



Roll No.	19266T
Principal Teacher	Glenda McKeown
Policy	Language, Literacy & Communication Policy
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Date reviewed	
Approved by	<i>Richard Gleeson</i>
	Chairperson, Board of Management
Date for review	Annually

## **Introductory Statement**

Our Lady of Fatima is a Special School for children with Mild GLD aged from 5 – 18 years old. The students' range of ability is quite broad and complex, therefore we plan Language curriculum provision from birth to 18 years. The school is divided into two sectors: Primary (Junior Primary to Preparation Class) and Post Primary (Post Primary 1 to 6 incorporating Vocational Training Class). The Language Learning and Development incorporates Aistear, the Primary Language Curriculum, Junior Cycle English and LCA Senior cycle English. Language and communication Learning is fundamental for the student to understand the world around them and communicate effectively with others. Communication and Language underpins all school learning and permeates every facet of our school curriculum, linking it to all subjects we study. In Our Lady of Fatima communication takes many forms from non-verbal and verbal to print-based and digital texts.

## **Rationale**

After a period of School Self Evaluation and school discussions in relation to English language program, we devised this plan. As the community of our school is broad and complex this plan is in line with the Primary Language Curriculum, Junior Cycle English Programme and Leaving Cert Applied English and Communication Curriculum. The New Primary Language Curriculum presents the intended learning and development for all children by providing the Rationale, Aims, Strands, Elements, and Learning Outcomes to support teachers in building rich language-learning experiences for all children. The purpose of this plan is to guide teachers in adopting a consistent and coherent approach to the teaching and learning of the English language in our school. It is intended to guide teachers in their individual planning to ensure appropriate learning experiences are planned for all aspects of the Language Curriculum from Junior Primary to Post Primary 6.

## **Broad Aims of this Policy**

- To provide staff with guidance relating to teaching and learning of language and communication, reading and writing.
- To work towards providing the necessary supports to each child so that they learn that their communicative interactions are valued and encouraged.

- To develop a means of communication appropriate to each child's individual needs to include both understanding and expressive language skills.
- To create opportunities for communication throughout the curriculum to enable each child to communicate to the best of their ability.
- To assist students to lead as independent a life as possible.

## **Vision**

Our school values the uniqueness of each individual within a caring school community. We would endeavour that all our students would learn to use the language for the purpose and benefit of everyday communications skills. We take into consideration each individual's communication needs, verbal or non-verbal. We strive to ensure all students can access the curriculum and respond to it by whatever means is most appropriate. We facilitate this with the aid of Assistive Technology, Visual Picture Exchange and Lámh – Irish sign Language. We believe each student is special and hence we set out to provide an individual program to benefit his or her own individual needs. This may be through Student Support Plan or Individual Education Plan or both combined.

## **Whole School Communication Strategies**

Over time at Our lady of Fatima the following have evolved as whole school strategies to promote independence and Wellbeing through good communication.

- Consistent use of general daily schedules, written or pictorial, in each classroom.
- Morning affirmation and welcome – this recognises every individual in the school on arrival. It also acts as an informal observation as to the students' presentation on that day and provides communication opportunities for students to greet and respond.
- Individualised Schedules for those who need them in pictorial form using PECs or Widget. Schedules can be on desks, carried by staff or on iPad.
- Lámh – general for whole school and specific for students who require it.
- Encouraging asking and answering questions beginning with What? Why? When? Where? How?
- Use of Social Stories to support the learning of particular behavioural or social skills.
- Using 'reduced' language to support understanding.
- Creating opportunities for 'choice making' especially for the less able and non-verbal students.

- Providing training (CPD) for staff where possible.
- Using links with SLT's when available to support and enhance the language and communication curriculum and approaches to classes.

## **Organisational Aspects of Our Policy/ Plan**

### **1. Curricula**

Junior Primary to Preparation class	Primary Language Curriculum
PP1 – PP4 incl. V.T	PLC and Junior Cycle Level 2 and/ or Level 3
PP5 - PP6	PLC and Leaving Cert Applied

### **1. Resources**

A range of appropriate, attractive and safe materials are available to be used by students in all classrooms. In addition to the many programmes, equipment and schemes classrooms have, many also have a Soundfield System and a range of other specialised equipment including furniture and Assistive Technology.

### **2. Differentiation**

At Our Lady of Fatima all our students are classified as having Mild General Learning difficulties. Some students have other additional co morbid conditions such as ASD, ADHD, Sensory Impairments or Physical disabilities. Several of these conditions directly affects a child's ability to communicate or access the curriculum. Extra care is taken with non-verbal students and students with hearing impairment who require additional support, time and understanding. This means we are constantly assessing and re-evaluating our approaches and strategies to meet their needs in all areas of the curriculum.

An IEP is drawn up and coordinated by the Class Teacher in consultation with Parents, SNA, student and external professionals involved with the specific child. Specific short-term targets are agreed between all concerned. The class teacher maintains first line of responsibility for the welfare of the child.

### **3. Library**

Our local library is a great resource used by our school. Students go with their teacher and SNA and borrow books under the class name. The library provides digital technology to support students with Special Needs to acquire language skills. It also provides a specified number of apps to our school for Literacy development. We also engage the School Novels Block Loans and other educational activities made available throughout the year.

### **4. Support Teacher**

In 2021 following an In-school evaluation of language and Communication, we decided to create a position of Reading Support Teacher. As all our students have MGLD, this was a service for the students who were not achieving in reading according to each class results on Standardised Assessments. Refer to Support Teaching Policy 2022.

## **ICT**

- **Part of Digital Plan**

In our school we are fortunate to have a wide selection of digital technologies and software available to support Teaching and Learning. ICT is used as both Assistive Technology and also to consolidate Learners Experiences. Computers and Promethean boards are available in every classroom. We also have three iPad trolleys and four classes working almost solely on laptops. Each student has their own account and password. All their documents are stored on our school drive using Microsoft Education and Microsoft Teams. Some students use Augmentative Communicative systems such as Accent 800, Liberator Device on their iPad. Literacy Apps are also used by the Support Teacher and classes to aid learning and practice of skills.

- **Assistive Technology**

Should a student's ability to either read, write or produce audible communication be deemed impaired (based on Educational Psychology Report), assistive technology to access and respond to the curriculum, may be sanctioned. Should a student receive assistive technology, they will be guided by their teacher. Students will start by completing exercises in Touch Type Read Spell (TTRS), a program that is student led and used to familiarise students with the keyboard and typing.

