



**Broadmeadow Community National School,
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Roll Number: 20529J

WHOLE SCHOOL ENGLISH PLAN

BROADMEADOW COMMUNITY NATIONAL SCHOOL



2022/2023

Principal: Miss J. Robinson

Rationale

This whole school plan for English was initially formulated in consultation with teaching staff in Broadmeadow CNS in term 1 of the 2020/2021 school year and revised in term 3 of the 2021/2022 school year.

We prioritised this area of the curriculum because of the increasing importance placed on literacy because of the National Literacy and Numeracy Strategy 2011-2020. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016 and was revised in September 2019. As a new and developing school, the plan has been made a priority to ensure continuity from the start of our school journey.

We believe that a consistent, structured and intensive oral language and phonics programme will improve learning and teaching in all areas of the curriculum. Therefore, we are using the **Jolly Phonics** programme to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the Folens **Cat in the Hat** readers to support reading levels. We are using the **Over the Moon** oral language programme from Junior Infants to Sixth Class to enhance competence and confidence in speaking and listening. To further develop English comprehension we are using the **Building Bridges of Understanding** programme and to develop written English we use **First Steps**.

Vision

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect.

Aims

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers' long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

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 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.*

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 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.*

3. Children's language learning and development

- *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.*

Curriculum Planning

Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

Element 1: Communicating:

Oral Language	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn- taking, extra- and paralinguistic skills)
Reading	Engagement (intentionality) Motivation and choice (relevance)
Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)

Element 2: Understanding

Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)

Element 3: Exploring and using Strand: Learning Outcome:

Oral Language	Requests and questions Categorisation Retelling and elaborating (narrative text and response)
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	Playful and creative use of language (aesthetic dimension of language) Information giving, explanation and justification (expository text) Description, prediction and reflection
Reading	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Fluency and self-correction (accuracy, fluency and meaning)
Writing	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent (author's purpose and responding) Handwriting (legibility)

Our School Approaches

Oral Language

Assemblies

Regular whole school/year group assemblies
 Appropriate and respectful language is modelled
 Good listening and appropriate responses are encouraged
 Common social functions are taught
 Positive non-verbal behaviour is encouraged

Yard:

Using words to communicate and solve problems
 Self-Maintaining Language
 Model positive and respectful language
 Use of Restorative Practice Questions

School Related Functions:

Greetings in different languages during European Languages Week Etiquette for children visiting classes

Aistear:

Aistear activities daily in Junior and Senior Infants classes. Aistear activities in 1st Class at the discretion of the class teacher. We use a thematic approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

Methodologies- Oral Language

- Using words for common social functions in a polite and respectful manner (on-going, daily)
- Communicating to meet personal needs (on-going, daily)
- Listening (rhymes, jingles, riddles, listening activities, bingo, news)
- Recalling (re-telling stories, class trips/visits, news)
- Naming (name, address, days, months, seasons, family members, things you need for/find in)
- Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)
- Describing (colour, shape, feelings, characters)
- Denoting Position (orientation-left/right, relational-under/beside/behind/on/in)
- Sequencing (alphabet, days, months, seasons, times of day, sequencing words)
- Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)
- Giving instructions and directions (how do we make a cup of tea/go to the shop?)
- Reporting (reporting back from a group activity or project)
- Speaking out clearly (on going, daily)
- Predicting (hear part of a story, what do you think will happen next?, picture sequences)
- Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)
- Imagining (a new planet, a newly discovered species of animal)
- Questioning (20 questions, the Yes/No game show)
- Interpreting and using appropriate non-verbal language
- Taking turns in speaking and listening (circle-time, news time)
- Showing tolerance for views of others (circle-time, debating)
- Think Talk time (thinking and talking about questions of a philosophical nature to develop critical-thinking)

Oral Language-Planning

English oral language and Gaeilge ó bhéal are integrated thematically through Aistear, through teaching topics at the same time, discussing language based on stories

- New vocabulary is displayed in the classrooms. This language is shared with the children and displays built with them, so awareness of the language in the written is also learnt.
- Key vocabulary for pupils is identified for all subject areas and listed in teachers' short-term planning.
- Language rich environment around the school.

