeavouring to

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	2. To practise and write patterns. 3. To practise letters. 4. To encourage visual discrimination. 5. Left to right orientation. Seniors: 1. To develop a legible style of writing, with correct letter formation. 2. Provide interesting and enjoyable activities to develop fine motor control and to reinforce the left to right movements necessary for good handwriting. 3. Give children practice in varied patterns and basic shapes.	done. 2. To develop a style of good handwriting which should be clear so, that every letter is perfectly legible. 3. To develop a style, which is natural, rhythmic, simple and streamlined. 4. Use basic patterns and shapes to develop fine motor control and to reinforce the left to right movements necessary for good handwriting. 5. Using “Write Here C” from Folens to provide a clearly defined, carefully sequenced programme that will	produce a clear, fluent and legible script. 2. To establish standards of presentation to make written work by less skilled generally acceptable and to enable the more skilled to reach their potential. 3. To continue to develop a style which is natural, rhythmic and fluent, as already done in previous classes 4. To encourage neatness and attractive presentation by proper	produce a clear, fluent and legible script. 2. To establish standards of presentation to make written work by less skilled generally acceptable and to enable the more skilled to reach their potential. 3. To continue to develop a style which is natural, rhythmic and fluent, as already done in previous classes 4. To encourage neatness and attractive presentation by proper connectedness between letters ,
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	4. Good posture as in whole school plan. 5. Correct holding of pencil as in whole school plan	enable the teaching of a style of good handwriting. 6. In First Class the main objective is to develop a print style of handwriting that forms a good basis for further pre-writing skills and from there on to finished joined print, in more senior classes. 7. To continue to practise and consolidate with the children the writing patterns and the formation of the 26 small letters of the alphabet and afterwards the capitals as already done in Senior	connectedness between letters , words and by drawing margins.	words and by drawing margins.
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		<p>Infants</p> <ol style="list-style-type: none"> 8. As children progress to words and sentences care must be taken at all times to ensure that letters are formed correctly. 9. Space between letters and one finger space between words. <p>2nd Class:</p> <ol style="list-style-type: none"> 1. To lead children along from stage to stage until they are capable of producing clear, fluent and legible handwriting 2. Using “Write Here D” from Folens, as much constructive practice as possible is given to proper Letter formation 		
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		before proceeding to join letters.		
Purpose of Patterns:	Juniors: <ol style="list-style-type: none"> To encourage muscular control. To encourage creative artwork. To encourage care in layout. 	1st & 2nd Class: <p>Patterns are used to help fluency - -up and down strokes, oval strokes etc. They are practised before learning to join letters. The following patterns are practised without lifting the pencil.</p>	n/a	n/a
	Seniors: <ol style="list-style-type: none"> Single blue-lined copy Folens Work-book 	1st & 2nd Class: <ol style="list-style-type: none"> Single blue-lined copy 	3rd & 4th Class: <ol style="list-style-type: none"> Workbook - “Write Here” particular attention is given to correct formation of 	5th & 6th Class: <ol style="list-style-type: none"> Workbook - “Write On” particular attention is given to correct formation of

