**Glencastle National School**

**13222P**

Whole School Plan: English

2023



**Introductory Statement**

This whole school plan for English was initially formulated in consultation with teaching staff in Glencastle National School in term 2 of the 2022/2023 school year. It was a revision of our previous plan and was updated to take account of the Primary Language Curriculum (2019).

**Rationale**

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.

Communication is a vital element of our teaching in both the Special Classes and Mainstream Classes in Glencastle as it underpins the entire curriculum and especially English.

Early learning in this area includes sensory, perceptual, social, emotional and cognitive development enabling our pupils to make sense and gain control of their environment. The term Communication embraces both verbal and non-verbal methods of giving and receiving information, which is essential when catering for our students where verbal communication may not be an option.

We believe that a consistent, structured and intensive oral language and phonics programme in the early years, where possible, 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. A genre approach is used to teach Oral language, Reading and Writing at each class level. To further develop English comprehension we are guided by the **Building Bridges of Understanding** programme . We employ the gradual release of responsibility model to enable pupils become strategic readers. To develop written English we use **First Steps**.

**Vision**

It is our vision to create a school where all our students have a desire to communicate, and acknowledges that every effort to communicate, in whatever form, is valued. Our pupils will learn to read and write, with and for each other, staff, parents/guardians, 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 understand the world around them and communicate effectively with others
* 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.

1. *Children’s communications and connections with others*

* Through interacting with others, children are initiated into and engage in communicative relationships where they learn to understand, construct meaning, and critically appreciate the communication of 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.

1. *Children’s language learning and development*

* To enable all children in our school to value each other’s communication styles and to be able to use verbal and non-verbal methods to interact with each other.
* To create a responsive environment that supports all types of verbal and non verbal communication in order to encourage pupils to communicate in their own individual way.
* 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

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| 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**

|  |  |
| --- | --- |
| **Strand:** | **Learning Outcome:** |
| 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)  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) |

**Approaches in our School**

Before Oral Language

Early Communication Skills

Early learning in this area includes sensory, perceptual, social, emotional and cognitive

development enabling our pupils with learning challenges to make sense and gain control of

their environment. Enabling the student to make the greatest possible use of his/her senses

is a very necessary first step in communication. Activities to develop awareness, interest and concentration are gradually extended to encourage functional and enjoyable interactions with

people and objects. The ability to gain control on their environment opens up a world of learning opportunities for our students.

Early language experiences focus on developing receptiveness to language and competence in the

use of verbal or non- verbal methods. The development of symbolic understanding is vital in progressing to a structured visual communication method

Play forms a vital role in our Special Classes in the development of communication and language. Through exploratory, physical, constructive, messy, sensory and pretend play our pupil’s motivation to communicate can be harnessed.

**Strategies for Early Communication Development**

**Sensory & Perceptual skills**

* sensory boxes, bottles to explore, sensory stories, sensory calendar for days of the week, sensory circuits, messy play, sensory vocabulary

**Auditory skills**

* The ability to listen and attend enables students to locate and track sounds and develop concentration. Through our morning routine of songs, we teach thematic vocabulary and lámh signs.

**Developing phonemic awareness**

* through nursery rhymes and rhyming stories alongside the learning outcomes of awareness and engagement. The use of Tac Pac as building awareness to the rhythm of sounds and developing anticipatory and prediction skills.

**Visual skills**

* Tracking activities, Cause and effect apps, searching for objects,/ pictures in messy play, sensory books, sensory bottles. Developing visual skills are needed to be able to discriminate between objects/ pictures/ print.

**Sensory- Motor Integration**

* Through structured activities like Attention Autism, Sensory stories, Mat Man from handwriting without tears, and our repeatitive morning song routines all help our pupils attend and therefore allow them the time to process the input from their senses and respond

**Early Development/Pre Verbal Skills**

**Pre-verbal skills**

As some of our pupils are at the early stages of development and are pre-verbal/non verbal, we focus on the development of the following skills through a thematic and play approach alongside our communication / Literacy work in our Special Classes.

* Eye Contact
* Joint Attention
* Anticipation
* Pointing/Reaching
* Facial Expression/Body Language
* Social Gestures/Signs
* Turn-Taking /Social Routines and Sequences
* Babbling/Symbolic Noises
* Imitation

1. **Oral Language**

#### Learning Outcomes for Oral Language

See Page 22 of the Primary Language Curriculum- Oral Language

**Whole School Strategies for Oral Language**

* Early Intervention & Multiple Class

Aim- Competence in communicating with their peers and adults by reaching out and initiating and responding in a widening range of social situations

Morning class assembly with all staff greeting each other and doing roll call.

End of the day goodbye song

Promotion of lámh singing for hello and goodbye in the whole school

* Assemblies:

Regular whole school/class group assemblies Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged Common social functions are taught incidentally.

Positive non-verbal behaviour is encouraged

* Yard:

Using words to communicate and solve problems Self-Maintaining Language

Model positive and respectful language

* School Related Functions:

Greetings in different languages

Greetings at the door each morning – providing opportunities for the children to communicate with each other.

Etiquette for children visiting classes-

The school aims to implements the Aistear programme in the Infant classroom in the coming years. We recognise that the principles of Aistear are an adopted and a play-based learning approach that is incorporated throughout the curriculum. We understand that a thematic approach would be used for Aistear.

Play-based learning is promoted at each class level throughout the school.

### Timetable for Oral Language

* Oral language lessons daily: discreet lessons/formal lessons/informal language use
* Formal lesson once each week

**Early Intervention & Multiple Class**

* Oral language is embedded in our communication approach. Our daily morning routine of choosing songs, roll call, teaching lámh song, sensory days of the week and weather

board is approx. 20 mins In addition our object/picture level word wall of thematic

language is taught twice weekly and displayed in our SEN classrooms.

### Some Activities/Methodologies currently used for Oral Language

The following skills will be modelled and taught in our school at all class levels:

* 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?)
* Questioning (20 questions, the Yes/No game show, Would you Rather?)
* 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)
* Using Language for Living as a resource for station teaching
* Use of Time to Talk Programme for Junior classes if needed.
* Use Individual Pupil’s Speech & Language Programmes to work on in school in our Special classes and in SET

### Resources/Methodologies for Oral Language

* See each class level

### Teacher’s planning for Oral Language

* English oral language and Gaeilge ó bhéal are integrated thematically through teaching topics at the same time, discussing language based on stories
* New vocabulary is displayed in the classrooms. Words are displayed with pictorial clues (Infant classes) and Word Wall words are displayed from 1st class upwards.

1. **Reading**

### Learning Outcomes for Reading

* See Page 26 of the Primary Language Curriculum

### Aims for Reading

In the area of reading development we aim to:

* Enable our pupils to make sense of and derive pleasure from all types of visual and tactile representations. Enjoy listening to stories, looking at and handling books.
* While students will be encouraged to read for pleasure the emphasis may shift towards developing functional reading skills and the development of symbolic representation for communication devices and social sight vocabulary
* 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.

### Whole School Initiatives for Reading

* + World Book Day
  + Poetry Day Ireland
  + D.E.A.R. time
  + Paired/Buddy Reading
  + Study of Authors and Visiting Authors
  + Visits from and to Belmullet library
  + Reading Recitals at assemblies, in other classrooms and school concerts
  + Team Teaching focus on Reading Skills at certain periods during the year.

### Resources/Methodologies for Reading

* Sensory stories and story props
* Puppets
* Once upon a touch
* See each class level

### Supplementary Resources for Reading

* Big Books
* School Library
* Belmullet Library
* Poetry Books
* Rhyme Books
* Story Books
* Fairy Tales
* Books of Myths and Legends
* Scrapbooks
* Books of stories and poems compiled by the children
* Posters
* Online Books/Audio Books/Interactive whiteboard resources
* Games
* Activities

#### Rhymes

In our Multiple Class and Early Intervention Class daily rhyme time takes place during our morning

song routine. A rhyme / song is focussed on each month to correspond with our theme and use to teach sequencing and vocabulary and auditory and visual skills.