Reading

In the area of reading development we aim to:

- promote positive attitudes and develop the appreciation of reading
- develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print
- develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary
- develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
- develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity
- engage in and enjoy sustained silent reading
- enhance emotional and imaginative development through reading
- develop cognitive ability and the capacity to clarify thinking through reading
- Use the school library to increase fluency and interest in books.
- Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary

Whole School Initiatives

- World Book Day
- Poetry Day Ireland
- Daily D.E.A.R. time (JI and SI 5 mins, 1st-6th 10/15 mins per day?)

- Paired/Buddy Reading in class and shared classes
- Study of Authors and Visiting Authors
- Links with Fingal Library
- Reading Recitals at assemblies and school concerts
- Team Teaching focus on Reading Skills
- Morning reading time with families
- Guided reading weekly
- Levelled readers
- Over the moon
- Aistear
- Station Teaching

Rhymes

- Children in Infant classes will learn one Nursery Rhyme per week- see teacher plans

Poetry

- Children in Junior and Senior Infants are read to and poems are shared. Discussion around poems and acrostic poems are covered. Links are made to topic areas.
- Children from First to Sixth class will learn one poem per month. A poem will also be used as a stimulus for discussion and integrated with Art/SESE/Ethical Ed. Children are provided with frequent opportunities to experience poetry and are encouraged to respond to it in different ways. Children are given opportunities to write poetry after teacher modelling and immersion in the genre. Children are given the opportunity to display and read poetry.

Stories

- The children will explore the following types of story between Infants and Second class Fairy Tales, Fables, Myths and Legends. Picture books should not only be used merely as storybooks but as a meaningful context for teaching sight-words, phonics, fluency, comprehension, concepts of print,

phonological awareness and critical thinking. Novels will be used from First to Sixth class and will be integrated with SESE where possible. See the Story Scheme at each class level.

Phonics

- Phonological Awareness and Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. Phonological Awareness is taught with the use of Jolly phonics and planned station based activities around the phases.

The school uses the **Jolly Phonics** scheme primarily to teach phonic sounds and actions for consolidation. See the Phonics scheme at each class level.

Methodologies

- Rhyming Awareness
- Songs
- Word Awareness
- Syllabic Awareness
- Phonemic Awareness - Isolation of initial/final/medial sounds
- Blending
- Segmenting
- Manipulation
- Look and Say

Phonics Time Allocation

Junior and Senior Infants- 25-30 mins per day

1st -6th class (As required by class teacher based upon cohort, approx. 10 mins per day)

Alphabet

Reciting the alphabet will be taught in Junior and Senior Infants. Children will be asked to say the alphabet starting and stopping at different intervals to promote familiarity. Children will be encouraged to state the name and the sound together using the Sight and Sounds Book A & B in Infants. Children are encouraged to know how many letters are in the alphabet, Awareness of vowels will be taught from Junior Infants.

Sight Words

Sight words are taught as Tricky Words in Junior and Senior Infants as part of the Jolly Phonics programme. A multi-sensory approach is used to teach all sight words. The sight word is taught in isolation initially before being taught in context.

<https://sightwords.com/sight-words/fry/#lists> and the Dolch list are used.

Reading Comprehension

Comprehension is taught using Over the Moon and other planned thematic topic areas. Comprehension Strategies are also taught using the Building Bridges of Understanding Programme.

All Comprehension Strategies highlighted in yellow are new to this class level.

All other Comprehension strategies have been taught previously

Introducing strategy

Using strategy

*denotes that the book is used to teach multiple strategies over the course of the year.

