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Boards Ireland
*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

National School,

Rathbeale Road,

Swords,

Co. Dublin

<https://broadmeadowcns.ie>

broadmeadowcns@ddletb.ie

Roll Number: 20529J

ENGLISH CURRICULUM POLICY

BROADMEADOW COMMUNITY NATIONAL SCHOOL



2022/2023

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this English Curriculum Policy.

Introduction

The purpose of this plan is to conform to the principles outlined in the Revised Curriculum. We plan to outline the strands as they apply to each year group and how best to implement them within Broadmeadow CNS and what language is to be used to support continuity and progression.

English Vision Statement:

Our school cherishes all pupils equally and seeks to aid them in achieving their true potential in the best way possible. We seek to make the various strands of English and Language applicable to each child's stage of development in as far as is practical within the classroom setting. As in all areas of the curriculum we aim to develop in each child a confidence and acceptance of their varying degrees in ability and stages of ability. We endorse all objectives set out in the New Language Curriculum.

Objectives

We aim through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language learning. This plan will form the basis for teachers' long and short-term planning.

The Primary Language Curriculum aims to support teachers to;

- 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.
- 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.
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- 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.
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.
- 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.
- 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.

- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing • 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.
- The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.
- All areas that are covered will be recorded in Cúntais Miosúil using the standard school template within the planning document.

Approached and Methodologies

Broad Objectives, Content and Methodologies The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are detailed in this document. Each of these areas is presented under the four strand headings of the Revised English Curriculum, and reflects best current practice and pedagogy.

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 activity e.g. Aistear theme language
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. Appendix 1: 5 Components of Oral Language

Reading -Broad Objectives

The aim of this plan is to provide a structured and sequential programme for teachers to enable children 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. Develop their appreciation of the richness and diversity of reading material.
5. Experience the pleasure and fulfilment to be gained from reading.

Class Level	Comprehension Strategies/Resources	Suggested Reading
Junior Infants	Over the Moon Scheme Predicting Visualising Connecting Oral Questioning and Discussion Role Play	Phonics Bug Readers Gill Readers Big Books- Commotion in the Ocean, Owl Babies, The Very Hungry Caterpillar, Three Little Pigs, The Smartest Giant in Town, The Elves and the Shoemaker, The Ugly Ducking
Senior Infants	Over the Moon Scheme Predicting Visualising Connecting Oral/Written Questioning and Discussion Role Play/Story Boards/Comic Strips	Phonics Bug Readers Gill Readers Big Books- We Belong Together, The Snowflake (Benji Davies) There was an Old Woman Who Lived in a Shoe, The Gruffalo

DEAR time

Children are given opportunities to select reading material and read for pleasure for a sustained period during the day.

Shared Reading/ Buddy reading

Shared Reading with parents/other classes is co-ordinated by the staff. Junior Infants commence Shared Reading with parents in the second term. A letter is sent home to parents, and the school hosts regular meetings with parents on Shared

Reading. Series currently in use include Oxford Reading Tree, JP Readers, Big Cat, Connects and Dandelion Launcher books. Class novels are available from the library.

Literacy Lift off/ Reading stations/Guided reading

Reading stations are co-ordinated by the staff. Each class has a 6-week block twice a year. The focus will vary depending on class needs e.g. reading attainment, letter recognition, rhyming, comprehension strategies.

Independent Reading

Use of the literacy area within the Junior Infants class where children can read and engage in language games throughout the school day. This area is supported and directed by the class teacher and class supports.

Writing: Broad Objectives

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

1. Write clearly, correctly and fluently.
2. Use a wide range of vocabulary.
3. Use grammar and punctuation appropriately.
4. Write in a wide variety of genres encompassing differing styles, purposes, audiences and level of formality.
5. Experience opportunities to develop presentation, editing and publishing skills.
6. Engage in collaborative writing experiences.
7. Develop a high standard of penmanship. Children will be taught cursive writing from Junior Infants.