The children in the Junior classes will learn a selection of Nursery Rhymes - See Nursery Rhyme Scheme from which Nursery rhymes will be chosen (Infant level)

#### Poetry

Children from First to Sixth class will learn at least one poem per month by heart. A poem will also be used as a stimulus for discussion and integrated with Art/SESE - See Suggested Poetry Scheme at each class level from First to Sixth. 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.

#### Story

In our Multiple Class and Early Intervention Class sensory story is developed each month to relate to our theme. The setting, characters and sequence of the story are explored through a story tray with sensory props, repetitive story telling using the interactive whiteboard, in person and through song using abridged versions of the story. A cross curricular approach using all subjects in the curriculum are used to develop the children’s knowedge of the story. Stories and songs to massage / Once upon a touch

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 Third to Sixth class and will be integrated with SESE where possible. See the Story Scheme at each class level

### Phonological Awareness & 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.

In both our Multiple and Early Intervention classes phonemic awareness is developed

through the use of Tac Pac, repetitive rhymes, Once upon a touch rhymes until our students

become aware of familiar sounds and begin to identify them

The school uses the **Jolly Phonics** scheme primarily to teach phonics. See the Phonics scheme at each class level.

### Phonological Awareness Methodologies:

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

**Phonological Awareness Methodologies**

· Identification of words as units within sentences

· Identification and manipulation of syllables

· Phoneme blending

· Identification and supply of rhyming words

· Identification and discrimination of phonemes

· Phoneme segmentation

· Phoneme deletion

· Phoneme substitution

· Phoneme transposition

**Lesson Structure for Phonological Awareness**

Infants

· Sound

· Sound in Context

**1st class to 6th class**

· Sound

· Sound in context

· Sound as spelling/dictation

· Sound as comprehension

**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 letter name and the letter sound together. 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. Dolch list is used to teach Sight words from First Class followed by Fry’s list. A multi-sensory approach is used to teach all sight words. The sight word is taught in isolation initially before being taught in context.

#### Reading Comprehension

Comprehension Strategies are 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. We have aligned the picture books in Over the Moon to the Comprehension Strategies we will be teaching.

|  |  |  |
| --- | --- | --- |
|  | **Comprehension Strategy** | **Suggested Books** |
| **Junior Infants** | Predicting | *-Cave Baby*  *-Ready Steady Ghost* |
| Visualising | -The Wolf’s Story  -Grandad’s Secret |
| Connecting | - Baby Brains  - Dear Father Christmas |
| **Senior Infants** | Predicting | -The Tiger Who Came to Tea  - The Jolly Christmas Snowman |
| Visualising | -The Giant of Jum  - Dear Greenpeace |
| Connecting | *-*Zog  -The Witch with an Itch |
| Questioning | *-*A Squash and a Squeeze  -GRRR |
| **First Class** | Predicting | -Little Monkey  -Catch a Mermaid |
| Visualising | -Snow Day  -Dragon Post |
| Connecting | -Grandad’s Island  -Meerkat Mail |
| Questioning | -The Darkest Dark  -Madeline Finn and the Library Dog |
| Determining Importance | Avocado Baby  The Hare and the Tortoise |
| **Second Class** | Predicting | -The Paper Dolls |
| Visualising | -Mirror |
| Connecting | *-*Breathe and Be  -Poems |
| Questioning | *-*Storm Whale  -All Wonders |
| Monitoring comprehension: declunking | No suggested titles |

|  |  |  |
| --- | --- | --- |
|  | Determining Importance | *-*The Magic Paintbrush |
| **Third Class**  **(listed books used in conjunction with class novels/read alouds)** | Predicting |  |
| Visualising | *-T*he Black Book of Colours  - The Promise  - Hansel and Gretel |
| Connecting | *-*The Promise  -Manfish |
| Questioning | -The Little Gardener  -Granuaile |
| Monitoring comprehension: declunking  Clarifying | -The Fantastic Flying Books of Mr. Morris Lessmore  -The Promise  - Manfish  - The Red Tree by Shaun Tan |
| Determining Importance | -Until I met Dudley |
| Inferring | -Inside my Imagination  -The Promise  -Manfish |
| **Fourth Class**  **(listed books used in conjunction with class novels/read alouds)** | Predicting | *-*Seen and Not Heard |
| Visualising | -The Night Gardener  -The Whale  -Dragon Doctor |
| Connecting | *-*Mary and Frankenstein |
| Questioning | -Town by the Sea  -The Whale  -Dragon Doctor |
| Monitoring comprehension: declunking, Clarifying | -Jack and the Baked Beanstalk |
| Determining Importance | *–Book of Choice - No book listed* |
| Inferring | *-Fox*  *-The Journey*  *-The Night Gardener* |
| Synthesising | *-Gorilla* |
| **Fifth Class**  *To be added upon purchase of more reading materials* | Predicting | *-*Emmanuelle’s Dream |
| Visualising | *-*Window |
| Connecting | *-*Book of Choice - No books listed |

|  |  |  |
| --- | --- | --- |
|  | Questioning | *-*Book of Choice - No books listed |
| Monitoring comprehension: declunking, Clarifying | *-Jumanji* |
| Determining Importance | *-Where the Poppies now Grow*  *-Escape from Pompeii* |
| Inferring | *- The Liszt’s* |
| Synthesising | - Journey  *- A Christmas Carol*  *- Ben’s Dream* |
| **Sixth Class**  *To be added upon purchase of more reading materials* | -Predicting | - Cave Baby  *-* Ready Steady Ghost  *-A Bottle of Happiness* |
| Visualising | - Alice’s Adventures in Wonderland |
| Connecting | *-*Book of Choice - No books listed |
| Questioning | *-* Book of Choice - No books listed |
| Monitoring comprehension: declunking, Clarifying | *-*The Universe ate my Homework |
| Determining Importance | - The Top of the World - Climbing Mount Everest |
| Inferring | - Malala's Magic Pencil  -The Boy Who Fell off the Mayflower  -The Butterfly  -A Boy and a Jaguar |
| Synthesising | -Newspaper Boy and Origami Girl |

1. **Writing**

### Learning Outcomes for Writing

* See Page 30 of the Primary Language Curriculum

### Aims for Writing

In the area of writing development, we aim to:

* Allowing our pupils to make visual recordings to communicate
* 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 by presenting their work to other classroom areas within the school.
* use computer technology in learning to write

**Pre-writing**

**Development of Upper body strength** –

* Using big brushes to wash walls, painting with mops, digging in sand, playing on scooter,

writing on walls with big chalk, rolling on a peanut, painting with rollers on walls, throwing

and catching big balls

**Development of hand eye co-ordination and strength through fine motor skills activities**

* pasting, cutting, threading, constructing, painting Manipulation of play doh, sensory doh – pull, push, squeeze, tear, twist – Daily Dough Gym
* Initially activities centre around making marks in a variety of ways with as wide arrange of exciting materials as possible. In the sand tray, Painting, Foam, Chalk, Markers

**Resources to supplement pre-writing in Multiple & Early Intervention Classes**

* Getting ready to write
* Handwriting without tears

### Resources for Writing in Mainstream & ASD Class

See each classroom level

### Writing Skills: First Steps Writing

**Oral Language Genres to be taught**

|  |  |  |
| --- | --- | --- |
| **Class Level:** | **Year 1**  **2023/2024**  **2025/2026**  **2028/2029** | **Year 2**  **2024/2025**  **2026/2027**  **2029/2030** |
| **Term One** | * Recount * (Oral Language – Oral Report Recount) | * Report * Oral Language – Oral Report – Factual) |
| **Term Two** | * Persuasive * Oral Language (Argument – Formal and Informal Debates) | * Narrative * Oral Language (Storytelling) |
| **Term Three** | * Explanation * Conversations (Oral Language) | * Procedural * Oral Language (Giving Instructions) |
| **Writing to Socialise and writing poetry will be taught throughout the year. The six step process will be followed in teaching the writing genres.**  **Interest talks and Questioning will be taught throughout the year in Oral Language.** | | |

**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 transitionary stage of spelling. The Jolly Grammar programme will be employed as pupils begin to learn spellings formally, from 1st class , depending on the needs of the children in this class group and if the class teacher feels it is appropriate to use with them.