Class	Comprehension Strategy	Suggested Reading/ Links to Over the Moon and Building Bridges
Junior Infants	Predicting Visualising Connecting Questioning	
Senior Infants	Predicting Visualising Connecting Questioning	
1 st Class	Predicting Visualising Connecting Questioning Monitoring comprehension-declunking	

2 nd Class		
3 rd Class		
4 th Class		
5 th Class		
6 th Class		

Writing

Aims

In the area of writing development, we aim to:

- develop competent and confident writers in all First Steps writing genres develop print awareness and an understanding of the purpose and conventions of print
- promote a growing sight vocabulary
- utilise the various comprehension strategies
- write for different purposes and different audiences
- learn to edit and refine writing and develop a sense of appropriate presentation develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- share writing experiences with others
- use computer technology in learning to write
- Write with enjoyment and confidence
- Form letter using the cursive approach

Genre Coverage

Class Level	New Genre	Consolidation of Genre
Junior Infants	Recount Narrative	Listening and Attention
Senior Infants	Procedure	<ul style="list-style-type: none"> ● Recount ● Narrative
First Class	Report	<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure
Second Class	Explanation	<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure ● Report
Third Class	Persuasive	<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure ● Report ● Explanation
Fourth Class	Persuasive - exposition focus	<ul style="list-style-type: none"> ● Recount ● Narrative ● Procedure ● Report ● Explanation
Fifth Class		<ul style="list-style-type: none"> ● Recount ● Narrative ● Report
Sixth Class		<ul style="list-style-type: none"> ● Narrative ● Procedure ● Explanation ● Persuasive

Spelling

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitional stage of spelling.

- Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words
- Spelling must be taught
- Spelling must be fun
- Realisation that not all spelling is phonetically based
- Spelling activities should be written
- Spelling lessons should be daily; short and snappy
- Spelling strategies are taught to all children especially those who experience difficulty
- Self-checking is continuously encouraged to foster a more independent approach
- Spelling must never be a barrier to children's writing as it is vital not to dampen a child's enthusiasm to write by always insisting on accurate spelling
- Children are encouraged to take risks and attempt unknown words
- Provide opportunities for children to 'problem-solve' the rules themselves
- Children begin spelling informally in Senior Infants through exposure to phonics.

Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils' years in the school.

Source of Spelling Lists

- Dolch list
- Phonics Scheme- Jolly Phonics
- Children's Writing Needs
- Extension Work: Themed Spelling
- Dictionary Book/Folder

Approach to Teaching Spelling

- As spelling is visual, learning to spell cannot follow a completely phonics-based programme. The pattern in words must be visual so that words that look alike are grouped together although they may not sound alike. e.g. caught, daughter, taught

- Our focus is on letter patterns instead of just learning mat/hat, but/cut, we focus on 'at' patterns (letter strings), and therefore include ate, what, etc. It is important that we teach words which look the same irrespective of their sound, e.g. come, some, women...
- Children are taught to look at words, see words within words and compare letter strings regardless of sound
- Spelling is taught with emphasis on the type of spelling errors rather than the number of errors
The use of mnemonics and other strategies are encouraged to help children who struggle with spelling
- Look, Say, Cover, Write, Check Methodology (Look, Write & Check are all visual which emphasises the importance to spelling being a visual endeavour)
- Using Sound Letter Relationships
- Using Pattern
- Continuation from class to class
- Linking with onset and rime
- Print Rich Environment (ensuring balance between cursive displays and print displays)
- Class Based Incentives

Parental Involvement

- Parents are encouraged to ensure that their children learn their spellings each night as part of their homework using a multisensory approach. This can be done by using the Look, Say, Cover, Write, Check Method and by practising sentence dictation.

Punctuation and Grammar

- Grammar and punctuation are introduced formally from first class and informally in Junior and Senior Infants through station teaching.

Handwriting

As per the primary language curriculum, children will be encouraged to write legibly and fluently in a chosen script using a personal style, ensuring correct formation of lower and upper-case letters. As children have been taught to form letters in cursive script they will be encouraged to write in this script. Throughout the school there is an emphasis on penmanship. Each week, during assembly, children are rewarded for consistent or extra effort in handwriting as a Handwriting Hero. A sample of their handwriting will be displayed weekly on the Handwriting noticeboard. The pupils begin cursive script from Junior Infants and continue this style of writing through all classes.

The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise. Children will present copies neatly always using a date, title and ruling margins where necessary. An emphasis will be placed on this from second class up.