## **1. PRIMARY LANGUAGE CURRICULUM (PLC)**

### **Aims and Objectives of Primary Language Curriculum**

#### 1. *Children and their lives:*

- Enable children to build on prior knowledge and experience of language and language learning to enhance their language learning.
- Encourage children of different languages and cultures to be proud of and to share their heritage
- Encourage children to embrace Irish positively and promote our cultural identity through the use of the Irish language.
- Recognise the wide variation in experience, ability and language style, which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

#### 2. *Children's communications and connections with others*

- Embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity and their ability to use different language, gestures and tools to communicate with people in a variety of contexts and situation.
- Enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
- Encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes.

#### 3. *Children's language learning*

- Broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment.
- Encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts.
- Nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

- Promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment.
- Support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing.

In teaching language, we aim to:

- Promote positive attitudes and develop an appreciation of the value of language: spoken, read and written
- Create, foster and maintain the child's interest in expression and communication.
- Develop the child's ability to engage appropriately in listener-speaker-relationships.
- Develop confidence and competence in listening, speaking, reading and writing.
- Develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
- Enable the child to read and write independently.
- Enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

The PLC will be planned for and documented by each class through their Yearly Plan.

Elements, strands and Learners Experiences will be documented through fortnightly plans.

Monthly Reports - Cuntas Mhíosula - will be used to track the progress of the English plan and will inform teachers' preparation for the following month. It aids reflection on teaching, assessment of content covered and documented evidence for the management of monthly teaching.

Class teachers will be required to produce:

- Yearly/ Termly plans
- Monthly Reports
- Fortnightly plans in conjunction with the New Primary Language Curriculum.

The process of language learning is naturally developed through integrated activities and through a thematic/cross-curricular approach.

## **Strands and Elements**

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.

*The elements of language learning across each of the strands are:*

1. Developing communicative relationships through language - Communicating
2. Understanding the content and structure of language - Understanding
3. Exploring and using language – Exploring and Using

Three strands:

- ◆ Oral language
- ◆ Reading
- ◆ Writing

## **PLC Content:**

### **Oral Language**

Broad Objectives

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

1. Gain pleasure and fulfilment from language activities.
2. 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.
3. Develop fluency, explicitness and confidence in communication.
4. Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.



<b>Element</b>	<b>Learning outcomes</b>	<b>Learners Experiences</b>
Communicating	<ol style="list-style-type: none"> <li>1. Engagement, listening and attention:</li> <li>2. Motivation and Choice</li> <li>3. Social conventions and awareness of others:</li> </ol>	Stages 1 – 4 in PLC plan
Understanding	<ol style="list-style-type: none"> <li>1. Sentence Structure and Grammar:</li> <li>2. Use of Oral Vocabulary</li> <li>3. Demonstration of Understanding</li> </ol>	Stages 1 – 4 in PLC plan
Exploring and Using	<ol style="list-style-type: none"> <li>1. Requests and Questions and interactions</li> <li>2. Categorisation</li> <li>3. Retelling and elaboration</li> <li>4. Playful and creative use of language</li> <li>5. Information giving explanation and justification</li> <li>6. Description, prediction and reflection</li> </ol>	Stages 1 – 4 in PLC plan

### **Learners Outcomes and Learners Experiences**

Stage 1 will start in Junior Primary, each Stage up to and including Stage 4 will be taught in a spiral effect throughout the Primary School. Each student's individual needs will be taken into consideration when planning Learners Experiences Appropriate for each class.

### **COMMUNICATING**

Engagement, listening and attention:	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Show interest.</li> <li>2. Demonstrate joint attention.</li> <li>3. Actively listen and attend for enjoyment and for a particular purpose.</li> </ol>
Motivation and Choice	<p>Students should be able to ....</p> <ol style="list-style-type: none"> <li>1. Choose, listen to and create texts in a range of genres and in other languages where appropriate across the curriculum for pleasure and interest.</li> </ol>
<ul style="list-style-type: none"> <li>▪ Social conventions and awareness of others:</li> </ul>	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Recognise that language style changes with different relationships and audiences.</li> <li>2. Show understanding of the listeners needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Respond verbally and non-verbally.</li> <li>4. Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences.</li> </ol>
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## UNDERSTANDING

Sentence Structure and Grammar:	<p>Students should be able to...</p> <p>Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p>
Acquisition and use of Oral Vocabulary:	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words.</li> <li>2. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject specific language.</li> <li>3. Express and use decontextualized language.</li> </ol>
Demonstration of Understanding:	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding through the ability to give and follow instructions.</li> <li>2. Comprehend narratives and explanations.</li> <li>3. Clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining.</li> </ol>

Requests and Questions and interactions:	<p>Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Express personal needs and preferences.</li> <li>2. Make requests with confidence.</li> <li>3. Ask and answer a variety of open and closed questions to seek help and get information.</li> <li>4. Develop understanding, clarify and extend thinking. (Exposure to Irish language and culture)</li> </ol>
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Categorising:	Students should be able to... Name, describe and categorise people, objects and experiences showing increasing depth of knowledge and improved understanding.
Retelling and Elaborating:	Students should be able to... Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.
Playful and Creative Use of Language:	Students should be able to... 1. Listen and respond to the aesthetic, imaginative and creative aspects of language. 2. Use language playfully and creatively.
Information Giving, Explanation and Justification:	Students should be able to... Supply, explain and justify points of information to familiar and unfamiliar audience using topic specific language.
Description, Prediction and Reflection:	Students should be able to... Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.

### **Teaching and Learning**

When drawing up a yearly plan, each class teacher will identify the parameters of Learning Outcomes and Experiences that pertain to his/her group. A programme of teaching, learning and assessment that is most appropriate can then be drawn up.

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### **Language Methodologies**

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle time. This plan reflects the use of methodologies as described in the Primary Language Curriculum. There are some methodologies that are followed at whole school level and others that are more relevant to a particular stage of development. Listed below are a sample of methodologies employed in our school. This list is not exhaustive. These methodologies include:

<ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Book discussion groups</li> <li>• Collaborative/co-operative <ul style="list-style-type: none"> <li>○ learning</li> </ul> </li> <li>• Direct teaching</li> <li>• Free exploration of materials</li> <li>• Free writing</li> <li>• Guided discovery/enquiry</li> <li>• Guided reading</li> <li>• Station teaching</li> <li>• Guided writing</li> <li>• Improvisational drama</li> <li>• Independent reading</li> <li>• Independent writing</li> <li>• Language experience</li> <li>• Learning through play</li> <li>• Library usage</li> </ul>	
<ul style="list-style-type: none"> <li>• Modelled reading genre</li> <li>• Modelled writing</li> <li>• Modelling language</li> <li>• Oral familiarisation</li> <li>• Interview</li> <li>• Paired reading/buddy/peer</li> <li>• Reading / reading partners</li> <li>• Play and games</li> <li>• Presentation to audience</li> <li>• Powerpoint presentations</li> <li>• Problem solving</li> <li>• Reading</li> <li>• Reading for purpose</li> <li>• Reading to children</li> </ul>	<ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Shared writing skills through content</li> <li>• Story</li> <li>• Talk and discussion</li> <li>• Use of ICT and multi-media</li> <li>• Use of poetry and rhyme</li> <li>• Sayings</li> <li>• Song</li> <li>• Drama</li> <li>• Using the environment</li> <li>• Yard games</li> <li>• Think Pair Share</li> <li>• Walking debates</li> <li>• Hot seating</li> </ul>

## **READING**

### **Broad Objectives**

The aim of the policy is to provide a structured and sequential Reading Programme so that teachers can enable students to:

1. Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
2. Develop their comprehension and analytical strategies
3. Expand their understanding and usage of grammar, syntax and punctuation.