Pupils in Senior Infants, depending on their ability, will begin in the second term to work on teacher designed spelling lists consisting of phonics being taught and tricky words in use. The class will use the Look, say, cover, write and check approach. Dictation will be introduced using a multisensory approach. SET may be involved in assisting class teacher with extra support, if needed.

The pupils from Third Class to Sixth Class will use the Spellings For Me Programme. This is an individualised programme for all children to learn spellings at their own level. The programme is completely tailor-made to the child and their ability - not the class that they are in and no two children have the same spellings.

The student logs in and takes the Learning Words test. The words spelled correctly go into Mastered Words. Those spelled incorrectly go into the next Learning Words test to be studied again.

For each spelling test the word is read out, followed by a sentence, the word again. Any words that the child gets wrong are stored in 'Learning Words'.

#### Objectives for 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 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, guided by the class ability, and continues throughout the remainder of the pupils’ years in the school.

#### Source of Spellings

* + Dolch list
  + Phonics Scheme
  + Children’s Writing Needs
  + Extension Work: Themed Spelling
  + Dictionary Book/Folder
  + Fallon’s Spelling Book
  + Jolly Grammar
  + Spelling For Me Bank
  + Spellbound book

#### Our Approach to the Teaching and Learning of 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
  + 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

#### Assessing Spelling

The children are encouraged to improve their spelling in writing rather than an over emphasis on ‘the Friday spelling test’. Children may perform well in their spellings tests but unless there is an improvement in the child’s writing, it is pointless. Children are assessed by way of a spelling/dictation test every Friday. This will consist of a selection of words from their spelling list of that week and/or sentence dictation. This is combined with regular assessment of the child’s independent writing. Third to Sixth Class will carry out online tests within the Spellings For Me programme.

#### Correcting Spelling

* + Teachers will correct the spelling/dictation tests and return them to the children.
  + Teachers are encouraged to avoid marking every spelling wrong, instead to underline the part of the word that is incorrect.
  + We do not make public any child’s results
  + Teachers are encouraged to avoid asking children to write out corrections several times

#### Spelling and the Learning Support/Resource Teacher

Arrangements may be made under the direction of the class teacher.

#### Timetable and Spelling

* + Monday-Thursday: 20-30 minutes per week, introducing and teaching new words, with the assistance of spelling strategies, when necessary, corrections and preparation for spelling homework that night
  + Pupils using the Spellings For Me Programme will complete homework based activities on 3 words per night in their workbook that is generated from their own individual word list
  + Friday: up to 30 minutes for Spelling/Dictation check or daily check for 5 minutes

#### Parental Involvement and Spelling

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 practicing sentence dictation.

**Grammar & Punctuation**

Grammar and punctuation are introduced formally from First class. Teacher may choose to follow the Jolly Grammar Programme. Fourth to Sixth Class will complete Grammar lessons that are included in the Over The Moon Scheme of Work. See each class level for resources

**Handwriting/Penmanship**

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. A sample of their handwriting will be displayed in each class area where possible. . The pupils begin cursive script from Second Class and continue with this style of writing.

In Junior Infants, the pupils begin by learning one lower-case letter per week. As their fine-motor skills develop, the pupils continue learning 2 letters per week until the formation of all letters is taught. In Senior Infants pupils will learn how to form upper case letters.

Children will begin to write words in Junior Infants as they complete letters. Pupils will begin to write sentences in Senior Infants. Children will use project copies in Senior Infants. From the outset children will be made aware of tall letters, ground letters and underground letters.

First class will write in red and blue lined copies and continue to practice letter formation. Children will not join letters until 2nd class. This will ensure they have adequate time to learn and practice the correct letter formation.

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 title and ruling margins where necessary. An emphasis will be placed on this from Second Class up.

#### Our 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 practice 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 handwriting throughout the school.
    - 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.
    - Cursive script is encouraged for all written activity and not just English alone.

#### Approach Used to Introduce Letters

* + Air pencil
  + Tracing: on table, on each other’s backs
  + Playdough
  + Sandpaper letters
  + Large Letter in Crayon
  + In Sand
  + In paint bags

#### Pencil Grip & Position of body

* + Tripod Grip with ‘frog legs’
  + Helper hand to hold page in place

#### Provisions for Left Handed Children

* + Sit at the desk on the left hand side
  + Letter writing worksheets designed for children who are left handed in infants when they are practicing handwriting if required E.g. writing the example of the letter on the right hand side of the page

#### Timetable for Penmanship

* + Junior Infants and Senior Infants: 30 minutes/week.
  + First – Second class: 30 minutes/week

#### Correcting Handwriting

* + If a mistake is made when writing in pencil it is erased with an eraser
  + If a mistake is made when writing in ink children are instructed to put brackets around the offending word and a line through it. ( ).
  + Tip-ex is not allowed in school.

#### Parental Awareness of Handwriting

* + Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.
  + Guidelines/instruction for parents will be provided at the teacher’s discretion

**Creative Writing**

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through SESE & SPHE 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.

#### Selecting Topics for Creative Writing

Sources of topics for children’s writing include:

* + Print-Rich Environment
  + First Steps Writing- Narrative Genre
  + Thematic Approach
  + Personal Concerns
  + Life at home and in school
  + Stories
  + Social Needs
  + Personal Reading
  + Poetry
  + Drama
  + Everyday personal experiences
  + Use of home language

#### Strategies for Planning Creative Writing

* + First Steps Writing- Narrative Genre strategies and ideas
  + Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
  + Brainstorming
  + Webbing
  + Story-Board
  + Story Plans
  + Story Templates
  + Poetry/Drama/Story as stimulus

#### Whole School Approaches to Writing and Drafting

* + Planning, Drafting, Editing, Re-drafting Method through the medium of First Steps from First/Second Class
  + Encouraging Self Correction and Self Checking
  + Publishing in our School Blog

#### Whole School Approaches to Valuing Creative Writing

* Displays
* Writer’s Corner
* Constructive and precise comments when possible
* School Blog on website
* Work included in anthologies
* Team Teaching with a focus on the Narrative Genre for creative writing at

## Assessment and Record Keeping

* + Standardised testing: BIAP, Drumcondra Test of Early Literacy, YARC, Drumcondra Reading Tests etc.
  + Teachers will hear children reading formally at least once a week.
  + Spelling tests (weekly from 1st class)
  + Spelling Tests (fortnightly for pupils using the Spellings For Me Programme)
  + Teacher checklists
  + Teacher observation
  + Teacher designed tasks
  + Work samples
  + Portfolios
  + Projects
  + Diagnostic tests

**Early Intervention & Multiple Classes**

* Each month a learning outcome is identified in Oral Language, Reading and Writing and

using the SEN support pathways each child is assessed on that outcome.