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<p>Writing Surface</p>			<p>letters and to proper connectedness of letters.</p> <ol style="list-style-type: none"> 2. Red and blue lined copies (narrow) B4. So that children will become accustomed to giving proper height to capitals and to lower case letters. 3. Blue lined copies – children draw margin in order to give writing a neat attractive appearance. Children are encouraged to give full space between blue lines to capital letters and half space to lower case letters 4. Space of one finger between words. 	<p>letters and to proper connectedness of letters.</p> <ol style="list-style-type: none"> 2. Blue lined copies – children draw margin in order to give writing a neat attractive appearance. Children are encouraged to give full space between blue lines to capital letters and half space to lower case letters 3. Space of one finger between words.
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<p style="text-align: center;">Implements</p>	<p style="text-align: center;">Juniors & Seniors:</p> <p style="text-align: center;">pencils</p>	<p style="text-align: center;">1st & 2nd Class:</p> <p style="text-align: center;">pencils</p>	<p style="text-align: center;">3rd& 4th Class:</p> <p>Children use pencils until after Christmas. From then on children commence using pen whenever they have reached an acceptable standard of writing in pencil. By the end of the year all children should be capable of using pen. Felt tipped pens are used as they are more easily controlled than biro.</p>	<p style="text-align: center;">5th & 6th Class:</p> <p>Felt tipped pens are used as they are more easily controlled than biro.</p>
	<p style="text-align: center;">Aids:</p>	<p style="text-align: center;">Juniors &Seniors:</p> <ol style="list-style-type: none"> 1. Interactive whiteboard 2. Teacher demonstrates formation of patterns, letters or words on the white board. 	<p style="text-align: center;">1st& 2nd Class:</p> <ol style="list-style-type: none"> 1. Interactive board is used to demonstrate correct formation of letters and spacing between words. 	<p style="text-align: center;">3rd& 4th Class:</p> <ol style="list-style-type: none"> 1. Interactive board is used to demonstrate correct formation of letters and spacing between words. 2. White board is also used to demonstrate

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		2. White board is also used to demonstrate formation of letters.	formation of letters.	formation of letters.
Pre-Writing	<p>At this level interesting and enjoyable activities are designed:</p> <ol style="list-style-type: none"> 1. To develop fine motor control. 2. To reinforce left to right movements necessary for good handwriting. 3. Freeplay with marla, chalk etc. 4. Making of jigsaws. 5. Children practise patterns and basic shapes before proceeding to letter formation. 	n/a	n/a	n/a

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Left Hand Writers:	Left hand writers have many difficulties to overcome but no attempt should be made to change them.	Left hand writers have many difficulties to overcome but no attempt should be made to change them.	Left hand writers have many difficulties to overcome but no attempt should be made to change them.	Left hand writers have many difficulties to overcome but no attempt should be made to change them.
			<ol style="list-style-type: none"> 1. Good posture is essential but the body may be turned slightly to the right to allow left arm greater freedom of movement. 	<ol style="list-style-type: none"> 1. Good posture is essential but the body may be turned slightly to the right to allow left arm greater freedom of movement.
			<ol style="list-style-type: none"> 2. The pencil or Pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and avoid smudging. 	<ol style="list-style-type: none"> 2. The pencil or Pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and avoid smudging.
			<ol style="list-style-type: none"> 3. Paper should be placed slightly to left of pupil sloped slightly downwards 	<ol style="list-style-type: none"> 3. Paper should be placed slightly to left of pupil sloped slightly downwards

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			to the right.	to the right.
Posture:	<ol style="list-style-type: none"> 1. Good posture, but body may be turned slightly to the right to allow the left arm greater freedom of movement. 2. Pencil or pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and to avoid smudging. 3. Paper should be placed slightly to the left of the pupil and sloped slightly downwards to the right. 	<ol style="list-style-type: none"> 1. Good posture, but body may be turned slightly to the right to allow the left arm greater freedom of movement. 2. Pencil or pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and to avoid smudging. 3. Paper should be placed slightly to the left of the pupil and sloped slightly downwards to the right. 4. Lean forward but do not lean on the desk. 	<ol style="list-style-type: none"> 1. Good posture, but body may be turned slightly to the right to allow the left arm greater freedom of movement. 2. Pencil or pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and to avoid smudging. 3. Paper should be placed slightly to the left of the pupil and sloped slightly downwards to the right. 4. Lean forward but do not lean on the desk. 	<ol style="list-style-type: none"> 1. Good posture, but body may be turned slightly to the right to allow the left arm greater freedom of movement. 2. Pencil or pen should be held slightly further away from the point than is usual, to enable the pupil to see what is being written and to avoid smudging. 3. Paper should be placed slightly to the left of the pupil and sloped slightly downwards to the right. 4. Lean forward but do not lean on the desk.