Approach to Handwriting

- The best way to ensure good handwriting is to learn it correctly from the beginning
 - A good cursive style of handwriting will ultimately improve the speed and fluency of writing, which in turn will assist the child's written expression.
 - Good penmanship also improves spelling since letter strings are connected when the child is writing a word.
 - Good posture, pencil-grip and how the children form their letters are explicitly taught
 - Children with poor motor control or little stamina need a cursive model that makes minimum demands on their physical abilities – when the brain has a visual image of the word then the hand takes over.
 - Pre-writing patterns are taught before separate letter formations at infant level
 - Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. 'a' – ate, at, eat, etc...
 - A multi-sensory approach to handwriting is adopted in the school
 - Where appropriate, all teachers will follow the same style/format of cursive.
 - SEN children may use an alternative approach to handwriting style or pencil grip etc.
 - Where appropriate, all teachers are encouraged to use cursive script on classroom displays, on the Smartboards/whiteboards and when correcting the children's work, etc.
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- Cursive script is encouraged for all written activity and not just English alone.
 - Excellent handwriting or significant improvements in handwriting is awarded in assembly weekly with a 'Handwriting Hero' certificate.

Resources

- Ready, Steady, Write or Handwriting Today
- Handwriting copy 1st class and beyond
- Air pencil
- Tracing: on table, on each other's backs
- Sandpaper letters
- Large Letter in Crayon
- In Sand
- In paint bags

Creative Writing

Children begin Creative Writing informally/formally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing (Infant Classes) and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children's years in the school.

Approaches to Creative Writing

- *Aistear/ free writing copy*
- Planning, Drafting, Editing, Re-drafting Method through the medium of First Steps from First Class
- Encouraging Self Correction and Self Checking
- Publishing in our School Newsletter/"Write-a-Book" competition

Assessment and Record Keeping

- Standardised testing: Bracken, Micra T, BPVSI, York Assessment of Reading
- Teachers will hear children reading formally at least once a week.
- Spelling tests (weekly from 1st class)
- Teacher checklists
- Teacher observation
- Teacher designed tasks
- Work samples
- Portfolios
- Projects
- Diagnostic tests
- Assessment Trackers for children and teachers for self reflection
- Track my progress cards
- How am I doing cards

SEN Links

- English activities will be differentiated in order to meet the needs of the children in a particular class. Children with special educational needs will receive support from our Special Education Teachers. We promote an active learning environment, with children working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SET team. Team teaching and Station teaching blocks are arranged throughout the year.
- Where a teacher recognises that a child displays a particular ability in English, this will be communicated to the parents, so that the child may have opportunity to take out of school lessons, circumstances permitting. Teachers will encourage such children to read and write for their classmates, so that the other children will have opportunities to listen and respond.

EAL Provision

There is a high percentage of children for whom English is an Additional Language at Broadmeadow CNS. Moving forward the proficiency in English is tested biannually (September and May/June) using the PSAK assessments. Sanctioning of EAL teachers is based on such and the school will seek to ensure that adequate staffing levels are in place to meet the needs of our EAL pupils. EAL teachers work in a withdrawal and in-class support capacity, dependent on the needs of individual classes.

Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework should be assigned daily. From first class spellings are assigned each day. Parents/carers are regularly reminded of the importance of oral language and reading homework, as well as written work.

Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (ref: Circular 0056/2011), as follows:

Class Level:

Junior and Senior Infants 4 hours per week

First – Sixth Class 5 hours per week

Discretionary time may also be used for the teaching and learning of English

The teaching of English will be organised on both a **whole-class** and **team-teaching** level. A team teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. Such will be organised based on the needs of each class and will focus on specific areas of the curriculum.

Resources and ICT

As a new developing school, we endeavour to build on and develop the resources available for teaching and learning as the school grows. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers, including Jolly Phonics, First Steps, Building Bridges of Understanding, PM+ readers and any Additional Language programmes.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive TV screens, iPads, online programmes etc.