* Teacher devised checklist to assess individual targets and stages of development
* Communication checklists
* Sensory checklists
* Early literacy checklists
* Teacher Observation
* Teacher reflection on Monthly planning
* Digital Portfolio on Seesaw platform

## Children with Different Needs

Literacy and English activities will be differentiated and inclusive in order to meet the needs of all pupils. The Class Teacher, with the support of the school’s Special Education Teachers (SET) will be guided by the Continuum of Support which enables the school to identify and respond to the needs of its pupils in a flexible way, and as early as possible. In-class support such as Power Hour, Team Teaching and Station Teaching blocks are arranged at different periods during the year, while withdrawal groups and 1:1 support is on-going throughout the year.

For those children who need additional support in our Special Classes in Glencastle NS we use

The Primary Language Curriculum to plan and assess for teaching and learning.  We use the

support pathways to supplement the teaching and assessment methodologies and learning experiences.

An individual differentiated programme is put in place for each pupil based on their needs and ability. All pupils' development is monitored on an ongoing basis by checklist, teacher

observation and reflections in teachers monthly planning documents.

## E.A.L. Provision

At present there are no pupils for whom English is an Additional Language in our school. Should this occur we would test their proficiency in English initially and seek advice from NEPS and our local SENO and other various bodies who would support us in this area.

## 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. English homework includes Oral Language, Reading and Writing. From first class spellings are assigned each day. Parents/guardians are regularly reminded of the importance of oral language and reading homework, as well as written work.

In our Early Intervention & Multiple Class families are made aware, through the Seesaw platform, of the current themes and sensory stories each month.

## Organisational 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: | Time Allocation for Language 1 (i.e. English): |
| Junior and Senior Infants | 4 hours per week |
| First – Sixth Class | 5 hours per week |
| Early Intervention & Multiple Class | At present, English is taught using a whole communication approach as priority learning throughout the day. |
| *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

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.

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

## Assistive Technology in Special Classes

## At present we have children in our special classes who have been granted access to assistive

## technology devices. Where the full benefits of the technology can be realised it can be

## enormously advantageous for the pupil by liberating them to achieve their optimum potential.

## Such a result can also be a most rewarding experience for everybody concerned. Assistive

## technology is a very broad field and may range from the very simple to the very complex. It

## may be divided into high, medium and low-tech categories:

## Low-tech; refers to unsophisticated and largely non-electronic devices, such as a

## laptop stand.

## Medium-tech; devices are more complicated but are used by those by pupils with

## some degree of independent functioning. Adaptive computer peripherals, such as

## alternative mice or keyboards, will usually come within this category. Under this

## section, we currently avail of adapted mice in the form of switch buttons. At present,

## we are using ‘Choose it’ programme to support our teaching of literacy: phonics,

## word recognition, spelling and reading.

## High-tech ; devices include sophisticated communication and computer control

## systems. In our multiple class, a pupil avails of an eye gaze device. This devise is

## used to aid the delivery of an adapted language curriculum using a specialised

## programme known as ‘Look to Read.’

## Look to Read is suitable for AAC learners at any stage in their literacy journey, including

## those who are:

## Understanding cause and effect and developing access skills

## Exploring books independently for the first time

## Recognising sounds and letters, and developing early literacy

## The programme comprises of:

## 6 original animated stories

## 4 stages of progression

## 95 letter sounds and 100 high frequency words

## 64 learning activities

## Symbolised chat grids for every story

## Workbook for tracking and recording progress

## High contrast mode for users with visual impairment

## Staff development

In October 2022 a facilitator from the NCCA (Marie Ryan ) completed training with the teachers in our Special Classes around implementing the New Language Curriculum . These teachers also received support from the NCCA (Elizabeth Flanagan) on 14th October 2022 with planning for their classes. Unfortunately, some of the staff members in our mainstream school have, as yet, been unable to access school based PDST training support based on the new Primary Language Curriculum to date. We hope to be included in the new cohort of schools receiving PLC support in the coming year. In the interm these staff members have agreed to engage, as part of Croke Park , in online webinars available in various Educational Centres to further their knowledge of the PLC These agreed webinars include Comprehension in Middle & Senior Classes January 2023 West Cork Education Centre, Using Picture Books to plan with PLC in Middle & Senior Classes February 2023, Implementing the Support materials for the Oral Language Strand of the PLC First to Sixth class May 23 & Implementing the Support Materials for the Reading Strand of the PLC with First to Sixth Class May 2023.

## All staff are encouraged to partake in Continued Professional Development in the

## area of Literacy by completing courses sourced in various Educational Centers by the ISM team as part of Croke Park. Staff members that complete additional courses or Summer Courses are asked to share knowledge and resources with all staff members.

## The ISM team will continue to support and source relevant courses from the NCCA, NEPS and The Children’s Disability Network Team for the staff in our Special Classes. The BOM will support any staff member working in SET to complete Postgraduate Diploma in Special Eduacation

## Parental Involvement/Community Links

Parents/guardians 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.

The Special classes and children with SNA access in the mainstream school communicate daily with parents through Pupil Communication Diaries and or Seesaw to inform, guide and support the child’s learning regarding English Activities taking place in class.

## Success Criteria

Means of assessing this plan are as follows:

* Teacher/parent/pupil/community feedback
* Children’s feedback regarding their learning
* Suggestions and reports of DES Inspectorate
* Monthly records of teaching and learning
* Assessment of Learning and Assessment for Learning
* IEP Reviews

## Implementation and Review

1. 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.

Timeframe

This plan will be reviewed informally through Croke Park meetings, staff meetings etc. but formally every three years.

## Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school. Parents will be informed that the final policy has been created and offered a copy if they wish. 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. The English Policy will be available on our school website [www.glencastlens.ie](http://www.glencastlens.ie) for our school community to access.

Signed: (Chairperson, BOM)

Signed:  ( Principal)

Date:

Date of next review:

# Glencastle National School’s

# School Language Programme

## Junior and Senior Infants

#### Oral Language Themes based on SESE

Teachers can choose a selection from these themes and have discretion if they wish to add more.

|  |  |
| --- | --- |
| **Year 1**  **2022/23**  **2024/2025** | **Year 2**  **2023/24**  **2025/2026** |
| * Myself- My Body. My Family * Autumn- The Bat. The Farmer in Autumn. * Sound-Musical Instruments. * Winter- The North and South Pole. Tom Crean. The Polar Bear * Sport- Exercise, The Olympic Games * Places- France. Different Homes * Spring- Saint Bridget. The Life Cycle of a Butterfly. * Easter * Space- Day & Night. The Sun , Moon and Stars. Neil Armstrong. * Water. Water Safety. Lighthouses. * Summer- Camping. The Beach. | * Myself-I grow and I change * My Classroom * My teacher * Autumn- The Squirrel. The Hedgehog. The Tree * Halloween * Homes- The Builder. Electricity. My home * Winter- Winter clothes The Penguin * Christmas * Play- Play Spaces. The Playground. * Places- Ireland. A tour of Dublin * Spring- The Life Cycle of a Chicken. Saint Patrick. Springtime on the Farm. * Easter * Transport- The Pilot.Old and New Transport * Food- Staying Healthy. Composting & Recycling * Summer- At the Seaside |

**Nursery Rhymes (Oral Language)**

Nursery rhymes are taught and teachers may choose from the selection below.