4. Expose them to and develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfillment to be gained from reading, DEAR time, paired reading, etc.
6. Develop skills to become fluent, confident and independent readers.

When teaching students with MGLD reading can be significantly important in helping students to:

- Access the curriculum.
- Improve speech and language skills.
- Develop their knowledge and understanding of new concepts.
- Work independently.
- Improve self-esteem.

### **Communicating**

Engagement	<ol style="list-style-type: none"> <li>1. Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others.</li> <li>2. Engage with texts of increasing complexity</li> </ol>
Motivation and choice	<ol style="list-style-type: none"> <li>1. Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.</li> </ol>

### **Understanding**

Conventions of Print and sentence structure	<ol style="list-style-type: none"> <li>1. Identify and use basic conventions of print in text.</li> <li>2. Use conventions of print to help understand text.</li> </ol>
Phonological and phonemic awareness	<ol style="list-style-type: none"> <li>1. Play with and recognise sounds such as syllables rhyme, onset-rime and phonemes in spoken words.</li> </ol>
Phonics, word recognition and word study	<ol style="list-style-type: none"> <li>1. Recognise, name and sound all lower and upper case letters and common letter patterns.</li> <li>2. Display some word identification strategies when reading instructional and independent-level texts.</li> <li>3. Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading</li> </ol>

	instructional and independent-level texts.
Vocabulary	<ol style="list-style-type: none"> <li>1. Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding.</li> <li>2. Use a range of vocabulary strategies and knowledge of synonyms, antonyms and homonyms, affixes and words to clarify and discuss the meaning of unknown words and phrases as they arise.</li> </ol>

### Exploring and Using

Purpose, genre and voice	<ol style="list-style-type: none"> <li>1. Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing and later justifying preferences and opinions.</li> </ol>
Response and author's intent	<ol style="list-style-type: none"> <li>1. Sequencing and Summarising</li> <li>2. Compare, contrast and critically reflect on the intent of different authors</li> <li>3. Recall, discuss and sequence significant details and identify key points of information in text.</li> </ol>
Comprehension	<ol style="list-style-type: none"> <li>1. Use a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.</li> <li>2. Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text.</li> </ol>
Fluency and Self correction	<ol style="list-style-type: none"> <li>1. Read instructional and independent-level texts in a range of genres with fluency and understanding and self-correct independently.</li> </ol>

### **Definitions:**

Phonemic Awareness – the knowledge that words are comprised of individual speech sounds.

Phonological Awareness – the ability to analyse words into their constituent speech sounds, the ability to combine speech sounds and the ability to detect rhyme and alliteration.

### **Learners Outcomes and Learners Experiences**

Stage 1 will start in Junior Primary, each Stage up to and including Stage 4 will be taught in a spiral effect throughout the Primary School. Each student's individual needs will be taken into consideration when planning Learners Experiences Appropriate for each class. Our lady of Fatima Special School will follow the Jolly Phonics Programme.

See Appendix 2&3

### **Approaches to Reading**

In this school, we consider the following components when planning for the teaching of reading:

- The children’s general language development and sight vocabulary
- The central role of phonological and phonemic awareness
- The discrete teaching of reading skills and comprehension strategies
- The use of appropriate reading material
- The understanding that motivation and enjoyment are key aspects of the reading process

These approaches will be recognised at all stages of children’s acquisition of reading i.e. from the emergent reader, to the instructional reader and to the independent reader.

Support Teaching Small Groups – SET	Support Teaching Dandelion readers	Accelerated Reading
	PM Readers	PM Readers
PAT Programme	Jolly Phonics Grammar	Spellings For Me
	Dandelion - Accelerated Reading	TTRS - Target Groups
Jolly phonics Programme.	My Spelling Workbook	My Spelling workbook
	TTRS - Target Groups	Jolly Grammar
	DEAR Time	DEAR Time
Starlight online	Guided Reading	Access to Library
	Oxford owl – ebooks	Epic Reading App
Nessy online	Epen	Borrow box reading app
	Epic Reading App	Microsoft immersive reader
	Borrow box reading app	Epen
		Teams

Reading Eggs App		Microsoft immersive reader	
Oxford owl website – ebooks			
Bee Bots			

## WRITING

### Broad objectives

This plan aims to provide a structured and sequential programme for teachers to enable children to:

1. Write clearly and fluently with the correct letter formation.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills with the aid of free writing copies.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship using print writing.

When teaching students with MGLD to write, we take into account that writing increasingly becomes a primary vehicle for students to demonstrate their knowledge and learning across the curriculum. A special focus will be on developing students’ awareness of various genres, both by reviewing examples and engaging in the creation of written compositions.

Each classes writing curriculum should incorporate;

Writing Genres	Grammar and mechanics
Free writing	handwriting
Spelling	

### Communicating

Engagement	Take part in and have fun mark-making, drawing and writing to communicate with others. Enjoy writing to communicate with others.
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Motivation and choice	Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.
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### **Understanding**

Conventions of print and sentence structure	Use basic conventions of print and sentence structure.
Spelling and word study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.
Vocabulary	Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.

### **Exploring and Using**

Purpose, genre and voice	Draw and write with a sense of purpose and audience while creating texts in a range of genre, and develop an individual voice to share their thoughts, knowledge and experience.
Writing process and creating text	Use the writing process when creating texts collaboratively or independently.
Response and author's intent	Share the meaning of their own texts and demonstrate understanding through responding to the texts of others. Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent.
Handwriting and presentation	Write upper and lower case letters as separate, flowing letters. Eventually write using cursive script.

### **Learners Outcomes and Learners Experiences**

Stage 1 will start in Junior Primary, each Stage up to and including Stage 4 will be taught in a spiral effect throughout the Primary School.(see appendix 1) Each student's individual needs will be taken into consideration when planning Learners Experiences Appropriate for each class.

## Approach to writing

At the earliest stages, writing is explored both from a technical and an expressive point of view. In addition to developing fine motor skills and correct letter formation, children are given the opportunity to explore the creative aspects of written expression. Initially, this is largely explorative and then structures of specific genres are introduced gradually.