Individual Teacher Planning

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on-going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such. Learning outcomes directly from the Primary Language Curriculum are included in each teachers' long term scheme. They must also include English in their fortnightly (or weekly) plan. Such must include specific objectives, learning content and key vocabulary.

The Cúntas Míosúil must document what has been covered in the teaching and learning of English each month and is attached to our planning document through a tick and notation box.

Support Teachers' Planning:

EAL teachers must complete fortnightly plans detailing the teaching of English to such pupils. Teaching of English for pupils with special educational needs will also be documented in the planning documents of S.E.T. staff.

Staff Development

Staff needs will be assessed and the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will also avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum. CPD is held in school where possible and staff are encouraged to complete personal CPD.

Parent and Links to the Community

Parents/carers have a crucial role to play in their children's language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children's language development that supports and compliments the *school experience*. Parents are informed of this at the beginning of the year at each class meeting.

Why we make the links:

- Teacher/parent/pupil/community feedback
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole- school plan.

(a) Roles and Responsibilities

The plan will be implemented by all members of the teaching staff. The principal will play a role in overseeing its implementation.

(b) Timeframe

This plan will be reviewed in Term 1 2022/2023.

Ratification

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, upon its development, and a copy of it will be provided to the Parent Teacher Association, when established. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

Long Term Overview for Broadmeadow CNS- Class Objective Overview

Broadmeadow CNS- English Long Term Overview Junior Infants/Senior Infants

<u>Strand</u>	<u>Junior Infants</u>	<u>Senior Infants</u>
Early Language Skills/Aistear	<ul style="list-style-type: none">• Songs and Rhymes• Awareness of language in the environment• Problem Solving• Aistear• Language hunting through classroom environment• Reading/Language Area within classroom• Weekly Independent Language Challenges	<ul style="list-style-type: none">• Songs and Rhymes• Awareness of language in the environment• Problem Solving• Aistear• Language hunting through classroom environment• Reading/Language Area within classroom• Daily Independent Language Challenges.
<u>Oral Language</u>	Over the Moon Scheme Jolly Phonics Songs and Actions	Over the Moon Scheme Jolly Phonics Songs and Actions

	<p>-Listen That the children can listen to commands and follow instructions accurately.</p> <p>-Hello That the children can greet each other with confidence.</p> <p>-My name is... That the children can introduce themselves with confidence.</p> <p>-A Tour of the School That the children can recall and describe the sequence of events.</p> <p>-Fun with nursery rhymes That's the children enjoy reciting and moving to familiar nursey rhymes.</p> <p>Auditory discrimination: Simon says, following directions/simple instructions; clapping to a beat; identifying number of sounds in a word.</p> <p>-Describe it That the children can describe something they made in class and recall how they made it.</p> <p>-Retelling a story: Elves & the Shoemaker. That the children can retell a familiar story from the perspective of one of the characters.</p>	<p>-Describe it That the children can describe something they made in class and recall how they made it.</p> <p>-Retelling a story: Elves & the Shoemaker. That the children can retell a familiar story from the perspective of one of the characters.</p> <p>Listen and move again That the children can listen and respond appropriately to a sequence of instructions.</p> <p><u>Summarising & Paraphrasing</u></p> <ul style="list-style-type: none"> - Orally paraphrasing various aspects to story and having predictions and ideas. - Summarising and paraphrasing to a partner in class and sharing ideas. - Presenting findings to whole class and having an opinions on the findings of others. - Continued use of book buddy. <p><u>Predicting</u></p> <ul style="list-style-type: none"> -From what I already know about ..., I think this will be about... -Looking at the pictures, I predict... -From the title, I think that... -I can guess from something I see, hear, small section of images etc. <p><u>Making connections</u></p> <ul style="list-style-type: none"> -This text reminds me of a time when I ...
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	<p>Listen and move again That the children can listen and respond appropriately to a sequence of instructions.</p> <p><u>Summarising & Paraphrasing</u></p> <ul style="list-style-type: none"> - Orally paraphrasing various aspects to story. - Summarising and paraphrasing to a partner in class. - Presenting findings to whole class. - Use of book buddy. <p><u>Predicting</u></p> <ul style="list-style-type: none"> -From what I already know about ..., I think this will be about... -Looking at the pictures, I predict... -From the title, I think that... <p><u>Making connections</u></p> <ul style="list-style-type: none"> -This text reminds me of a time when I ... -This text reminds me of another story in which ... -This text reminds me of a story I read in a newspaper/heard on tv... <p><u>Self Questioning</u></p> <p>I wonder why? I wonder what? I wonder where?</p>	<ul style="list-style-type: none"> -This text reminds me of another story in which ... -This text reminds me of a story I read in a newspaper/heard on tv... <p><u>Self Questioning</u></p> <p>I wonder why? I wonder what? I wonder where? Who? Where? How? Opinions and discussion</p>
<u>Reading</u>	Phonics Bug and Over the Moon Reading Schemes- Levelled readers	Phonics Bug and Over the Moon Reading Schemes- Levelled readers