|  |  |
| --- | --- |
| **Year 1**  **2022/23**  **2024/25** | **Year 2**  **2023/24**  **2025/26** |
| 1. Jack and Jill 2. Twinkle Twinkle Little Star 3. Little Jack Horner 4. Humpty Dumpty 5. Baa Baa Black Sheep 6. Mary, Mary. Incy Wincy Spider 7. Two Little Dicky Birds 8. Mary Had a Little Lamb 9. Old Mother Hubbard 10. Ride A Cock Horse 11. Hickory Dickory Dock 12. Three Blind Mice 13. This Little Piggy 14. I’m a Little Teapot 15. Little Bo Peep 16. Goosey Gander 17. Here We Go Round The Mulberry Bush 18. Hot Cross Buns 19. The Grand Old Duke of Your 20. Little Bird 21. One, Two, Three, Four, Five 22. The Crooked Man 23. Rub-a-dub-dub 24. Oranges and Lemons 25. Five Little Pumpkins 26. When Santa Got Stuck Up the Chimney 27. On a Cold and Frosty Morning 28. The North Wind Doth Blow   Selection of Tongue Ticklers | 1. The Lion and the Unicorn 2. Tom The Pipers Son 3. Georgie Porgie 4. Jack Be Nimble 5. Old King Cole 6. See-Saw Margery Daw 7. Boys and Girs Come Out to play 8. Rock a Bye Baby 9. Little Polly Flinders 10. I Saw a Ship a sailing 11. Rain Rain Go Away 12. Hey Diddle Diddle 13. Peter, Perer, Pumpkin Eater 14. Ring- A Ring o’Roses 15. Boby Shaftoe 16. Cobbler, Cobbler 17. I Had a Little Nut Tree 18. Cock-A-Doodle-Doo 19. Round and Round The Garden 20. Simple Simon 21. This is The Way The Ladies Ride 22. Jack Sprat 23. Doctor Foster 24. Little Boy Blue 25. Polly Put The Kettle On 26. Pussy Cat, Pussy Cat 27. Little Tommy Tucker 28. Curly Locks 29. Diddle Doddle Dumpling 30. To Market, To Market |

**Story (Oral Language and Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| **Independent Reading**   * **Wonderland Scheme & Supplementary readers & Decodable readers** * Jolly phonics readers   **Picture Books:**   * Books listed above - Comprehension Strategies   Others may include:   * The Kissing Hand * The Pig in the Pond * Handa’s Surprise * Peace at Last * Owl Babies * Rumble in the Jungle * The Very Hungry Caterpillar * Rosie’s Walk * Elmer * Each Peach Pear Plum   **Fairytales:**   * The Three Little Pigs (integrated with Gaeilge) * The Gingerbread man (integrated with Gaeilge) * Goldilocks and the Three Bears (integrated with Gaeilge) * SESE * The Little Red Hen Hallowe’en Traditions * Mozart * The Legend of the Giant’s Causeway * Tom Crean * The Christmas Spider * The Olympic Games * Famous Irish Olympians * The Story of Walt Disney * The Ugly Duckling * Aesop’s Fables- The Wind and the Sun * Neil Armstrong * The Lighthouse Keeper * The Children of Lir * A holiday in the past | **Independent Reading**   * **Wonderland Scheme & Supplementary readers & Decodable readers** * Jolly phonics readers   **Picture Books:**   * Books listed above - Comprehension Strategies   Others may include:   * The Gruffalo * The Snail and the Whale * The Scarecrow’s Wedding * Elmer and the Rainbow * Elmer’s Special Day * Where oh where is Rosie’s   chick?   * The Day the Crayons Quit * The Day the Crayons Came Home   **Fairytales:**   * Little Red Riding Hood (integrated with Gaeilge) * Cinderella (integrated with Gaeilge) * Jack and the Beanstalk (integrated with Gaeilge) * Hansel and Gretel (integrated with Gaeilge)   SESE   * Fionn’s Snowman * Rosie’s Christmas * The story of Playdough * Growing up in Dublin * Saint Patrick * Amelia Earhart * The Salmon of Knowledge * Frank the Fisherman * Seán Óg and Fungie |

**Phonics (Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | |
| September-June | * Pre-reading skills * Teach groups 1-7 (see below) * At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group  1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, OO 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar  * Revision and Blending of all Phonics |

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| --- | --- |
| **Senior Infants**  All phonics highlighted in yellow are new to this class level.  All other phonics have been taught in Junior Infants | |
| **September** | * s, a, t, i, p, n * ck, e, h, r, m, d * g, o, u, l, f, b * j, z, w, v, y, x, qu |
| **October** | Numbers 1-3 make the same sound **(long a).**  1. “**ai**”- rain, pain, wait, paint 2. “**ay**”- day, way, hay, clay   1. “**a\_e**”- bake, cake, game, plane   Numbers 4-6 make the same sound **(long o).**   1. “**oa**”- goat, boat, coat, toast 2. “**ow**”- bow, snow, slow, crow |

|  |  |
| --- | --- |
|  | 6. “**o\_e”-** bone, cone, home, joke |
| **November** | Numbers 1-4 make the same sound **(long i**)   1. “**ie**”- pie, tie, die, lie 2. “**igh**”- night, high, right, 3. “**y**”- spy, python, cry, sky   4. “**i\_e**”- bike, time, smile, fire |
| **December** | Numbers 1-2 make the same sound **(long e).**  1. “**ee**”- tree, sweet, sheep, feet 2. “**ea**”- peas, cream, dream, clean  Number 3 makes the **“or” sound.**   1. “**or**”- fork, Cork, form, morning Number 4 makes the **“ng” sound.** 2. “**ng**”- strong, long, ring, bang |
| **January** | Numbers 1-2 make the **little and long oo sound**.   1. Little “**oo**”- cook, book, look 2. Long “**oo**”- moon, soon, shoot   Numbers 3-4 make the **voiced and unvoiced th sound.**   1. Voiced “**th**”- that, then, this 2. Unvoiced “**th**”- thin, thumb, thick |
| **February** | Number 1 – 2 make the same sound (“**oi”)**  1. “**oi**”- oil, coin, boil, join 2. “**oy**”- boy, toy, joy, enjoy  Numbers 3-5 make same sound **(long u).**  3. “**ue**”- cue, fuel, barbecue 4. “**ew**”- few, skewer  5. “**u\_e**”- cube, mule, fuse |
| **March** | Numbers 1-3 make the same sound **“er”**  1. “**er**”- her, sister, silver, letter 2. “**ir**”- bird, girl, dirt, stir   1. **“ur”-** turn, burn, fur, hurt   Number 4 makes the **“ar”** sound.   1. “**ar**”- arm, car, park, star |

|  |  |
| --- | --- |
| **April** | Number 1 - 2 makes the **“ow”** sound.   1. “**ow**” – owl, how, brown, town, flower 2. “**ou” –**cloud, mouth, proud, loud, round |
| **May - June** | **Revision and Blending of all phonics** |

**Tricky Words (Reading)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| Jolly Phonics tricky words 1-20 *(I-they)* | Jolly Phonics tricky words 21-61 *(go-their)* |

**Handwriting (Writing)**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |

|  |  |
| --- | --- |
| * Pre-cursive Script (lower case letters only) | * Pre cursive Script (revise lower case and teach upper case letters) |

**Grammar and Punctuation**

|  |  |
| --- | --- |
| **Junior Infants** | **Senior Infants** |
| **· Full stop**  **· Question Mark (Informally)**  **· Exclamation Mark (Informally)**  **· Capital Letters (All taught informally at Junior Infants level)** | **· Question Mark**  **· Exclamation Mark**  **· Capital Letters: Names, Days, Months, Beginning Sentences**  **· Full Stop**  **· Rewriting sentences and putting the words into the correct order**  **· Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no)**  **· Filling in the missing words in sentences**  **· Selecting the correct word to complete a sentence, e.g. The cat was the table (up/on)**  **· Selecting the correct word to complete a sentence, using pictorial clues** |

**First and Second Class**

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| --- |
| **First and Second Class - at the discretion of the teacher. Suggested Themes to integrate with Drama, SPHE and SESE include**  All about Me- Where I Live  Celebrating Diversity  Teeth  People at work  Farming  Autumn- Native Irish trees |
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**Poetry (Oral Language)**

