



Introductory Statement and Rationale

This plan was formulated by the teachers of the school in December 2020. The plan follows the Primary School English Curriculum and NCCA Guidelines and takes into consideration the unique needs of the individuals within our school community. This plan will form the basis for teachers' long and short-term planning. It will also inform new and temporary/substitute teachers of the approaches, methodologies and resources currently being utilised.

The rationale behind this plan is to enable the pupils of St. Mary's Junior School to:

- Acquire language in a stimulating and challenging way; to enable the child to engage with others through the medium of the English language; and to expand their conceptual framework and body of knowledge.
- Facilitate the ability to read effectively and thus to develop potential in this domain.
- Facilitate the ability to write clearly and expressively at a level appropriate to the child's abilities.

Vision and Aims

The school aims to provide an integrated approach to literacy instruction where literacy lessons involve reading, writing, speaking and listening. We endeavour to create a school where pupils will communicate, read and write with and for each other, staff, parents, visitors and the wider community with clarity, confidence, fluency and respect. Through equity of access to the Primary School English Curriculum, we aim to enable each child will to fulfil his/her potential and become fully active in society.

The school also hopes to achieve the aims and objectives of the Primary School Curriculum for English:

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

Objectives

Through the English language curriculum, we aim to enable the child to:

- Gain pleasure and fulfilment from language activity
- Develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture



- Learn to understand the conventions of oral language interaction and use oral language in a variety of social situations
- Expand his vocabulary and develop a command of grammar, syntax and punctuation
- Become fluent and explicit in communication ideas and experiences
- Explore and develop ideas and concepts through talk, directed discussion and writing
- Identify and evaluate the key points issues and central meaning of a text or oral presentation and organize efficiently the information gained
- Justify and defend opinions and present a coherent argument orally and in writing
- Use oral language to manipulate images in problem-solving
- Express intuitions, feelings, impressions, ideas and reaction in response to real and imaginary situation through talk, discussion and writing
- Organise, clarify, interpret and extend experience through oral language activity and writing
- Explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing
- Create, develop and sustain imaginary situations through talk, discussion and improv. drama
- Explore, experiment with and enjoy all the playful aspects of language
- Develop print awareness, an understanding of the purposes 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
- Develop an awareness of the richness and diversity of reading material available and read from a variety of texts of gradually increasing complexity
- Choose his reading material and engage in and enjoy sustained silent reading
- Develop a sense of discrimination with regard to the use of language and images in the media
- Write for different purposes and different audiences
- Write in a variety of genres appropriate to school and outside needs
- Learn to edit and refine writing and develop a sense of appropriate presentation
- Develop a personal style of writing and learn to distinguish and to use appropriate levels of formality
- Share writing and responses to reading experience with other children and adults
- Use computer technology in learning to write and for information retrieval
- Enhance reading and writing development through the involvement of parents or guardians



Curricular Planning

Strands and elements

The English curriculum is structured according to the strands and elements. Teachers use the New Primary Language Curriculum in planning their work. They refer to them regularly, use them for assessment purposes, and ensure a balance between the strands and elements is achieved.

Strands	Oral language, Reading, Writing
Elements	Communicating: Developing communicative relationships through language Understanding the content and structure of language Exploring and using language

Overall Approaches and Methodologies

Due to the high proportion of pupils who speak English as an additional language (EAL) in our school a consistent approach to English instruction is of great importance. In order to improve our students' levels of language proficiency we endeavour to provide a balanced literacy programme which targets all aspects of literacy (reading, writing and oral language). We believe that a structured, balanced and intensive literacy programme will improve teaching and learning in all areas of the curriculum. Therefore, we utilise the following research based approaches in conjunction with New Primary Language Curriculum:

- Primary Language Curriculum (NCCA, 2016).
- A Balanced Approach to Literacy Development in the Early Years – NEPS (2015)
- Building Bridges of Understanding – Curriculum Development Unit , Mary Immaculate College