- writing technically and expressively.
- fine motor skills to correct letter formation.
- Use of keyboards/ ICT, typing skills

<b>Programmes Used/ Interventions</b>	Aistear	Free Writing Copies	Free Writing Copies	Free Writing Copies
	Free Writing Copies	Project Work and Presentations	Project Work and Presentations	Project Work and Presentations
	Jolly Phonics	Genre writing plan	Genre writing plan	Genre writing plan
	Sounds Make Words	Mrs. Murphy's Handwriting	ICT – Chrome Books	ICT – Chrome Books
	Genre writing Plan	ICT – devices	Mrs. Murphy's Handwriting	Mrs. Murphy's Handwriting
	Shared writing	Jolly Grammar	Guided Reading	Guided Reading
	Mrs. Murphy's Handwriting,	Colourful Semantics	Responses to reading	Responses to reading
	ICT - devices Colourful Semantics		Jolly Grammar Colourful Semantics	Colourful Semantics

## Assessment

As a school, we engage in:

- Assessment of Learning
- Assessment for Learning

A variety of methods are used to assess English skills. **Standardised testing** is used as a measure of Assessment of Learning.

Standardised Testing is completed each year in May. At the beginning of each year the classroom teacher completes classroom based assessments to gauge where each students learning experiences should be pitched. Social sight words, Phonics testing, tricky words, dolsch list and Fry's Lists. Spelling and Writing Skills will be tested by dictation and free writing experiences. Each class teacher is responsible for their own

students. **Diagnostic testing** is undertaken by the Support Teacher to diagnose shortfalls in literacy development and to find areas for further Support learning.

Junior Primary	<b>MIST</b> <b>Early Learning Checklist</b> <b>Phonological Battery Test</b>
Middle Primary	<b>Early Learning Checklist</b> <b>Phonological Battery Test</b>
Senior Primary	DRA
Preparation class	SPAR Reading And Spelling
Support Teacher	YARC and YORK Jolly Phonics Assessment

See ref: Assessment policy

See Appendix for Class Plans and resources to be used in each class

## **Junior Cycle English**

### **Rationale**

Language gives students the opportunity to access the understanding, knowledge and skills to promote their personal growth and effective participation in society.

The study of language in Junior Cycle English enables students to build on their learning in our primary classes and further develop their skills and enjoyment in using it effectively.

Through language learning and use in Junior cycle, students discover information, develop thinking, and express ideas and feelings. They learn about language, and how to use it well in all areas of their studies.

Learning about language in texts, including digital texts, is important to social development and as part of this process students develop the competence and confidence needed to meet the demands of school, employment, further education and life. Knowledge and command of language are also essential to their contributions to political, social and cultural life and as thoughtful and active citizens.

As learners, it is important that students become aware of where and how they are improving in their use of language and conscious of where further improvement is necessary. As a route to this knowledge, they develop greater competence in the conventions of spelling, punctuation procedures, sentence structures and text organisation.

Students are actively involved in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English. As study is a social activity as well as a personal one, students have opportunities to work in groups to achieve appropriate language goals.

The ability to appreciate literature from different cultures is important in developing the whole person and to this end students read literature with insight and imagination not only in class but privately as well.

In the classes PP1 – PP3 students undertake the curriculum called the Junior Certificate Level 2 (JCL2). This Level 2 Learning Programmes (L2LPs) and qualification are targeted at students who have general learning disabilities in the higher functioning moderate and low functioning mild categories. There are five Priority Learning Units at the heart of this Level 2 Learning Programme. These prepare students for the opportunities, responsibilities and experiences of adult and working life and lifelong learning.

Students also follow the Junior Cycle Level 3 Curriculum.

- English Classroom Based Assessment 1 (CBA1) is completed in PP3
- English Classroom Based Assessment 2 and Final Exam are completed in PP4

### **Aim**

English in Junior Cycle aims to develop students' knowledge of language and literature, to consolidate and deepen their literacy skills and make them more self-aware as learners.

More specifically it encourages all students to:

- be creative through language and to gain enjoyment and continuing personal growth from English in all its forms .
- develop control over English using it and responding to it with purpose and effect through the interconnected literacy skills of oral language, reading and writing .
- engage personally with and think critically about an increasingly broad range of spoken, written and multimodal texts
- develop an informed appreciation of literature through personal encounters with a variety of literary texts
- use their literacy skills to manage information needs, and find, use, synthesise, evaluate and communicate information using a variety of media
- gain an understanding of the grammar and conventions of English and how they might be used to promote clear and effective communication.

## **Junior Cycle Level 2**

Communication and Literacy is offered as one of the Priority Learning Outputs at Junior Cycle Level 2. This level suits our students as it was devised especially for students within the Mild Learning difficulties range. This is equivalent to following the PLC in Primary classes. From Post Primary 1 to Post Primary 3 students engage with the Learning outcomes of the Priority Learning Unit – Communication and Literacy. The outcomes are built upon until the students complete their portfolios in PP3. The Curriculum is divided into the following strands under which students complete Learner Outcome course work.

1. Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.

2. Using non-verbal behaviour to get the message across
3. Reading to obtain basic information
4. Using a range of writing forms to express opinions
5. Using expressive arts to communicate
6. Using suitable technologies for a range of purposes
7. See Appendix 4

### **Assessment**

Assessment for Level 2 takes the form of Continuous Class Based Assessments. The results of these are recorded onto the Junior Cycle Profile of Achievement.

### **Junior Cycle Level 3**

We want to offer our learners the best possible educational opportunities open to them. Therefore, Junior Cycle Level 3 English will in turn provide them with the tools and skills to further their educational and life options. We feel that by offering a mainstream examination to capable learners who have progressed to this level is advantageous. The Junior cycle Level 3 is also a prerequisite to follow the Leaving Cert Applied which we also offer. A proportion of our SEN students can achieve this level. The English follows on from the PLC and the JCL2 Communication and Literacy so it would be a natural progression for some. The three strands of this English programme follow the same elements as the PLC. Oral Language, Reading and Writing.

### **Junior Cycle Level 3 Curriculum**

#### **Strand 1: Oral Language**

#### **Students should be able to**

1. Communicating as a listener, speaker, reader, writer
2. Exploring and using language
3. Understanding the content and structure of language.

## **Reading**

### **Students should be able to**

1. Communicating as a listener, speaker, reader, writer
2. Exploring and using language

## **Strand 3: Writing**

### **Students should be able to do**

1. Communicating as a listener, speaker, reader, writer
2. Exploring and using language
3. Understanding the content and structure of language

Above are the list of the Specific Learning Outcomes.