Oral Language: Methodologies for Junior and Senior Infants (Stage 1)

Note: Many teaching methodologies appropriate to the development of oral language are inherent in the content detailed on the previous page.

- First Steps Oral Language
- Instruction games
- Elaboration of pupils own news by teacher.
- Practice of social greetings
- Daily reading
- Pupils continue/finish the story
- Questions based on the story
- Retelling in own words
- Drama – role play and miming based on stories

- Poetry & rhyme
- Use of puppets and dress-up box
- Naming objects
- Descriptive words
- Listen & respond to music
- Show and tell
- Send pupil on a message
- Emphasise appropriate vocabulary/sentence structure

Reading: Methodologies for Junior and Senior Infants Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Listen to and respond to teachers/taped stories and rhymes.
- Simple re-telling of stories focusing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases.
- Listen to and repeat in proper sequence, alerting children in advance re what to listen for.
- Marching and clapping games, teacher claps and children copy.
- Making of simple percussion instruments.
- Clap syllables e.g. a cat is ___(fat)
- Follow structured phonics programme.
- Labels in classroom, alphabet frieze, labelling charts using flashcards.
- Allow opportunities to handle a variety of books – cover, author, illustrations, left to right, page turning.
- Shared reading e.g. big Books, our news, language experience charts. □
Shared reading with parents, older pupils.
- Letter/sound relationships using appropriate resources e.g. Jolly Phonics.
- Modelling reading process.
- Develop sight vocabulary of common words e.g. treasure hunt, word walk in locality.
- Isolate beginning sound e.g. onset and rime, word families, adding on rhymes
- Rhyming words using simple poems e.g. “There was a man called Pat, he had a pet _____”.
- Pre-reading activities, reading scheme, library reading.
- Bingo, word matching.

Writing: Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of writing are inherent in the content detailed previously.

- Teacher as scribe – pupils tell the story and teacher writes and pupils may copy
- Scribbling, writing patterns using different media e.g. chalk, crayon and paint
- Tracing of basic letters on sandpaper and sand, making letters with marla, use of magnetic letters
- Letter formation including lower case, upper case, capital letters and full stops

- Making cards and writing simple messages
- Copying/writing own name, environmental labels, words and simple sentences
- Writing for different people and purposes e.g. cards, name on art work
- Display personal writing and read pupil's writing aloud
- Making of little books e.g. My book about ...Autumn
- Teacher models letter formation on the blackboard/in the air and pupils imitate
- Start with dot – left/right, top/bottom, front/back
- Teach writing grip progressing from chubby crayons to chublets, to chubby pencils
- Allow children to spell own words – approximate spelling
- Over the Moon Scheme
- Cursive Handwriting

Writing Genres

Class Level	Main Genre Focus (Other genres can be covered)	Consolidation of Genre::
Junior Infants	<ul style="list-style-type: none"> • Recount • Narrative 	N/A
Senior Infants	<ul style="list-style-type: none"> • Procedure 	<ul style="list-style-type: none"> • Recount • Narrative

Handwriting

Class Level	Main Scheme and Focus	Consolidation of Genre::
Junior Infants	<ul style="list-style-type: none"> • Introduction to cursive letters. (Handwriting Cursive book A) 	N/A
Senior Infants	<ul style="list-style-type: none"> • Cursive book B 	<ul style="list-style-type: none"> • Cursive Book A

Allocated Time

According to the Teacher Guidelines, Junior and Senior Infants classes will spend a

minimum of 3 hours engaged in English activities every week. Integration will be encouraged in order to maximise the amount of time the children spend exposed to the English curriculum.