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		<ol style="list-style-type: none"> 5. Head should not be to near paper. 6. Feet should be flat on the floor. 7. Sit right in front of the desk – no elbows on the desk. 8. Be comfortable. 	<ol style="list-style-type: none"> 5. Head should not be to near paper. 6. Feet should be flat on the floor and be comfortable. 7. Sit right in front of the desk – no elbows on the desk. 8. Be comfortable. 	<ol style="list-style-type: none"> 5. Head should not be to near paper. 6. Feet should be flat on the floor and be comfortable. 7. Sit right in front of the desk – no elbows on the desk. 8. Be comfortable.
		<ol style="list-style-type: none"> 1. Hold pencil very lightly with thumb and forefinger. 2. Your pencil should 	<ol style="list-style-type: none"> 1. Hold pencil very lightly with thumb and forefinger. 2. Your pencil should 	<ol style="list-style-type: none"> 1. Hold pencil very lightly with thumb and forefinger. 2. Your pencil should

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Pencil/Pen Holding		<p>rest very lightly on your middle finger.</p> <p>3. Your other fingers and hand should rest very lightly on the table.</p> <p>4. Do not press heavily on the copy. The pencil should point along your arm, it must not point along your arm, it must not point in the air towards your body.</p> <p>5. Use your left hand to keep your copy steady.</p>	<p>rest very lightly on your middle finger.</p> <p>3. Your other fingers and hand should rest very lightly on the table.</p> <p>4. Do not press heavily on the copy. The pencil should point along your arm, it must not point along your arm, it must not point in the air towards your body.</p> <p>5. Use your left hand to keep your copy steady.</p>	<p>rest very lightly on your middle finger.</p> <p>3. Your other fingers and hand should rest very lightly on the table.</p> <p>4. Do not press heavily on the copy. The pencil should point along your arm, it must not point along your arm, it must not point in the air towards your body.</p> <p>5. Use your left hand to keep your copy steady.</p>
	Children are shown and encouraged to use the three P's:	Children are shown and encouraged to use the three P's:	Children are shown and encouraged to use the three P's:	Children are shown and encouraged to use the three P's:

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<p>Three P,s:</p>	<ol style="list-style-type: none"> 1. Good posture (remind the children the way good writers sit). 2. Pencil grip- for this we use the “Hand Huggers” pencil. 3. Page/Copy position. 	<ol style="list-style-type: none"> 1. Good posture (remind the children the way good writers sit). 2. Pencil grip 3. Page/Copy position. 	<ol style="list-style-type: none"> 1. Good posture (remind the children the way good writers sit). 2. Pencil grip. 3. Page/Copy position. 	<ol style="list-style-type: none"> 1. Good posture (remind the children the way good writers sit). 2. Pencil grip 3. Page/Copy position.
<p>Letters:</p>	<p>Seniors:</p> <ol style="list-style-type: none"> 1. Write letter in air or on the table with their finger saying movement for letter. 2. Write letter on paper with their finger saying the movement for the letter. 3. Write letter on paper using a crayon 4. Trace over letter. 5. Progress to single blue-line copy, ruled by the teacher and 	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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	<p>use a pencil.</p> <p>6. Later write on News copy - /thick wide lines.</p>			
<p>Formation of letters:</p>	<p>Juniors: As outlined in children’s book “Write This Way 2” beginning with letters:</p> <p>c, a, d, g, q, o r, n, m, h b, p, i, t, j, f, k, x u, y l, v, w, z e, s</p> <p>Seniors: Great care is taken to ensure that children have correct letter formation.</p> <p>1. Write letter in air or</p>	<p>1st & 2nd Class: In teaching letter formation the importance of establishing correct movements cannot be overstated. Every letter has its own precise movement always starting at the correct point and moving in a fixed direction. This work has been done in Infants and First Class and continues in Second.</p> <p>a, c, e, i, m, n, o, r, s, u, v, w, x, z are all small letters. b, d, f, h, k, l, t are all tall letters. g, y, p, q ,j are letters with tails.</p>	<p>n/a</p>	<p>n/a</p>