See Appendix 5 for the Learner Outcomes under each heading.

## **Assessment**

Assessment for Level 3 English takes the form of Continuous Class Based Assessments.

CBA 1 – Second year of the programme

CBA 2 – Third year of the programme

Final State Written Examination at the end of year three.

## **Leaving Certificate Applied:**

### **English and Communications**

We endeavour that the LCA programme prepares our learners with SEN for the demanding transition to adult and working life. It recognises the talents of all our learners. The programme is responsive to aptitudes, abilities, needs and interests of all individuals. It provides an opportunity to develop in terms of responsibility, self-esteem and self-knowledge plus develops communication and decision-making skills. The LCA is a two-year Leaving Cert Programme that helps our learners to achieve a more independent and enterprising approach to learning and to life. By engaging in the module: English and Communication we feel it equips our learners with the tools for adult and working life.

#### **Rationale:**

The Leaving Cert Applied is designed as a follow on from the Framework for Junior Cycle in general and the specification for English in particular. It seeks to support and build on the key skills of junior cycle of being creative, being literate, being numerate, communicating, managing information and thinking, managing myself, staying well and working with others. But as a senior cycle programme, English and Communications also incorporates the senior cycle skills of communicating, being personally effective, working with others, critical and creative thinking and information processing. It further emphasises the practicality of the working world and seeks to provide students with the necessary communication and literacy skills to navigate life after post-primary education. The modules we complete focus on reading, writing and oral communication skills while incorporating ICT skills all the way through.

#### **Course overview: Modules and learning outcomes.**

#### **Module 1 Personal and Social Communication**

##### **PURPOSE**

The purpose of this module is to explore, develop and apply the communication skills needed to communicate in personal and social situations. An emphasis is placed on reading, writing



and oral skills. This module serves to enable students to learn, appreciate and create effective communication in personal and social situations. It focuses on exploring verbal and nonverbal communication, reading, writing and oral communication skills while exploring a wide variety of texts. It focuses on working with others, being creative and IT skills.

## AIMS

This module aims to provide students opportunity to:

- develop the skills and knowledge to read text for enjoyment
- give students the skills to identify the purpose and audience of a text
- ensure students comprehend the text and identify views underlying a text
- develop skills needed to write a personal text
- teach the skills of drafting, redrafting and editing, focusing on the mechanics of writing
- enable students to give an oral presentation to an audience.

Unit 1: Identity

Unit 2: Relationships

Unit 3: Journeys - Setting out

Unit 4: Journeys - Meeting new characters

Unit 5: Journeys - Finding our way

Unit 6: Destinations

Module 1: Key Assignments

## **Module 2 Communication and the digital world**

### PURPOSE

The purpose of this module is to follow on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module extends these skills into the senior cycle framework and places emphasis on information processing, communication, being personally effective, working with others and becoming critically aware and creative.

### AIM

The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting.

Unit 1: Digital Identity.

Unit 2: Digital Safety

Unit 3: Digital citizenship and global communication

Module 2: Key Assignments

### **Module 3: Communication in the Media**

#### PURPOSE

The purpose of this module is to develop communication and analytical skills needed to understand media texts in the context of the modern world. It will focus on the skills of understanding media conventions, interpreting data and creating media texts for different purposes. It follows on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module will also focus on communication skills needed in the workplace.

#### AIMS

This module aims to introduce a variety of multimodal media. It aims to give students an understanding of media forms, conventions and techniques and how these are used to create meaning. It aims to enable students to apply critical literacy skills to the modern social media age and explore ideas such as bias and verification of sources. Students will understand and explore how media is used as an advertising tool. Students will create a variety of media texts exploring different purposes and audiences. Students will reflect and identify their strengths and challenges as media interpreters.

Unit 1: Introduction to media

Unit 2: Audio, visual and print media

Unit 3: Media and advertising

Unit 4: Film studies

Module 3: Key Assignments

## **Module 4 : Express Yourself**

### **PURPOSE**

The purpose of this module is to examine and develop the skills necessary for expression and communication in the new world that students will face. This module embeds skills from junior cycle such as communicating effectively, creating, appreciating and critically interpreting a wide range of texts. It also emphasises the senior cycle skills of critical and creative thinking. Literacy skills are embedded throughout this module with emphasis on the spoken word and critical literacy. The focus is on appreciating creative texts, having opinions on texts and finally, creating texts.

### **AIMS**

The aim of this module is to introduce song, poetry and drama as creative art forms, to explore meaning and interpret the creative process. The student will appreciate the forms and conventions of song, poetry and drama. The student will be encouraged to become more reflective, thoughtful and develop their own personal response to aesthetic forms. The student will be encouraged to delve into their own creativity and have the confidence to express themselves.

Unit 1: Song

Unit 2: Poetry

Unit 3: Drama

Unit 4: Reflection

Module 4: Key Assignments

### **Assessment**

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. This is all completed using ICT and individual devices. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

Assessment takes the form of :

- Key Assignments for each module.
- Portfolio s which are prepared using ICT, specific apps and websites for gathering, presenting and concluding.
- Interview on their given task.
- Oral Examination
- Written Examination incorporating Aural skills.



Appendix 1: Primary Language Curriculum

	Learning Outcomes for STAGE 1	Learning Outcomes for STAGE 2	Learning Outcomes for STAGE 3	Learning Outcomes for STAGE 4
<b>Communicating</b>	<p>Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.</p> <p>Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.</p> <p>Recognise that language style changes with different relationships and audiences.</p> <p>Show understanding of the listener’s needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and nonverbally.</p>	<p>Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.</p> <p>Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.</p> <p>Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience.</p>	<p>Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.</p> <p>Express their individuality through their knowledge and use of various languages.</p> <p>Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p> <p>Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics.</p>	<p>Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p>Evaluate how the purpose, situation and audience /listener influence the speaker’s register, dialect and accent.</p> <p>Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.</p> <p>Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas,</p>

				decisions and outcomes in a range of contexts with familiar and unfamiliar audiences
<b>Understanding</b>	<p>Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p> <p>Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.</p> <p>Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language.</p> <p>Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.</p>	<p>Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.</p> <p>Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language</p> <p>. Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.</p>	<p>Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.</p> <p>Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.</p> <p>Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate.</p> <p>Respond creatively and critically to what they have heard and experienced.</p>	<p>Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.</p> <p>Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to the audience and purpose.</p> <p>Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.</p>

<p><b>Exploring and Using</b></p>	<p>Express personal needs, opinions and preferences, and make requests with confidence.</p> <p>Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.</p> <p>Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate.</p> <p>Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p>Express personal needs, opinions and preferences, and make requests with confidence.</p> <p>Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.</p> <p>Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate.</p> <p>Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p>Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.</p> <p>Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate an understanding that categories are fluid and can vary.</p> <p>Create narratives and retell stories and events, both real and imaginary, for various audiences, using imagination and figurative language, elaborating where appropriate.</p> <p>Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.</p> <p>Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.</p> <p>Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p> <p>Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>
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## READING