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| --- | --- |
| **Year 1**  **2022/23**  **2024/25**  **2026/27** | **Year 2**  **2023/24**  **2025/26**  **2027/28** |
| [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Alphabet poems * Acrostic poems * Colour Poems   *Selection of poetry*  *Over the Moon*   * My first Day * Bed in Summer * Our Wildlife * Climb Aboard the Spaceship * My teeth * Open a Book * The Toys * When Santa Claus Comes * The Best of Friends * Everytime I Climb a Tree * The Little Turtle * Where was I * My Spring Garden * Mom always Knows * Aim High to the Sky * Foreign Lands * Sandy Beaches * Summer Morning | [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Rhyming Couplets * Pyramid Poems * Group Poems   *Selection of poetry Over the Moon*   * The Biggest Burp Ever * Nate the Creative * Come Little Leaves * Breathe and Be * A Closet full of Shoes * The Storm * How to Make a Friend * Snow Day * Oh the Places You’ll Go * It’s the Wearing of the Green Day * If I Could be a Super Hero * Witches Delight * Homework Oh Homework * Peanut Butter * Sick * Saw my teacher on a Saturday * If you see a Fairy Ring |

**Phonics (Reading)**

|  |  |
| --- | --- |
| **Year 1 First/Second Class**  **2022/23**  **2024/25**  **2026/27** | **Year 2 First/Second Class**  **2023/24**  **2025/26**  **2027/28** |

|  |  |
| --- | --- |
| Revision  Double Consonants  Suffix:  ed, ing, y, ly, lly, s, ies, es, ves, es.  Silent Letters:  B, k, c, h, l, d, s, t, u, g.  Word Ending:  Le, tle, el.  Word Family: Dge  Mutli-syllable words  Three letter initial consonant blends:  scr/spl/spr/thr/sch/str/squ/shr  Ph makes an f sound | Revision of 42 letter sounds  Assessment of letter sounds  ph  soft c  soft g  long vowel alternatives: a, e, i, o, u  ou/ow  oi/oy  er, ir, ur  air/are/ear  Tricky Words – 31-72 |

|  |  |
| --- | --- |
| **First/Second Class**  **Year 1**  **2022/23**  **2024/25**  **2026/27** | **First/Second Class**  **Year 2**  **2023/24**  **2025/26**  **2027/28** |
| * Revision of Vowel Digraphs * ‘ff’ * ‘ll’ * ‘wh’ for/w/ * ‘ss’ and ‘zz’ * ‘y’ for /ee/ * Initial Blends – st, cr, tr, fr, sp, sm, dr, sk, sn, gr, sw, fl, cl, bl, sl, gl * Final Blends – mp, nt, nk, nd, sk, lt, lk, st, nd, ld | * Silent letters – k, b, w, h, c * Soft ‘c’ for /s/ * Soft ‘g’ for/j/ * ‘wa’ for /wo/ * ‘ou’ for /u/ * ‘wh’ for /w/ * ‘ph’ for /f/ * ‘ey’ for /ee/ * ‘ear’ for /ear/ or /air/ * ‘are’ for /air/ * ‘ti’ for /sh/ * ‘si’ for /sh/ and /zh/ * ‘ei’ and ‘eigh’ for /ai/ * ‘o’ for /u/ |

|  |  |
| --- | --- |
|  | * ‘ture’ * ‘ie’ for /ee/ * ‘ore’ for /or/ * /le/ |

**Story (Reading)**

|  |  |
| --- | --- |
| **Year 1**  **2022/23**  **2024/25**  **2026/27** | **Year 2**  **2023/24**  **2025/26**  **2027/28** |
| Picture Books as listed above and any others the teacher may wish to cover.  Suggested Examples Below:  Myths, Legends and Fables   * The Shamrock and St. Patrick * The Salmon of Knowledge * The Story of Icarus * The Tortoise and the Hare (integrated with Gaeilge) * The Ant and the Grasshopper * The Children of Lir   Fairytales   * The Little Red Hen (integrated with Gaeilge) * The Three Billy Goats Gruff (integrated with Gaeilge) * Sleeping Beauty | Picture Books as listed above and any others the teacher may wish to cover. Suggested examples below:  Myths, Legends and Fables   * The Hawthorn Tree SESE * Turlough O Carolan and the Harp SESE * The Legend of Setanta SESE * The Heron and the Hummingbird SESE * Fionn and the Dragon (integrated with Gaeilge) * Gráinne Ní Mháille * Fionn and the Giant’s Causeway * Óisín in Tír na nÓg * The Ant and The Dove * The Wind and the Sun (integrated with Gaeilge) * The Lion and The Mouse * The Boy Who Cried Wolf   Factual   * Stephen Roche and the Tour de France * The Winter Olympic Games * Chris Hadfield –A famous Astronaut * The Titanic * The Submarine and John Philip Holland * Vincent Van Gogh   Fairytales   * Snow White and the Seven Dwarfs * Rapunzel * The Princess and the Pea   Novels   * The Owl that was Afraid of the Dark   e Twits |

|  |  |
| --- | --- |
| * Connecting (Revision) * Questioning (Revision) * Determining Importance | * Connecting (Revision) * Questioning (Revision) * Determining importance (Revision) * Monitoring Comprehension Declunking |
| *The school has invested in a number of appropriate books for each of the comprehension strategies.*  *The Prim Ed Comprehension/Literacy box will be used for*  *supplementary teaching on Reading Comprehensions in the Middle & Senior Rooms.* | |

**Grammar and Punctuation (Writing)**

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| --- | --- |
| **First/Second Class**  **Year 1**  **2022/23**  **2024/25**  **2026/27** | **First /Second Class**  **Year 2**  **2023/24**  **2025/26**  **2027/28** |
| * Capital Letters * Sentence writing * Proper Nouns * Common Nouns * Alphabetical Order * ‘A’ for ’An’ * Plurals * Pronouns * Conjugating Verbs * Past tense * Future tense * Doubling rule – before adding –   ed   * Adjectives * Compound Words * Adverbs * Plurals –es * Antonyms * Speech Marks * Questions | * Alphabetical Order * Sentence Writing * Speech Marks * Questions * Commas in Lists * Exclamation Marks * Proper Nouns * Adjectives * Plurals -s, -es, -ies * Possessive Adjectives * Homophone Mix-Ups * Adverbs * Present Tense Verbs * Regular Past Tense Verbs * Irregular Past Tense Verbs * Using a Dictionary * Proofreading Sentences * Expanding a sentence * Conjunctions * Prefixes * Apostrophe ‘s’ * Contractions * Prepositions * Suffixes -ing, -er, -est |

**High Frequency Words**

|  |  |
| --- | --- |
| First Class | Second Class |
| Fry’s First 100 Words  Dolch Word Lists | Fry’s Second100 Words |

**Handwriting (Writing)**

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| --- | --- |
| **First Class** | **Second Class** |
| * Cursive Script * Revise lower case and upper case letters. * Writing sentences | * Cursive Script * Revise lower case and upper case letters. * Starting joining letters |

**Third & Fourth Class**

**Poetry (Oral Language)**

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| --- | --- |
| **Third Class** | **Fourth Class** |
| *Each class teacher can choose poems from this list but the list is not compulsory or exhaustive and class teachers are encouraged to select poems from other sources if they so wish.* | |
| [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Limericks * Shape/Sausage poems * Up and Down poems   *Selection of poetry Over the Moon*   * Seeing School * Please Mrs. Butler * Water * Thinking like a Scientist * Other People’s Monsters * The Moon * Today I decided to make up a Word * Sleigh-Ride * Dreamer * Sir Ernest Shackleton * When I Grow Up * Colour * Forgotten Language * The Methods of Science Rap * My Mind * Don’t be Scared * The King of all the Dinosaurs * Blarney Stone | [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Character poems * Riddle poems * Adjective poems   *Selection of poetry*   * When you thought I wasn’t looking * The Road Not Taken by Robert Frost * Old Woman of the Roads by Pádraic Colum * White Fields by James Stephens * From a Railway Carriage * Wynken, Blynken and Nod * Today is very Boring * Take Note by Paul Cookson * Let no-one Steal * The Wind by James Reeves * Pollution * Spring Son by John D Sheridan * Someone by Walter De la Mare * Books by Eleanor Farjeon * Autumn by Florence Hoatson * If I Knew * Leaves by Elsie N Brady * Witche’s Spell * Haunted House by J. Prelutsky |