Methodologies

- Talk & Discussion
- Modelling language
- Teaching through story
- Guided discovery/Enquiry
- Active learning
- Collaborative/ Co-operative learning
- Improvisational drama/ Poetry
- Problem solving
- Skills through content
- Using the environment
- Use of ICT
- Learning through play
- Direct teaching
- A print rich environment
- Self-selected reading
- Interactive read aloud – comprehension/ responding to text
- Guided reading
- Early Writing
- Fostering the Process of Writing
- Self-selective writing
- Integrated Learning time/ Aistear
- Grammar/Punctuation/ Spelling



Assessment and record keeping

- Formative, summative and diagnostic methods of assessment are used to inform assessment of and for learning
- Teachers use the Learning Outcomes, Progression Continua and Progression steps to report on and make judgements about children's language learning and to inform next steps for teaching and learning.
- Teachers also use other assessment tools to assess learning and inform teaching and learning:
 - Teacher observation
 - Teacher designed tasks/tests
 - Portfolio assessment of children's work
 - Checklists/profiles
 - Self-Assessment
 - Conferencing
 - Concept Mapping
 - Questioning
 - Standardised tests
 - Diagnostic tests
- Teachers administer screening, diagnostic and standardised tests when necessary.
- Assessment results and observations are used to:
 - Ensure each child's achievement corresponds with ability and general expectations.
 - Evaluate achievement annually in comparison with national norms.
 - Inform class teaching and whole-school approaches.
 - Identify students in need of support.
 - Transfer information between class teachers at the end of the school year.
 - Provide focused feedback to children and parents at formal/informal meetings.
- Assessment of spelling/grammar:
 - Teachers use their professional judgement when correcting spellings/grammar and depending on the child's ability may not mark all incorrect spelling wrong.
 - Teachers teach spelling and give spelling tests regularly. However, depending on the ability of the children or the length of the week they may choose not to give a spelling test.
 - Spelling lists are differentiated by number and content.

Children with differing needs

English instruction is planned to provide opportunities for all pupils of all abilities. Teachers use questions with differing levels of complexity (from simple recall to more complex, analytical questions, thus providing opportunities for success and challenge for all). Teachers also facilitate the usage of a wide range of communication skills by pupils - written format, oral format, reading, debate, drawing, and computer usage. Teachers provide support for the pupils, as required.

Children with different learning needs (learning difficulties or exceptional ability)

- The school aspires to provide for all students' learning needs by utilising:
 - Differentiated and team teaching



- Differentiation in classwork and/or homework by level, sequence, teaching style, task, pace, interest, support, resource and response.
 - Individualised reading schemes pitched at the child's level of ability
 - Use of ICT
 - Collaboration with parents
 - Consultation with outside agencies for ideas and support to cater for different learning needs
- Teachers support students' language learning by ensuring the participation of all children in language activities through collaboration with the SEN team, differentiation of activities, differentiation of questioning, differentiation of expectations, provision of visual aids e.g. PECS, effective use of SNA support, use of ICT.
 - All children are enabled to make a contribution regardless of academic achievement.

Equality of participation and access

- Equal opportunities and access are given to all pupils to participate in all literacy activities.
- All children have access to services, facilities or amenities in the school environment.
- The Principal, staff and BOM examine and provide additional supports when necessary to ensure equality of participation and access.

Timetable

- The time allocated at each level for English is in accordance with the curriculum set out by the NCCA and Departmental circulars i.e. 4 hours for infants; 5 hours for 1st/2nd classes (circular 56/2011).
- The process of language learning is also developed through integrated activities or thematic/cross curricular approach.

Homework

- English homework should reflect the approaches described in the curriculum.
- Teachers assign oral, reading and writing homework activities as appropriate.
- Pupils are assigned differentiated homework where required.
- There is co-ordination between the class teacher and the learning-support/resource teacher in setting homework assignments where relevant.

Library

- Every class has a well-stocked class library which contains fiction, non-fiction and poetry texts.
- Teachers teach students how to use the library and how to take care of books at the beginning of each school year.



- Class libraries contain reading materials of different genres for children of different abilities which are age appropriate. Libraries are also used as a research tool in classes.
- The school has focused on developing well-resourced class libraries and aims to develop the school library in the coming years.
- There are reading corners/areas for children in the class libraries.
- Children are encouraged to write their own books and display them in the library.
- Provision is made to provide suitable reading materials for the learning-support/resource room.
- World Book Day is celebrated with various activities each year during the month of March.
- How class libraries are organised:
 - Each class teacher is in charge of their own library. Children help with the organisation of the library.
 - The stock of books is regularly updated depending on funds available. Books are chosen by the teachers, in consultation with one another and are supplied by local bookshops, internet stores etc.
 - Borrowing is organised by each individual class teacher.