	Learning Outcomes for Stage 1	Learning Outcomes for Stage 2	Learning Outcomes for Stage 3	Outcomes for Stage 4
<b>Communicating</b>	<p>Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages.</p> <p>Choose, read and communicate about text in a range of genres and languages for pleasure and interest.</p>	<p>Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages.</p> <p>Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.</p>	<p>Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purpose.</p>	<p>Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purpose.</p>
<b>Understanding</b>	<p>Identify and use basic conventions of print in text.</p> <p>Play with, recognise and manipulate sounds such as syllables,</p>	<p>Use conventions of print and sentence structure to help understand text.</p> <p>Play with, recognise and manipulate sounds such as</p>	<p>Analyse and compare conventions of print in texts of increasing complexity.</p> <p>Analyse sentence structures, including simple, compound and</p>	<p>Analyse and compare conventions of print in texts of increasing complexity.</p> <p>Analyse sentence structures, including simple, compound and</p>

	<p>rhyme, onset-rime and phonemes in spoken words.</p> <p>Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading instructional and independent-level texts.</p> <p>Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.</p> <p>Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning.</p>	<p>syllables, rhyme, onset-rime and phonemes in spoken words.</p> <p>Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.</p> <p>Acquire appropriate vocabulary to support the independent comprehension of text.</p> <p>Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words.</p>	<p>complex sentences in texts.</p> <p>Compare sentence structures and texts in various languages.</p> <p>Compare sounds and patterns in words found in texts in various genres across the curriculum.</p> <p>Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.</p> <p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages.</p> <p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the</p>	<p>complex sentences in texts.</p> <p>Compare sentence structures and texts in various languages.</p> <p>Compare sounds and patterns in words found in texts in various genres across the curriculum.</p> <p>Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.</p> <p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages.</p> <p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the</p>
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			<p>meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently uncover the meaning of unknown words.</p>	<p>meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently uncover the meaning of unknown words</p>
<b>Exploring and Using</b>	<p>Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions.</p> <p>Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.</p> <p>Recall, discuss and sequence significant details and identify key points of information in text.</p> <p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.</p>	<p>Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions.</p> <p>Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.</p> <p>Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.</p> <p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.</p>	<p>Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated.</p> <p>Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions.</p> <p>Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.</p> <p>Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>	<p>Recognise and examine the implications of culture and identity on the creation of texts across a range of genres.</p> <p>Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.</p> <p>Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.</p> <p>Compare and synthesise information, thoughts, and ideas from a variety of text sources.</p> <p>Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression</p>

				for a variety of audiences.
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## WRITING

	Learning Outcomes for Stage 1	Learning Outcomes for Stage 2	Learning Outcomes for Stage 3	Learning Outcomes for Stage 4
<b>Communicating</b>	<p>Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.</p> <p>Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>	<p>Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.</p> <p>Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality.</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality.</p>
<b>Understanding</b>	<p>Use basic conventions of print and sentence structure.</p> <p>Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.</p> <p>Spell high frequency and high-interest words accurately.</p> <p>Use a growing range of vocabulary from their personal</p>	<p>Use more sophisticated conventions of print and sentence structure and a range of verb tenses and connectives in their writing.</p> <p>Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.</p> <p>Spell a wide range of high-frequency words accurately and begin to use reference materials to check and correct spelling.</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p> <p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing</p> <p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p> <p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing</p> <p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly</p>

	<p>experiences and engagement with text and use language playfully and creatively in their writing.</p>	<p>Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.</p>	<p>Use appropriate reference materials to independently check and correct spelling.</p> <p>Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p>	<p>spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling.</p> <p>Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p> <p>Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.</p> <p>Evaluate how vocabulary is used in various contexts in their writing</p>
<p><b>Exploring and Using</b></p>	<p>Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p> <p>Explore and use the typical text structure and language features associated with a variety of genres.</p> <p>Develop an individual voice to share their thoughts, knowledge and experiences.</p>	<p>Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p> <p>Explore and use the typical text structure and language features associated with a variety of genres.</p> <p>Develop an individual voice to share their thoughts, knowledge and experiences.</p>	<p>Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.</p> <p>Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.</p> <p>Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.</p>	<p>Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.</p> <p>Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.</p> <p>Use a variety of writing techniques to further develop and demonstrate an individual voice in their</p>

			<p>Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.</p> <p>Examine and critically reflect on their own intent and influences as authors.</p> <p>Discuss and evaluate others' interpretation of their texts.</p> <p>Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.</p>	<p>writing, including awareness of dialect.</p> <p>Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.</p> <p>Examine and critically reflect on their own intent and influences as authors.</p> <p>Discuss and evaluate others' interpretation of their texts.</p> <p>Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.</p>
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Appendix 2: Jolly Phonics

**Letters and Sounds**

Phase 2: Letter sounds blend & segment (Applying 69-71)	
Week 1	s atp
Week 2	i nmdis, it, in, at
Week 3	g ockand
Week 4	ck eurto, the
Week 5	h bf,ffl,llssno, go, I
Week 6	Revise Phase

HFW	a an as at if in is it of off on can dad had back and get big him his not got up mum but put
Tricky Words	the to I no go into
<b>Phase 3: Read and write captions and sentences (Applying 100-104)</b>	
Week 1	j vwx
Week 2	y z,zzquhe, she
Week 3	ch sh th ng Alphabet song, we, me, be
Week 4	SENTENCES = Ai ee igh oa was
Week 5	Oo ar or ur my
Week 6	Ow oi ear airyou
Week 7	Ure er they
Week 8	her
Week 9	all
Week 10	are
HFW	will that this then them with see for now down look too
Tricky Words	he she we me be was you they all are my her
<b>Phase 4: Recognition &amp; Recall of previous phase (Applying 126-128)</b>	
Week 1	said, so
Week 2	have, like, some, come
Week 3	were, there, little, one
Week 4	do, when, out, what
HFW	went it's from children just help
Tricky Words	said have like so do some come were there little one when out what
<b>Phase 5: Recognition &amp; Recall of previous phase (Applying 151-165)</b>	
Week 1	Ay ou ie ea/zh/ treasure
Week 2	O y ir ue aw oh, their
Week 3	Wh ph ew oe au people, Mr, Mrs
Week 4	a_ee_ei_eo_eu-_elooked, called, asked
Alternative pronunciations	
Week 5	i (fin, find) o (hot, cold) water, where, who, again, thought c (cat, cent) g (got, giant) through

	u (but, put)
Week 6	ow (cow, blow) ie (tie, field) <i>work, mouse, many, laughed, because</i> ea (eat, bread) <i>different</i> er (farmer, her) a (hat, what)
Week 7	y (yes, by, very) <i>any, eyes, friends, once, please</i> ch (chin, school, chef) ou (out, shoulder, could, you)
Weeks 8-30	Recognition and recall
HFW	don't old I'm by time house about your day made came make here saw very put
Tricky words	oh their people Mr Mrs looked called asked could
<b>Phase 6</b>	
Whole Phase	Suffixes: -s-es-ing-ed-s-er-est-y-en -ful -ly-ment -ness