**Phonics (Reading)**

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| --- | --- |
| **Third Class** | **Fourth Class** |
| * Digraphs * AI, ay , a \_e * EE, EA, e\_e * IE, y, IGH, i\_e * Oa, ow, o\_e * Ue, ew, u\_e * E\_e * N for ng * Soft c * Soft g * Tch * Dge * Le * Qu * S for z * Se and ze for z * Suffix – less * Suffix -able * A for ai * E for ee * I for ie * O for oa * -o for oa * U for ue * A for ar * Ie for ee * Y for i * A for o * Aw, au, al * Ear, eer, ere * Ure * Gn for n * Ph and gh for f * Air, are, ear, ere * ex | * ch, sh, th * Homophones * nch * se for s * ve for v * ves * Schwa: a * Schwa: o * Schwa: u * Schwa:ar * Schwa: or * Schwa: er * or for er * ear for er * u for long /oo/ * gh, ough, augh, ive, for iv * suffix: -ic * st for s * silent letters * Suffix: -ically * Schwa: al * Schwa: el * Schwa: il * Suffix: -ery * Suffix: -ary * Suffix: -ory * Suffix: -ant * Suffix: -ent * Suffix: -ist * Prefix: pre- * Prefix: sub- * Prefix: anti- * Prefix: trans- * Prefix: inter- * Prefix: tele |

**Story (Reading)**

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| **Third Class** | **Fourth Class** |
| * Novels are available for school use in Belmullet Library * School Novels   Diary of a Killer Cat  Bill’s Frock  Picture books as listed above and any others at teacher discretion.  Myths, Legends and Fables   * The Cattle Raid of Cooley | * Novels are available for school use in Belmullet Library * School Novels   Why the Whales Came  Tom Crean The Ice Man  Picture books as listed above and any others at teacher discretion.  Myths, Legends and Fables   * The Children of Lír * The Naming of Cúculainn |

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| * Tuatha Dé Danann * Atalanta’s Race * The Salmon of Knowledge (Integration with Gaeilge) | * The Legend of Golem * The Old Man and The Figs * Cú Culainn (Integration with Gaeilge) |

**Reading Comprehension Strategies**

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| **Third Class** | **Fourth Class** |
| * Predicting * Visualising * Connecting * Questioning * Clarifying   + monitoring comprehension   + declunking * Determining Importance * Inferring | * Predicting * Visualising * Connecting * Questioning * Clarifying   + monitoring comprehension   + declunking * Determining Importance * Inferring * Synthesising |

**Grammar and Punctuation (Writing)**

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| --- | --- |
| **Third Class** | **Fourth Class** |
| * Capital Letters * Punctuation - question marks, exclamation marks, full stops * Parts of speech * Parts of the sentence - parsing * Pronouns * Commas in lists * Plurals * a, an, the * Speech marks * Comparative adjectives * Prepositions of place and time * Contractions - he is/ he’s * Common nouns * Proper nouns * Homophones * Suffixes/Prefixes - linked with Tom Crean novel * Conjunctions * Apostrophes - possession * Proofreading * Past tense * Future tense * Its and it’s * Revision - syllables and parsing * Simple tenses * 3rd person singular verbs ending in Y * verb to be -past, present, feature * Syllables * present participle * present continuous * Past continuous * Proper adjectives * Future continuous * Contradictions * Comparatives and superlatives * Adverbs * Irregular plurals * Subject/object of a sentence | * Verb tenses * Identifying Verb tenses * The Subject and Object of a Sentence * Homophones: ‘Your’ and ‘You’re’ * Antonyms * Grammatical Agreement (1): Plural Nouns * Synonyms * Concrete Nouns * Abstract Nouns * Possessive Nouns: Singular * Present Participles as Adjectives * Comparatives and Superlatives:More/Less * Changing Verb Tenses * Homophones: Its and It’s * Grammatical Agreement (2):Subject and Verb * Comparatives and Superlatives:   ‘Good’ ‘Bad’   * Homophones: To, Two and Too * HomophonesWhere, Wear, Were * Suffix -al: Making Nouns into adjectives * Possessive Nouns: Plural * Root Words, Prefixes and Suffixes * Grammatical Person * Changing Grammatical Person * Parsing Verbs * Questions and Statements * Changing a Statement into a Question * Simple and Compound Sentences * More Homophone Mix-Ups (1) * Noun Phrases * Phrases, Clauses and Sentences * Infinitives * Onomatopoeia * Hyphens * Antonyms and Synonyms * More Homophone Mix-Ups (2) * Changing Verb Tenses (2) |

**Fifth & Sixth Class**

**Poetry (Oral Language)**

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| **Fifth Class** | **Sixth Class** |
| *Each class teacher can choose poems from this list but the list is not compulsory or exhaustive and class teachers are encouraged to select poems*  *from other sources if they so wish.* | |
| [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Alliteration poems * Kennings * Free poems *Selection of poetry*   *Over the Moon*   * Sparks * Mrs. World - A Global Warming * The Drinking Fountain * The Ghost Teacher * Different * The Door * Dragon Dance * Dave Dirt’s Christmas Presents * Computer Boot * In Flander’s Field * Volcano * Greedy Dog * Tricks * Jumanji * Predator * Oh How I’d Like to Travel   Year 1   * Beech Leaves by J. Reeves * Lake Isle of Inisfree by W.B. Yeats * The Night of Halloween by Sandi Vandersluis * The Listeners By Walter De la Mare * I Keep my Snowman in the Freezer by Ian Mc Millan * Giant Winter by John Foster * The Scarecrow by Walter De La Mare * He Wishes For the Clothes of Heaven by W B Yeats * Sheep and Lambs by K Tynan Hinkson * Sea Fever by John Masfield * Mid Term Break by S. Heaney | [*Writing Poetry*](https://www.scoilnet.ie/fileadmin/user_upload/writing_poetry.pdf)   * Cinquains * Diamante poems * Haiku   *Selection of poetry Over the Moon*   * See it Through * His Favourite History Story * Bully * Venus Fly Trap Rap * On Top of Mount Everest * The Sea * I tried to do my Homework * Lion   Year 2   * Trees by H Behn * Windy Nights by R L Stevenson * Autumn by John Clare * The Lighthouse in Wilson???? * Stopping by Woods on a Snowy Evening by R. Frost * The Bogeyman by J Prelutsky * Jack Frost by Gabriel Setoun??? * Death of a Snowman by Vernon Scannell * The Wayfarer by Pádraig Pearse * The Sea by J. Reeves * Daffodils by William Wordsworth |

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| **Fifth Class** | **Sixth Class** |
| Suffixes:  -ance -ancy -ence -ency -tion  -ation -sion -ssion -cian -ology -ment  -ship -ward  Prefixes:  multi- auto- mega micro- super- cen-  kilo- milli- post- ch> and <che> for /sh  sure/ture -able/-ible -ous/-ious/-tious  -cial/-tial | · Numerical Prefixes for 1  · Numerical Prefixes for 2  · Numerical Prefixes for 3  · Numerical Prefixes for 4, 5,  · Numerical Prefixes for 7, 8, 9  · Numerical Prefixes for 10:<dec->  · <ei> and <eigh> for /ai/  · <ei> and <ie> for /ee/  · <ei>, <eigh> and <eir>  · <ci> for /sh/  · <cious>  · <-eous>  · <bt>, <te>, <tte>, <th>, <cht> for  /t/  · <mb>, <mn>, <me> for /m/  · Silent <p> Digraphs (ps, pn, pt) e.g. psalm, pneumonia, receipt  · <gh> and <gue>  · <que> for /k/ |