Resources and ICT

- Resources that are being used:
 - Schemes/Programmes: Jolly Phonics, PM Readers, Scholastic Readers, Red Rockets Readers, Blueberry Readers, Songbird Readers, Engage Literacy Readers, Connect Readers, Collins Big Cat Readers, Novels, Oxford Reading Tree Readers, Starfall Readers and online resources, Oxford Owls Readers and online resources, Read Aloud Big Books, phonics and reading apps.
 - Posters/Charts: Jolly Phonics wall frieze, alphabet frieze, high frequency word walls, context word walls, various teacher made resources and charts.
 - Resource books
- Resources are age and ability-appropriate for each class.
- Each class teacher is responsible for their own class' resources. Communal resources are stored in the resource room by the main door. Guided Readers are stored at the bottom of the upstairs first class corridor.
- Resources are stored in the classrooms and in the resource room by the main door, where they are easily accessible to teachers.

***ICT***

- Software currently available in the school to support English. There is an IWB or similar in each classroom. Software is easily accessible through the server and the resource room and from the IT support team.
- There are a number of age appropriate English Apps available on the school iPads. The iPads are stored with the L/S team.
- School personnel can research new software. The principal and the ICT team are responsible for arranging for demonstrations, opportunities to try out material and assess whether or not it should be purchased.
- Computers can assist children with special needs through using software programmes to support their learning. This is sometimes done in class or with the LS/RT teacher.
- ICT can be used to help children present their work and to help children writing in differing genres e.g. project-work, displays, poetry, make a book, newsletters.
- Visualisers are available to class teachers

Individual teachers' planning and reporting

- The whole school plan and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning. Teachers have a copy of the plan to refer to when preparing for individual long- and short- term planning. A copy of this plan is also kept in the office.
- The Cuntas Míósúil serves in assisting the teachers in developing the whole school plan. They are stored on the server. Teachers have access to all resources to assist with their short-term planning including planning from previous years and text books.
- Planning is collaborative with each class level planning together.

Staff development

- Teachers have access to current research, reference books, resource materials, and websites dealing with language learning. All staff are expected to take individual responsibility for monitoring developments, as well as sharing these with other staff members both informally or formally at staff meetings.
- Staff are made aware of any literacy courses available. Teachers are encouraged to attend and the BOM will facilitate attendance at and subsidise/pay for some staff literacy training every year.
- Staff are encouraged to share information acquired at courses incidentally or at staff meetings.
- There are opportunities for team-teaching in this area. This depends on the needs within a class and the availability of time under the General Allocation Model.



- In the event of teachers changing class/classes or if new teachers join the staff, the Whole School English Plan is available for viewing in the office and on the staff network and all members of teaching staff are encouraged to consult it on a regular basis.
- Guest speakers may be invited into the school (possibly in conjunction with other local schools) to inform and up-skill teachers on particular areas of focus in literacy. Staff are always encouraged to attempt new approaches and utilise new methodologies.

Parental Involvement

- The school's approach to literacy instruction is explained at parent-teacher meetings and at meetings for the parents of new pupils in the month of June prior to the child beginning school and in orientation meetings during the month of September. Parents are encouraged to read at home with their children every night.
- Parents are asked to sign their children's reading logs and to comment on their child's progress.
- Parents are asked to encourage their child to rate the book they are reading using a smiley system and to give reasons for their rating.
- Parents are given examples of questions they can use with their children to facilitate discussion and to check comprehension.
- Parents support their child's reading through paired reading, shared reading, reading environmental print, ICT programmes and homework – hearing and talking about reading, attending the local library, book fairs and book week.
- Parents can assist in the development of their child's writing by offering them frequent, meaningful and enjoyable opportunities to write i.e. by playing games that improve fine motor skills e.g. play-doh, jewellery-/model- making kits, cutting/pasting activities, Lego; by affording the child the opportunity to engage in social writing activities e.g. birthday cards, shopping lists.
- Parents are encouraged use ICT to support language learning through use of technology.