[2-Grammar-1-Scope-Sequence - yearly plan.pdf](#) - Jolly Grammar  
scope and sequence

## Appendix 3 JCL2

1. **Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.**

1. 1.1



Listen to obtain information relating to more than one option, e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time

**2. 1.2**

Ask questions to obtain information, e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone

**3. 1.3**

Follow a series of spoken instructions under supervision, e.g. go to teacher's room, local shop, or post office, top up a mobile telephone

**4. 1.4**

Express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on a television programme, relate news from their weekend

**5. 1.5**

Participate in practical, formal and informal communications, e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom

**6. 1.6**

Listen to and respond to a range of stories

## **2. Using non-verbal behaviour to get the message across**

### **1.7**

Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action

**1. 1.8**

Use appropriate non-verbal behaviour in communicating a simple idea, e.g. disappointment or joy, tone of voice to seek assistance/complain

**2. 1.9**

Relay a response or request non-verbally, e.g. signalling a phone call

**3. 1.10**

Respond to non-verbal signals and signs encountered in daily life, e.g. road signs, traffic signs, hazardous materials

**4. 1.11**

Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire drill

### **3. Reading to obtain basic information**

#### **1. 1.12**

Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, names of family members

#### **1. 1.13**

Use simple rules and text conventions that support meaning, e.g. pause at a full stop

#### **2. 1.14**

Interpret different forms of writing and text, including social signs and symbols, e.g. common

formats of bills, menus, forms, timetables, road and other signs, simple food preparation

instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant

writing

#### **3. 1.15**

Find key information from different forms of writing, e.g. locate factual information in forms/bills,

times and dates of appointments, menus, timetables, newspapers

#### **4. 1.16**

Use a range of reading strategies, e.g. clues, context, sound, prediction and decoding

### **4. Using a range of writing forms to express opinions**

#### **1. 1.17**

Write/type notes and messages needed for simple tasks, e.g. address an envelope

#### **2. 1.18**

Write/type at least five sentences so that they convey meaning or information, e.g. arrange a

meeting with a friend, give directions

#### **3. 1.19**

Use the main rules of writing appropriately, e.g. use capitals and full stops

#### **4. 1.20**

Use a range of spelling patterns, e.g. add 'ing' to a word – drop, double or nothing

#### **5. 1.21**

Use a range of different forms of writing to suit purpose and audience, e.g. write a cheque, fill a

simple form, complete a diary entries.

### **5. Using expressive arts to communicate**

#### **1. 1.22**

Participate in a performance or a presentation, e.g. presentation of a short drama piece to

members of the class, performance of dance or music to parents

#### **2. 1.23**

Create a range of images using a variety of materials

#### **3. 1.24**

Produce a piece of work for display

#### **4. 1.25**

Listen to a range of music and respond by discussing thoughts and feelings, e.g. favourite singer and say why they like their music

5. **1.26**

Use drama or dance to explore real and imaginary situations

**6.Using suitable technologies for a range of purposes**

1. **1.27**

Identify three everyday uses of technology, e.g. for learning, working, and for fun

2. **1.28**

Use technology requiring not more than three functions, for personal, home and educational/ workplace use, e.g. assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player, household appliances

3. **1.29**

Use technology to communicate in an activity with others

4. **1.30**

Use a new piece of ICT equipment

5. **1.31**

Turn a personal computer on and off safely, e.g. following the steps to shut down a computer

6. **1.32**

Identify the information symbols on a desktop, e.g. internet explorer symbol

7. **1.33**

Use frequently used keys appropriately

8. **1.34**

Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, e.g. clipart, word document, electronic presentation

9. **1.35**

Access a range of websites on the internet e.g. scoilnet, websites of personal interest to the student

10. **1.36**

Find information for a project on the web.

11. **1.37**

Send and open an email.

## Appendix 4 JCL3

### **Junior Cycle Level 3 Curriculum content and Learning Outcomes**

#### **Strand 1: Oral Language**

##### **Students learn about**

##### **Students should be able to**

1. Communicating as a listener, speaker, reader, writer

OL 1 know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating clipboard.

OL 2 engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas clipboard.

OL 3 engage in extended and constructive discussion of their own and other students' work clipboard

OL 4 listen actively in order to get the gist of an account or presentation noting its main points and purpose clipboard.

OL 5 deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes book clipboard.

OL 6 learn from and evaluate models of oral language use to enrich their own oral language production clipboard.

OL 7 \*choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process book clipboard.

## **2. Exploring and using language**

OL 8 \*listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way clipboard.

OL 9 apply what they have learned about the effectiveness of spoken texts to their own use of oral language book clipboard.

OL 10 collaborate with others in order to explore and discuss understandings of spoken texts by recording, analysing, interpreting and comparing their opinions clipboard.

OL 11 engage with the world of oral language use as a pleasurable and purposeful activity book clipboard.

## **3. Understanding the content and structure of language**

OL 12 \*demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts clipboard.

OL 13 develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose.

## **Strand 2: Reading**

Students learn about

Students should be able to

### **1. Communicating as a listener, speaker, reader, writer**

R 1 \*read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words clipboard.

R 2 \*read for a variety of purposes: learning, pleasure, research, comparison clipboard.

R 3 \*use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate book clipboard.

R 4 \*use an appropriate critical vocabulary while responding to literary texts book clipboard

### **2. Exploring and using language**

R 5 engage in sustained private reading as a pleasurable and purposeful activity, applying what they have learned about the effectiveness of spoken and written texts to their own experience of reading book clipboard.

R 6 \*read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognise the importance of setting and plot structure book clipboard.

R 7 \*select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web-based event clipboard.

R 8 \*read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text clipboard

R 9 \*identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them.

### **Understanding the content and structure of language**

R 10 know how to use language resources (e.g. dictionary, thesaurus and online resources) in order to assist their vocabulary development clipboard.

R 11 \*identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect clipboard.

R 12 \*understand how word choice, syntax, grammar and text structure may vary with context and purpose clipboard.

R 13 \*appreciate a variety of registers and understand their use in the written context.

### **Strand 3: Writing**

Students learn about

Students should be able to

#### **1. Communicating as a listener, speaker, reader, writer**

W 1 \*demonstrate their understanding that there is a clear purpose for all writing activities and be able to plan, draft, re-draft, and edit their own writing as appropriate clipboard.