**Phonics/Spelling (Reading)**

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| **Fifth Class** | **Sixth Class** |
| * <age>, <ege> * <nge> * Suffix: <-ance> * Suffix: <-ancy> * Suffix: <-ence> * Suffix: <-ency> * Prefix: <multi-> * Prefix: ,auto-> * <mega-> <micro-> * Prefix: <super-> * <cen-> <kilo-> <milli-> * Prefix: <post-> * Suffix: <-tion> * Suffix <sion> * <ssion> * <cian> * Suffix: <-ation> * <ch> and <che> for /sh/ * <sure> * <ture> * Suffix: <-ible> * Suffix: <-ate> * Suffixes: <-ise> <-ize> * Suffix <-ify> * SuffixL <-ous> * Suffix: <-ious> * <tious> * <cial> * <tial> * Words ending in <-i> * <graph> * Suffix: <-ology> * Suffix: <-ment> * Suffix: <-ship> * Suffix: <-ward> * <sch> | * Numerical Prefixes for 1 * Numerical Prefixes for 2 * Numerical Prefixes for 3 * Numerical Prefixes for 4, 5, 6 * Numerical Prefixes for 7, 8, 9 * Numerical Prefixes for 10:   <dec->   * <ei> and <eigh> for /ai/ * <ei> and <ie> for /ee/ * <ei>, <eigh> and <eir> * <ci> for /sh/ * <cious> * <-eous> * Double Letters * <cc> for /k/ * Doubling Rule for <fer> * Spellings for Long /oo/ * Spellings for /ai/ * Silent <h> Digraphs * <bt>, <te>, <tte>, <th>, <cht> for   /t/   * <mb>, <mn>, <me> for /m/ * Silent <p> Digraphs * <ui> and <u> for /i/ * <gh> and <gue> * <ough> * Schwa: <ure> * Schwa: <our> * Suffixes: <-ity>, <-ety> * Suffix: <-ial> * Suffix: <-able> * <que> for /k/ * ,ne. for /n/ * Word Mix-Ups * Suffix: <-ly> * <ere> and /oa/ * Schwas |

**Story (Reading)**

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| **Fifth Class** | **Sixth Class** |
| Picture Books (Building Bridges)  Myths, Legends and Fables   * The Shepherd and The Daughters of the Sun * The Children of Lír (Integration with Gaeilge) | Picture Books (Building Bridges)   * Thank you, Mr. Falker   Myths, Legends and Fables   * The Epic of Sunjata * The Story of Anansi and Turtle * Tír na nÓg (Integration with Gaeilge) |

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| Novels   * Book based on the Famine; Under the Hawthorn Tree (integration with SESE) **or** similar * Wonder | Novels (integration with SESE)   * Book based on World War II; The Diary of Anne Frank **or** The Boy in the Striped Pyjamas **or** Goodnight Mr. Tom **or** similar * Book based on 1916 rising; Guns of Easter **or** Winter of Spies **or** Friend or Foe **or** similar * Book based on Titanic; Spirit of the Titanic **or** similar |

**Reading Comprehension Strategies**

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| --- | --- |
| **Fifth Class** | **Sixth Class** |
| * Predicting * Visualising * Connecting * Questioning * Monitoring comprehension   + Declunking   + Clarifying * Determining Importance * Inferring * Synthesising   (All revision) | * Predicting * Visualising * Connecting * Questioning * Monitoring comprehension   + Declunking   + Clarifying * Determining Importance * Inferring * Synthesising   (All revision) |
| *The school has invested in a number of appropriate books for each of the comprehension strategies. These include:*  *Over the Moon Series and* Building Bridges of Understanding Books  ***Predicting***  *A Bottle of Happiness 6th Class*  *Seen and Not Heard by Katie Green 4th Class*  The Mozart Question  The Tear Thief  ***Visualising***  *Alices Adventures in Wonderland 6th Class*  *The Night Gardener by Fan Brothers 4th Class*  *The Whale by Vita Murrow*  *Joan Proctor Dragon Doctor by D Valdez*  *Something Beautiful*  *Night in the Country*  ***Connecting***  Grandfather’s Journey (comparing and contrasting)  *Mary and Frankenstein by Linda Bailey*  *The Tunnell by Anthony Brown*  **Inferring**  Malalas Magic Pencil 6th Class  The Butterfly 6th Class  A Boy and a Jaguar 6th Class  Fox by Margaret Wild 4th Class  The Journey by Francesca Sanna 4th Class  Town is by the Sea by J. Schwartz  The Tunnell  **Synthesising**  Gorrilla by Anthony Browne 4th Class  Tea with Milk  Train to Somewhere  **Summarising**  Newspaper Boy 6th Class  Origami Girl 6th Class  **Monitoring Comprehension**  Declunking and Clarifying  The Universe Ate My Homework 6th Class  Jack and the Baked Beanstalk by Colin Stimpson  The Sign Painter by Allen Say  **Determining Importance**  The Boy who Fell Off The Mayflower 6th Class  Good Fortune by J Howord 6th Class  The Top of the World 6th Class  Barack Obama Nikki Grimes  **Questioning**  Dandelions Eve Bunting | |

**Writing Genres (First Steps)**

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| --- | --- |
| **Fifth Class** | **Sixth Class** |
| * Recount * Narrative * Report (All revision) | * Narrative * Procedure * Explanation * Persuasive (All revision) |
| *The First Steps Writing manuals are stored in the office area. Staff are also encouraged to use the PDST website for resources in this area. We follow a structured approach* | |

**Grammar and Punctuation (writing)**

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| --- | --- |
| **Fifth Class** | **Sixth Class** |
| * Parts of Speech and Parsing * One Word: Different Parts of Speech * Sentence Walls * Simple and Continuous Tenses * Verb ‘To Have’: Past, Present,   Future   * Past Participles (1): Regular * Perfect tenses: Past, Present, Future * Contractions and the Verb ‘To Have’ * Past Participles (2): Irregular * Identifying Verb Tenses * Adverb Placement * Proofreading * Prepositions * Prepositional Phrases * Noun Phrases as Subjects and Objects * Transitive and Intransitive Verbs * Prepositional Phrases as Adverbs * Phrasal Verbs * More Phrasal Verbs * Making Verbs from Nouns and Adjectives * Nouns and Verbs: <-ce>, <se>, <- cy>, <-sy> * Adjective Order * Writing Adjectives in the correct order * Adverbs of Manner * Adverbs of Degree and Place * Adverbs of Time and Frequency * Adverbs Describing other Adverbs * Adverbs Describing Adjectives * Irregular Plurals: <-i> * Using a colon and Bullet Points in a List * Parentheses (Round Brackets) * Homophone Mix-ups * Homographs and Homonyms * Homographs and Heteronyms * Antonyms and Synonyms | * Homophone Mix-Ups * Simple, Continuous and Perfect Tenses * Definite and Indefinite Articles * Countable and Uncountable Nouns * Parts of Speech * Direct and Indirect Objects * Indirect Objects and Sentence Walls * Linking Verbs: ‘To Be’ * Prepositional Phrases as Adverbs * Prepositional Phrases as Adjectives * Relative Clauses * Relative Clauses in Sentences * Coordinating Conjunctions * Semicolons and Compound Sentences * Colons in Sentences * Subordinating Conjunctions * Complex sentences * Simple, Compound and Complex Sentences * Adverbials * Past Participles as Adjectives * The Active and Passive Voice * The Passive Voice * Gerunds * Idioms |