Community Links

- Where possible storytellers, authors, poets (in particular, those of whom are parents, or live locally) are invited to read to the children.
- Children read about events in local history and visit local places of interest.

Success Criteria

The criteria that will indicate success are: the implementation of the plan, the aims of the plan being achieved and the enhancement of pupils' learning

- **How will we know that the plan has been implemented?**



- Teachers' preparation based on this plan.
- Procedures outlined in this plan consistently followed.
- **How will we know that the plan has achieved its aims? What are the indicators?**
 - Feedback from teachers/parents/pupils/community.
 - Inspectors' suggestions/report.
- **How has the plan enhanced pupil learning?**
 - Children have a positive attitude and appreciation of the value of language - spoken, read and written.
 - Children have an interest in expression and communication.
 - Children have an ability to engage appropriately in listener-speaker relationships.
 - Children have confidence and competence in listening, speaking, reading and writing.
 - Children are engaging with a variety of genres in reading and writing.
 - A process approach is evident in writing.
 - Comprehension and higher order thinking skills are developed through oral language, reading, writing.
 - Children's emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

Implementation

Roles and Responsibilities

The plan will be supported, developed and implemented by all staff members.

The literacy co-ordinator will monitor and review the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored and evaluated by the literacy co-ordinator regularly.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the English curriculum in the school.

Ratification and Communication

This plan was ratified by the Board of Management on 04/12/2018



Signed : _____ Chairperson (BOM)

The school plan for English is available to view in the school office.



Appendices:

Junior Infants Literacy Targets

Pre-writing/ Writing	<p><i>Pre-writing skills</i> – manipulating Marla/ Play do, cutting using the most efficient grip, developing the pincer and tripod grip through various fine motor activities e.g. playing with construction toys, pegs, jigsaws, mark making with various writing tools.</p> <p>Handwriting patterns using various media/tools (zig zags, hops, giant’s teeth, castle walls, waves, loop the loop) Letter formation - Lower case letters</p> <p>Handwriting conventions e.g. left-right orientation, scribing from the board, spaces between words, relative height/ position of letters, write own name, multi-sensory approach.</p> <p>Punctuation, fluency and expression are modelled by the teacher during shared writing activities</p> <p>Grammar: Full stop at end of sentence/ Capital letter for name and beginning of sentence/ Spaces between words.</p> <p>Genres to be covered: Recount, Narrative, Report</p>																														
<u>Pre-reading/ Reading</u>	<p>Reading strategies: predicting, connecting, comparing, creating images, sounding out</p> <p>Recognising letters and words</p> <p>Sight words to be covered: High Frequency Words - <i>look/say words</i> are introduced after Halloween, parallel to phonics work. The list used is a combination of the Jolly Tricky words and the High Frequency word/ Dolch list. The children need to cover the first 10 tricky words by the end of Junior Infants and also the following list.</p> <table><tr><td>I</td><td>it</td><td>my</td><td>the</td><td>The</td><td>do</td></tr><tr><td>she</td><td>can</td><td>see</td><td>to</td><td>He</td><td>was</td></tr><tr><td>in</td><td>like</td><td>he</td><td>is</td><td>a</td><td>all</td></tr><tr><td>A</td><td>My</td><td>have</td><td>go</td><td>me</td><td>look</td></tr><tr><td>She</td><td>his</td><td>of</td><td>no</td><td>be</td><td>here</td></tr></table> <p>26 single sounds (letters of the alphabet including qu), sh, ch and th - name, sounds, actions, songs, formation, blending, identify sounds in words</p> <p>Depending on readiness/ability blending cvc/ccvc/cvcc words using 26 letters of the alphabet</p> <p><i>Conventions of Print</i>: Directionality, words, letters, spaces, full stop</p> <p>Language related to books- title, author, illustrator</p>	I	it	my	the	The	do	she	can	see	to	He	was	in	like	he	is	a	all	A	My	have	go	me	look	She	his	of	no	be	here
I	it	my	the	The	do																										
she	can	see	to	He	was																										
in	like	he	is	a	all																										
A	My	have	go	me	look																										
She	his	of	no	be	here																										