Parental Support and Involvement

- Methodologies and the language of English/Phonics and Oral Language will be explained to parents at parent-teacher meetings so that there can be consistency between home and school.
- English homework will be set as a consolidating activity, inviting feedback from parents.
- Use of online apps and websites for supporting English learning.
- Parents can access extra information on our school website: broadmeadowcns.ie

Assessment

Assessment will be carried out on a class by class basis by individual teachers. The approaches used may include:

- Teacher observation
- Teacher designed tasks and tests
- Work samples, portfolios and projects
- Curriculum profile
- Pupil profiles

On entry, the Junior Infants will take part in a Bracken Assessment for school readiness. This will provide a standardised score and a percentile range score used for tracking and assessment for progress.

Meeting Abilities

A balanced English Language programme will cover all areas of Speaking, Listening, Reading, Writing and Drama. The introduction and development of each topic will be structured in a graded and sequential way to allow for the individual child to develop and participate at their own level and pace.

Where a child demonstrates a particular difficulty, either with a topic, strand or overall, the class teacher will provide extra support and assistance to the child. If the child continues to experience difficulty, the class teacher will involve the learning support teacher assigned to their class. Should it be decided that withdrawal is

required, parents will be consulted and an Individual Profile and Learning Plan (IPLP) will be drawn up for the child.

Where a child demonstrates a particular strength, the class teacher will endeavour to move the child forward, so the child is able to reach their full potential. The learning support teacher may be involved in order to support the child's learning and discussions may be had with the parents or families.

Resources

Each teacher is assigned their own set of English resources in September. Other resources are stored centrally and are available to all teachers. It is encouraged that all children are given access to a range of mathematical resources for manipulation during discrete lessons and also during free time. Every June, classroom resources are collected up and teachers will be asked to compile a list of resources that need to be replaced and extra resources they believe should be assigned to their particular class level. Any additional resources needed should be discussed within the curriculum lead and Principal. All resources are well kept and audited. Any resources taken home and not returned may be charged for at a small cost, so that a replacement can be made.

Environment

The staff of Broadmeadow CNS are aware of the value of using the local environment as a learning resource. The classroom, general school building, school grounds, local areas and home will all be used as a learning resource.

Junior Infants

The learning environment within the Junior Infants class will be crucial to the development of English Skills. We would expect the classroom to include the following opportunities for the children;

- Reading/Writing/Oral Language area
- Accessible resources e.g. paper, pens, pencils, envelopes and other writing materials.
- Beebots
- Language rich displays
- Enquiry areas and language challenges

Cross-Curriculum

The spiral nature of the curriculum encourages the linkage of strands and overall integration with other subject areas.

Homework

Homework will be set in a class appropriate way and will be prepared previously at school, consistent with our school's Homework Policy. Parental support and involvement will be encouraged. The emphasis will be on the child seeking to do the task or find a solution, rather than producing the correct answer.

Success Criteria

The success of this plan will be measured using the following criteria:

- Ongoing assessment, formal and informal, will show that pupils are acquiring an understanding appropriate to their age and ability.
- Implementation of the school plan will be evident in teachers' preparation and monthly reports.
- Results of Standardised Tests will be analysed every year to ensure that the teaching and learning of English improves.
- Inspector's Suggestions and Reports will be taken into consideration.
- Feedback from parents, pupils and the wider school community will advise the revision of this plan.

Roles and Responsibilities

The Principal holds ultimate responsibility for the teaching and learning of English. The plan will be monitored and evaluated on an ongoing basis by all staff, both informally and in a formal way at staff meetings at least once every year.

Staff Development

Staff development needs are identified through review and discussion at monthly meetings & termly staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed. Responses may include the organisation of a staff development day/session, engagement of external expertise, attendance by a representative of the staff at specific in-service and or the provision of required resource materials. Notices of up coming courses are circulated to each staff member. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings or a staff development day. We endeavour to engage in best practice at all times and will explore new developments in research as appropriate.

Review:

This policy will be reviewed periodically by the BOM as deemed necessary.

Signed Jennifer Robinson (Principal)

Date 31.5.22

Board of Management

Signed Ann Graves (Acting Chairperson)

Date 31.5.22