	<p>-Children will be provided with opportunities to develop pre-reading skills during shared reading time (use of big books) and station teaching.</p> <p>-Independent reading time in library during play and other activities</p> <p>-Modelling of reading using library books during story time at the end of every day. Following left to right and top to bottom orientation.</p> <p>-Vocabulary of reading/concepts of print (based on Big Books)- cover, front of book, back, where it says the name of story, where the story begins.</p> <p><u>Syllabic awareness:</u> Robbie the Robot models segmentation of spoken words.</p> <p><u>Rhyme awareness:</u> Alphabet song Baa Baa Black Sheep, Hey Diddle Diddle.</p> <p><u>Onset & Rime:</u> - (phoneme deletion and substitution)</p> <p><u>Phoneme isolation:</u> identifying beginning and ending sounds.</p> <p>-Vocabulary of reading first page, last page, top, bottom, where will I start</p>	<p>-Children will be provided with opportunities to develop reading skills during station teaching.</p> <p>-Independent reading time in library during play and other activities</p> <p>-Modelling of reading using library books during story time at the end of every day. Following left to right and top to bottom orientation.</p> <p>-Vocabulary of reading/concepts of print (based on Big Books)- cover, front of book, back, where it says the name of story, where the story begins.</p> <p><u>Syllabic awareness:</u> Robbie the Robot models segmentation of spoken words for reading and writing.</p> <p><u>Rhyme awareness</u></p> <p>.</p> <p><u>Onset & Rime:</u> - phoneme deletion and substitution)</p> <p><u>Phoneme isolation and blending and segmenting for reading and writing.</u></p> <p>Tricky Words- Phase 2/3/4 and beyond</p>
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	<p>-Start individual reading (sound books, word boxes, readers)</p> <p>Tricky Words- Phase 1/2/3</p>	
<p><u>Writing</u></p>	<p>Cursive Handwriting A- Yellow Green Wide Lined Copy</p> <p><u>Recount (descriptive)</u> Develop an awareness of the process of writing by observing teacher model writing on the board.</p> <p>Sound games Art/sand/rice tasks for letter formation and recognition. Oral sentence/word games</p> <p><u>List Writing</u></p> <p>To write and organise lists and beginning to use numbers and bullet points or writing frames to support this.</p> <p><u>Pre-writing skills/Letter Formation:</u> Fine motor skills: Colouring, rainbow writing, Cutting, Playdough, Pencil control patterns, tracing, join the dots, left right orientation, finger warm ups.</p>	<p>Cursive Handwriting A- Yellow Cursive Handwriting B- Red Green Wide Lined Copy Green Narrow Lined Copy (T3)</p> <p><u>Recount (descriptive)</u> Develop an awareness of the process of writing by observing teacher model writing on the board.</p> <p>Sound games Art/sand/rice tasks for letter formation and recognition. Oral sentence/word games</p> <p><u>List Writing</u></p> <p>To write and organise lists and understand the concept of list writing using numbers and bullet points.</p> <p><u>Writing skills/Letter Formation:</u></p>