Spelling	<p>Weekly phonics assessments/dictation exercises in the context of Just Phonics workbook (with differentiated tasks for children of differing ability)</p> <ul style="list-style-type: none"> • Sept – Nov: identify letter that makes the sound ... • Dec – Feb: read cvc words and simple captions/phrases • Mar – June: read cvcc words, ccvc words and simple sentences. 										
Phonological Awareness	<p>Rhyme recognition, completion and production Initial sound recognition and production Phoneme segmentation, deletion and substitution Blending Syllable segmentation Informal introduction to word families through rhyme in nursery rhymes and in stories e.g. stories by Julia Donaldson and others.</p>										
Oral Language	<p>Oral language targets will be addressed across the curriculum and during our Integrated Learning Time with a focus on...</p> <p>Nursery Rhymes, communicating in full sentences, adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner, following instructions (1,2,3 part), responding, describing, projecting (into the feelings thoughts of another), speaking out clearly and confidently, event recalling, predicting, making connections/linking, questioning, categorising and classifying, naming, denoting position, sequencing, word tennis, vocabulary extension, rhyming, discussion and vocabulary derived from read alouds.</p> <p>The following is a menu of Integrated Learning topics and that will be covered but the children's preferences and ideas as well as 'teachable moments' will guide planning for integrated learning.</p> <table border="0"> <tr> <td>Home Corner</td><td>Bakery</td></tr> <tr> <td>Doctor</td><td>Dentist</td></tr> <tr> <td>Hairdresser</td><td>Supermarket</td></tr> <tr> <td>Post Office</td><td>The Construction Site</td></tr> <tr> <td>Vet</td><td>The Airport</td></tr> </table>	Home Corner	Bakery	Doctor	Dentist	Hairdresser	Supermarket	Post Office	The Construction Site	Vet	The Airport
Home Corner	Bakery										
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Hairdresser	Supermarket										
Post Office	The Construction Site										
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<u>Junior Infants</u>	Reading Strategies	Writing Genres
September-November	Predicting	Teacher as scribe Child records ideas through pictures/ mark making – recount/ report
December-February	Connecting	Shared Writing
March - April	Creating Images	Recount/ report
May- June	Revise all	Narrative



General Information on Junior Infants Phonics and Reading Programme

- We use the Jolly Phonics programme as the basis for our phonics programme.

2 sounds/phonemes (with the accompanying action and song) are taught per week with revision on days that no new sound is covered. We focus on the single sounds and sh, ch, th in Junior Infants.

- The Jolly Phonics IWB resources and *Jolly Stories* book explain how each action connects to the sound. They also facilitate a lot of 'hearing words come out' when they are sounded out by another person. Some children need extensive work on this to help them develop the auditory sequential memory skills they will need to sequence and blend sounds at a later stage. It is essential that the children begin to become familiar with the language of sequencing through 2/3 stage sequencing tasks. They need to begin doing this in September so that they are familiar with the concepts of beginning, middle, end, first, last when they come to sequence sounds to read words.
- The *Jolly Stories* can be used as language development activities as the images in the IWB resources can be used in 'I can see...' games and other language games. It is important that the teacher has the target sound card in their hand at all times during these tasks so that the children link all the activities related to each sound to the visual of the sound. The stories are also useful for early listening comprehension tasks as they are very short. The children are asked to listen for specific information e.g. names of characters etc.
- There is a strong emphasis on hearing where a sound is in a word from the start. While the children tend to find it easiest to hear the sound at the beginning of a word, they are encouraged to isolate a target sound in the middle/at the end of a word also, with visual supports. This support can take the form of a 3 colour 'flag' that the teacher points to as he/she says each sound in a cvc word. E.g. for the word cat, the teacher will touch each colour from left to right as they sound out the word and then ask what colour did I touch when I said 't' etc. Later these 'flags' serve as blending frames for early blending work with sound cards.
- On a daily basis, the children consolidate work done on each sound through sound isolation power points, games, visual discrimination tasks and drawing tasks. They also consolidate the day's work through homework tasks with a parent support section, visual discrimination tasks and oral language/drawing tasks.
- As each set of sounds is completed the children bring home a set of sound cards to revise at home. Each set of sounds is sent home on a different coloured card.
- Each sound has an accompanying song. It can be challenging for the children to learn a new Jolly Song each day but they enjoy listening to the songs on repeat as they complete written tasks.
- While there is scope for language development in the Jolly Phonics programme, at the early stages it is primarily a sound training programme. As a result, there needs to be a well-coordinated language development programme working in tandem with the Jolly Phonics programme. This has been linked to the SESE/SPHE programme and the Prim- Ed *Early Literacy* speaking and listening programme.