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	<p>on the table with their finger saying movement for letter.</p> <ol style="list-style-type: none"> 2. Write letter on paper with their finger saying the movement for the letter. 3. Children trace over words many times before writing, saying words to describe movement, as described inside the cover of the workbook. E.g. letter – around, up and down. 4. Children write letters in work-book:a, d, g, q, o and words with these letters e.g. dad, add, doc, good, dog etc. r, n, m, h and words e.g. ran, can, had, man etc. b, p, i, 			
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	<p>j, l, t, k, x, u, y, f, v, w, z, e, s</p> <p>5. Proceed to simple sentences e.g. the dog is here.</p> <p>6. Introduce capitals later in year. I, L, V, W, Z, J, C, O, U, S, N, M, T, Y, K ,X etc.</p>			
<p>Formation of Words</p>	<p>Juniors:</p> <p>dog, dad hand, door mop, hop fox, dig baby, cup ball, wall</p> <p>Children also write words from Reading Scheme and copy Newstime from white board to copy during term three.</p>	n/a	n/a	n/a

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	<p>Those children who have made satisfactory progress by this term will be able to copy from the whiteboard and the remainder will copy from headlines.</p> <p>In Junior Infants children’s writing progression is very much individual and each child is allowed to progress at his/her own pace.</p>			
	<p>n/a</p>	<p>2nd Class:</p> <p>1. Joining letters is introduced in this class. The following</p>	<p>3rd & 4th Class:</p>	<p>5th & 6th Class:</p>

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3 rd /4 th
5 ^h /6 th

<h2>Joining Letters</h2>		<p>letters of the alphabet finish with a little up stroke: I, l, t, n, m, h, c, a d, u, e</p> <ol style="list-style-type: none"> 2. Give plenty of practice with up stroke before proceeding to join letters. Point out by making the up stroke a little longer – they can easily be joined to next letter. e.g. in, up, hum 3. Practice joins to ‘e’ and joins to tall letters- all, hill, kick as in the work book. 4. Joins can be made to but never from these letters:- b, g, j, p, q, r, s, x, y, z. e.g. rubber, spark, tyre, hugged. 5. C is the only capital 		
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Title
Whole School
Junior/Senior
1 st /2nd
3 rd /4th
5h/6th

		<p>letter which is joined to lower case letters.</p> <p>6. Joins from f can be made to all small letters (except e and z) and to the letters with tails (f, g, j, p, q, y).</p> <p>7. Children trace over letters and words as in Workbook before writing letters and words themselves.</p> <p>8. The rest of the instructions for the letter formations are in the Workbook “Write this way5”</p>		
	<p>Juniors & Seniors:</p> <p>Pencils</p>	<p>2nd Class:</p> <p>1. Pencil, Workbooks – red and blue lines</p> <p>2. Single lined copies – children draw margin. One full</p>	<p>3rd& 4th Class:</p> <p>Children use pencils until after Christmas. From then on children commence using pen whenever they have</p>	<p>5th & 6th Class:</p> <p>Felt Pens</p>

Title
Whole School
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1 st /2 nd
3 rd /4 th
5 ^h /6 th

Materials		space between 2 blue lines to Capital Letters and half space to Lower Case Letters 3. Correct spacing between letters and words is very important. 4. Leave space of one finger between words.	reached an acceptable standard of writing in pencil. By the end of the year all children should be capable of using pen. Felt tipped pens are used as they are more easily controlled than biro	
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Title
Whole School
Junior/Senior
1 st /2nd
3 rd /4th
5h/6th

Ratification and Implementation.

This school plan will be ratified by the Board of Management.

It will be reviewed each June.

Ratified By BOM:

Signed: _____

Board of Management

Date: _____

Signed: _____

Principal

Date: _____

Title
Whole School
Junior/Senior
1 st /2nd
3 rd /4th
5h/6th