	Focus on forming all letter sounds as they are learnt using a cursive handwriting approach.	Fine motor skills: Colouring, rainbow writing, Cutting, Playdough, Pencil control patterns, tracing, ascenders and descenders. Focus on forming all letter sounds as they are learnt using a cursive handwriting approach.
<u>Environment and Attitude</u>	<ul style="list-style-type: none"> - Provide opportunities for relevant, challenging and purposeful communication. - Create a supportive environment which values the diversity of students' speaking and listening development (in their home languages) - Encourage students to see the value of effective listening and speaking for community, school and family life. - Encourage visual and sight word displays. - Language rich environments. 	<ul style="list-style-type: none"> - Provide opportunities for relevant, challenging and purposeful communication. - Create a supportive environment which values the diversity of students' speaking and listening development (in their home languages) - Encourage students to see the value of effective listening and speaking for community, school and family life. - Encourage visual and sight word displays. - Language rich environments. - Encourage independent use of learning stations and areas (addition to the teacher, self help, peer support)
<u>Use of Texts</u>	<ul style="list-style-type: none"> - Expose students to a range of functional spoken texts composed in Standard English. - Provide authentic opportunities for students to participate in unplanned and planned speaking and listening. 	<ul style="list-style-type: none"> - Expose students to a range of functional spoken texts composed in Standard English. - Provide authentic opportunities for students to participate in unplanned and planned speaking and listening.

	<ul style="list-style-type: none"> - Provide opportunities for students to participate in extended talk. - Teach students to share personal comments after listening. - Build knowledge of common topics to which children can relate. - Explore Author and Illustrator and their job roles. - Explore a range of Fiction, Non Fiction, Poetry etc 	<ul style="list-style-type: none"> - Provide opportunities for students to participate in extended talk. - Teach students to share personal comments after listening. - Build knowledge of common topics to which children can relate. - Explore Author, Illustrator and Publisher and their job roles. - Explore a range of Fiction, Non Fiction, Poetry etc - Encourage the children to explore other stories by the same author.
<p style="text-align: center;"><u>Contextual Understanding</u> <u>Conventions</u></p>	<ul style="list-style-type: none"> - Discuss speaking and listening referring to the audience and purpose. - Provide effective feedback to students about their speaking and listening. - Model and discuss how to include relevant information when speaking. - Draw students' attention to the way ideas and feelings are communicated through speaking and listening. - Encourage students to use verbal and non-verbal devices to create meaning. - Develop and extend children's vocabulary for different purposes. - Model speaking for different purposes e.g. making requests, seeking information. - Model speaking and listening behaviours, maintain a conversation. 	<ul style="list-style-type: none"> - Provide effective feedback to students about their speaking and listening to an audience. - Model and discuss how to include relevant information when speaking and how to present to an audience. - Draw students' attention to the way ideas and feelings are communicated through speaking and listening and change of voice for expression and grammar. - Encourage students to use verbal and non-verbal devices to create meaning. - Develop and extend children's vocabulary for different purposes. - Model speaking for different purposes e.g. making requests, seeking information.

	<ul style="list-style-type: none"> - Model listening behaviours e.g. responding to requests, questions, looking at the person. 	<ul style="list-style-type: none"> - Model listening behaviours e.g. responding to requests, questions, looking at the person.
<u>Processes and Strategies</u>	<ul style="list-style-type: none"> - Model language to describe thinking. - Involve children in conversations with family members and others. - Model the language and behaviours of listening e.g. let's listen to the music, would you like to hear this story? - Model ways to improve communication e.g. adjusting volume, respond to comprehension checks. - Language rich environments. - Sight words/word walls. 	<ul style="list-style-type: none"> - Encourage thinking and ways of exploring words and language with the same meaning. - Involve children in conversations with family members and others. - Model the language and behaviours of listening e.g. let's listen to the music, would you like to hear this story? - Model ways to improve communication e.g. adjusting volume, respond to comprehension checks. - Language rich environments, interactive and build by the children. - Sight words/word walls/engaging word stations.

Ratified: Brigid Manton 25/10/22 (Acting Chair)

Jennifer Robinson 25/10/22