Teaching and Learning Sequence for Phonics and Reading in Junior Infants



(1)

- Sounds are taught in sets of 6. At the end of each set of *Jolly Sounds*, the children begin blending these sounds with the support of Jolly IWB resources/blending ppts/*Sounds Good Phonics* (Gill and Macmillan) and other phonics workbooks and read-and-draw, and read-and-match tasks.
- The children complete read and match tasks in class with sound cards and base boards which contain the sounds learnt to date.
- Begin blending with 3 sounds using a blending card (similar to flag mentioned above with 3 colours to help children identify if a sound is at beginning, middle or end of word – very useful for lower achieving children). As appropriate, move on to words with 4 or more letters, CCVC and CVCC words.
- As some children become **proficient** at blending, they bring home a modified version of Jolly word lists to practise blending. This work includes some read and draw tasks and yes/no questions to emphasise the importance of comprehension. These tasks are differentiated across the class group.

(2)

- High Frequency Words - *look/say words* are usually introduced after Halloween, parallel to phonics work. The list used is a combination of the Jolly Tricky words and the Dolch list (listed above in Junior Infants Learning Targets). The words are also chosen because they occur frequently in the readers that the children will use later in the year. These words are not sent home at this stage. They are introduced in a context using sentence starters e.g. I can, I have, I like etc. The children need to have covered these words to facilitate fluent reading when they begin to read independently. The children need to cover the first 10 tricky words by the end of Junior Infants also.
- While the children are working through the sounds and HFW, they take a *Sails* book (or similar) home to share with an adult – these books are changed on a daily basis. This usually begins after the Halloween break. These books are to be read by parents to the child. There is no expectation that the child will read these books by themselves. The main focus of the books is to encourage language development with guided questioning support for parents.
- As HFW are acquired, the children are encouraged to be *look say word* detectives and to try to find these words in texts. Some children may be able to read the books they bring home or to sound out some words - this is to be encouraged but the teacher does **not** listen to formal reading at this stage and instead spends time asking the child about what they thought about the book and to tell what their book is about etc.

- (3) The children begin to read short phrases/captions with single sounds with the support of ppts, worksheets, drawing tasks in copies and read and match tasks.
- (4) The children begin to read short phrases/captions with single sounds and high frequency words with the support of ppts, worksheets, drawing tasks in copies and read and match tasks.
- (5) The children begin to read short phrases/captions with single sounds and consonant digraphs and high frequency words with the support of ppts, worksheets, drawing tasks in copies and read and match tasks.



- (6) The children begin to read short phrases/captions with single sounds, consonant and vowel digraphs and high frequency words with the support of ppts, worksheets, drawing tasks in copies and read and match tasks.
- (7) The children begin to read longer phrases/captions/sentences with single sounds, consonant and vowel digraphs and high frequency words with the support of ppts, worksheets, drawing tasks in copies and read and match tasks. Some children who are ready will begin to work on chunking longer decodable words. This 'pre-reading' work can cumulatively lead to higher levels of fluency when the children begin to read books independently.
- (8) Past experience has shown that the *Jolly Readers* are not accessible to a number of children in each class grouping as there are frequent leaps in the levels of difficulty throughout the series that some children are not ready for. To address this, other schemes have been used in JI mainly from the Oxford Reading Tree series. After Easter, most children are reading the Oxford Reading Tree series. Some children who have been struggling acquiring sounds/ sight words continue to have *Sails* books for homework.

Parallel to this work, the children are doing work on **phonological awareness** to include clapping words across the curriculum (including *as Gaeilge*) and **rhyme and rhythm** work with a focus on rime in words in the context of traditional nursery rhymes, rhyme in stories in big books and other rhymes.