W 2 discuss their own and other students' written work constructively and with clear purpose clipboard.

W 3 \*write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read clipboard.

W 4 \*write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences book clipboard.

#### **2. Exploring and using language**

W 5 engage with and learn from models of oral and written language use to enrich their own written workbook clipboard.

W 6 \*use editing skills continuously during the writing process to enhance meaning and impact: select vocabulary, reorder words, phrases and clauses, correct punctuation and spelling, reorder paragraphs, remodel, manage content clipboard.

W 7 \*respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images book clipboard.

W 8 \*write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web-based event book clipboard.

W 9 \*engage in the writing process as a private, pleasurable and purposeful activity and using a personal voice as their individual style is thoughtfully developed over the years clipboard.

### **3. Understanding the content and structure of language**

W 10 \*use and apply their knowledge of language structures, for example sentence structure, paragraphing, grammar, to make their writing a richer experience for themselves and the reader clipboard.

W 11 \*use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience clipboard.

W 12 \*demonstrate an understanding of how syntax, grammar, text structure and word choice may vary with context and purpose clipboard.

W 13 evaluate their own writing proficiency and seek remedies for those aspects of their writing that they need to improve.

## **Appendix 5 LCA**

Course overview: Modules and learning outcomes.

### **Module 1: Personal and social communication**

#### **PURPOSE**

The purpose of this module is to explore, develop and apply the communication skills needed to communicate in personal and social situations. An emphasis is placed on reading, writing and oral skills. This module serves to enable students to learn, appreciate and create effective communication in personal and social situations. It focuses on exploring verbal and nonverbal communication, reading, writing and oral communication skills while exploring a wide variety of texts. It focuses on working with others, being creative and IT skills.

#### **AIMS**

This module aims to provide students opportunity to:

- develop the skills and knowledge to read text for enjoyment
- give students the skills to identify the purpose and audience of a text
- ensure students comprehend the text and identify views underlying a text
- develop skills needed to write a personal text
- teach the skills of drafting, redrafting and editing, focusing on the mechanics of writing
- enable students to give an oral presentation to an audience.

Unit 1 Identity

Unit 2 Relationships

Unit 3 Journeys—Setting out

Unit 4 Journeys—Meeting new characters

Unit 5 Journeys—Finding our way

Unit 6 Destination

## Module 1 Key Assignments

1. Start an ongoing reflective journal and complete one entry about identity and starting the LCA programme.
2. Design a front cover for a novel, short story and graphic novel.
3. In pairs or groups, write dialogue as characters from the text or role play character dialogue, and be able to identify your contribution.
4. Draft, proof and edit a range of written pieces of text.
5. Reflect on a novel/short story in the reflection journal using the strategies identified in the module.

## **Module 2: Communication and the Digital World**

### **PURPOSE**

The purpose of this module is to follow on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module extends these skills into the senior cycle framework and places emphasis on information processing, communication, being personally effective, working with others and becoming critically aware and creative.

### **AIM**

The aim of this module is to extend and refine media skills used by students to communicate. Texting, posting, linking and sharing media are everyday activities for students. The purpose of this module is to explore how to access information online, critically appraise and challenge the validity of sources, understand their rights and responsibilities online and learn how to communicate effectively and creatively online. The skills taught in this module will include reading, writing and oral communication skills in an online setting.

Unit 1: Digital Identity.

Unit 2: Digital Safety

Unit 3: Digital citizenship and global communication

### Module 2: Key Assignments

1. Research a subject of interest to you and using a template, analyse the websites consulted.
2. As a class, create a digital safety charter for your class or school and identify your contribution. Explain why you think this inclusion is important.
3. Research a global communication platform using online resources and present your findings.
4. Update the reflective journal with reflections on the key points of this module and how your experience in the workplace has influenced your thoughts

## **Module 3: Communication in the Media**

### **PURPOSE**

The purpose of this module is to develop communication and analytical skills needed to understand media texts in the context of the modern world. It will focus on the skills of understanding media conventions, interpreting data and creating media texts for different purposes. It follows on from the junior cycle emphasis on using technology and media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner. This module will also focus on communication skills needed in the workplace.

## **AIMS**

This module aims to introduce a variety of multimodal media. It aims to give students an understanding of media forms, conventions and techniques and how these are used to create meaning. It aims to enable students to apply critical literacy skills to the modern social media age and explore ideas such as bias and verification of sources. Students will understand and explore how media is used as an advertising tool. Students will create a variety of media texts exploring different purposes and audiences. Students will reflect and identify their strengths and challenges as media interpreters.

Unit 1: Introduction to media

Unit 2: Audio, visual and print media

Unit 3: Media and advertising

Unit 4: Film studies

Module 3: Key Assignments

1. Reflective journal update: document your reading journey, where details of a wide variety of textual material is referenced and reflected upon. 2. Examine the coverage of an event through the three different media channels and compare and contrast the coverage. 3. Identify a real-life scenario that requires an advertisement and create an advertisement in a medium of their choice. 4. Compare and contrast a film and a related text. Critically analyse and display or present the findings

## **Module 4 : Express Yourself**

### **PURPOSE**

The purpose of this module is to examine and develop the skills necessary for expression and communication in the new world that students will face. This module embeds skills from junior cycle such as communicating effectively, creating, appreciating and critically interpreting a wide range of texts. It also emphasises the senior cycle skills of critical and creative thinking. Literacy skills are embedded throughout this module with emphasis on the spoken word and critical literacy. The focus is on appreciating creative texts, having opinions on texts and finally, creating texts.

### **AIMS**

The aim of this module is to introduce song, poetry and drama as creative art forms, to explore meaning and interpret the creative process. The student will appreciate the forms and conventions of song, poetry and drama. The student will be encouraged to become more reflective, thoughtful and develop their own personal response to aesthetic forms. The student



will be encouraged to delve into their own creativity and have the confidence to express themselves.

Unit 1: Song

Unit 2: Poetry

Unit 3: Drama

Unit 4: Reflection

#### Module 4: Key Assignments

1. Compare a song, rap or poem on a common theme. This assignment can be done in groups, but you must identify your contribution.
2. Compose a poem, song or rap on a topic that means something to you.
3. Engage with a staged performance and present a review or report on the experience.
4. Update your reflective journal to reflect on learning in English and Communications over the two years of the course

#### **Assessment**

Assessment in senior cycle involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and is used for a variety of purposes. It is used to determine the appropriate route for students through a differentiated curriculum, to identify specific areas of difficulty or strength for a given student and to test and certify achievement. Assessment supports and improves learning by helping students and teachers to identify next steps in the teaching and learning process.