The children are also doing word webbing work associated with new and familiar vocabulary by answering the following questions with their teacher - What sound does the word start/end with? How many syllables does it have? Can you clap it? How many letters are in the word? What does it do? What does it feel like? What group/category does it belong to? What is it made up of? What parts does it have? Describe it. Where does it belong? Where would you see it? What words does it rhyme with it? –*all questions do not need to be answered for all words!*

Weekly plan for teaching phonics for 25 single sounds

Sounds are taught in the Jolly order.

Day 1: Introduce the first of the new sounds for this week. Read the Jolly story related to this sound in hardback book or using IWB resources. Brainstorm words with this sound. Begin to sound out words for the children asking them if they can hear a word 'coming out' – ideas for this can be found in the *Jolly Stories* book. Introduce and teach the song. Play the song on repeat during visual discrimination and drawing task. Children will complete visual discrimination task and drawing task with parent support for homework.

Day 2: Introduce the second of the new sounds for this week – as above.

Day 3: Introduce the third of the new sounds for this week – as above.

Day 4: Revise all 3 sounds orally playing thumbs up/ thumbs down sound isolation game / other games.

Day 5: Revise the 3 sounds covered this week using the sorting PPT for these letters followed by a cut and paste task with extra images for more able children.



IWB resources and school and home worksheets mentioned in this document can be found in *Jolly Phonics Resources* folder in the teacher sharing folder.

Nursery Rhymes, Read Alouds for Junior Infants

Junior Infant Nursery Rhymes (A selection of the following)

- | | | |
|--------------------------|-----------------------------|--------------------------------|
| 1. I'm a Little Teapot | 11. Little Boy Blue | 21. This Little Piggy |
| 2. 2 Little Dickie Birds | 12. Three Blind Mice | 22. 1, 2, 3, 4, 5 |
| 3. Twinkle Twinkle | 13. Star Light Star Bright | 23. Mary, Mary Quite Contrary |
| 4. Hickory Dickory Dock | 14. One Two Buckle my shoe | 24. To market, To market |
| 5. Jack and Jill | 15. Row, row, row your boat | 25. There was a crooked Man; |
| 6. Incy Wincy Spider | 16. Wee Willie Winkie | 26. Pussy Cat Pussy |
| 7. Little Miss Muffet | 17. Little Bo Peep | 27. Round and Round the Garden |
| 8. Old Mother Hubbard | 18. Mary had a little lamb | |
| 9. Hey Diddle Diddle | 19. Baa Baa Black Sheep | |
| 10. Humpty Dumpty | 20. There was an old woman | |

Junior Infant Read Alouds (A selection of the following)

Elmer and the Wind David McKee

Elmer in the Snow David McKee

Winnie in Winter Korky Paul

Do Not Open This Book Joy Cowley

The Monster Pet Jan Piñkowski

I wish I had a Monster Judy Waite

There's a Monster who Eats Books in our House
Joy Cowley

Winnie the Witch Korky Paul

The Gruffalo Julia Donaldson

The Gruffalo's Child Julia Donaldson

Monkey Puzzle Julia Donaldson

Over in the Meadow Louise Voce

Walking through the Jungle Debi Harter

Dig the Dog Maddy McKellan

Fred (Dog) Linda Jennings

Along came Greedy Cat Joy Cowley

What does Greedy Cat Like Joy Cowley

Greedy Cat is Hungry Joy Cowley

The Dog who could Dig Jonathon Long

We're Going on a Bear Hunt Michael Rosen

This is the Bear Sarah Hayes

The Bear and the Scary Night Sarah Hayes

Quick as a Cricket Audrey Wood

Kipper's Birthday (Dog) Mick Inkpen

One, Two, Three Jump (Frogs) Penelope Lively

Little Red Riding Hood The Great Fairy Tales Treasure Chest

The Gingerbread Man The Great Fairy Tales Treasure Chest

The 3 Billy Goats Gruff Val Biro

Grey Rabbit's Odd One Out Alan Baker

Let's Be Clowns Comparing and Ordering

Camping Out Heather Amery

The Naughty Sheep Heather Amery

The Runaway Tractor Heather Amery

Scarecrow's Secret Heather Amery

The New Pony Heather Amery

A Squash and a Squeeze Julia Donaldson

Peepo Janet & Allan Ahlberg


Farmer Duck Martin Waddell

Dinosaur Days Days of the Week

Elmer David McKee



Jingles for Lowercase Letter formation

Curly Caterpillar Letters		(Anticlockwise movements)
c	Up a little and around  This image can be used to reinforce correct formation. (Begin at the cat's ear and curl all the way under her chin)	
a	Round like a 'c', back up to where you started, down and a little flick	
d	Round like a 'c', up, up, down, down and a little flick	
g	Round like a 'c', back to where you started, down, down and swing	
q	Round like a 'c', back to where you started, down, down and kick	
o	Round like a 'c', and around some more	
One Armed Robot Letters		(down, up and over movements)
r	Down, up and over	
n	Down, up, over, down and a little flick	
m	Down, up, over and down, up, over, down and a little flick	
h	Down, down, up, over, down and a little flick	
b	Down, down, up, over and around	
p	Down, down, up, up, over and around	
k	Down, down, up, over, around, out and a little flick	
Long Ladder Family Letters		(mainly down movements)
l	Down, down and a little flick	
i	Down, flick, lift and a dot	
t	Down, flick, lift and across	
j	Down, down, swing, lift and a dot	
u	Down, around, up, down and a little flick	
y	Down, around, up, down, down and swing	
Zig Zag Monster Letters		(diagonal movements)
v	Down to the right, up to the right	
w	Down to the right, up to the right, down to the right, up to the right	
x	Down to the right, lift down to the left	
z	Across to the right, down to the left, across to the right	

Letter Formation Jingles (Lowercase)

Other Letters	
s	Up a little, around, across and back around
f	Over the top, down, down, lift and across
e	Across and all around



Senior Infants

Literacy Targets

Writing	<p>Writing Genres: Narrative (character, setting, BME), Recount (5 w's), Procedure (ordering 3/4 basic steps)</p> <p>Handwriting: 26 letters lower and upper case, scribing from the board, correct spacing between words, correct relative height</p>
Reading	<p>Reading strategies: predicting, connecting, comparing, creating images, summarising, sounding out (chunking)</p> <p>Sight words: Revision of Tricky words (Jolly Phonics 1- 60), SI sight word list (compare with dolch)</p> <p>PM Readers/Oxford Reading Tree/ Other parallel reading schemes: levelled text according to ability</p>
Phonics	<p>Revise 42 phonemes – name, sounds, actions, songs, formation, blending, identify sounds in words (extra emphasis on revising digraphs)</p> <p>s, a, t, i, , n; c, k, e, h, r, m, d; g, o, u, l, f, b; ai, j, oa, ie, ee, or; z, w, ng, v, oo, oo; y, x, ch, sh, th, th; quo u, oi, ue, er, ar, +wh</p> <p>Beginning, middle and end sounds in words</p> <p>Blending cvc, cvcc, ccvc words</p>
Word families	-at, -am, -ab, -ad, -ag, -an, -ap, -im, -ib, -id, -ig, -in, -ip, -ill, -et, -eg, -en, -ed, -eb, -em, ell -ot, -od, -og, -om, -op, -ob, -oll -ut, -um, -ub, -ud, -un, -up, -ug, -ull
Spelling	Children will use approximate spelling and use known high frequency words with visual supports/word wall
Phonological Awareness	<p>Rhyme recognition, completion and production</p> <p>Initial sound recognition and production</p> <p>Phoneme segmentation, deletion and substitution</p> <p>Blending</p> <p>Phoneme-grapheme correspondence</p> <p>Syllable segmentation and deletion</p>
Print Conventions	<p>Directionality, capital and lower-case letters, words, spaces</p> <p>Punctuation: full stop, question mark, exclamation mark, quotation marks</p> <p>Title, author, illustrator, illustrations.</p>
Grammar	<p>Grammar: Full stop at end of sentence</p> <p>Capital letter for name, start of sentence.</p> <p>Spaces between words</p> <p>Continuing a sentence onto the next line</p> <p>The organisation of parts of speech in a sentence</p>
Oral Language	<p>Oral language targets will be addressed across the curriculum and during our Integrated Learning Time with a focus on...</p> <p>Nursery Rhymes, communicating in full sentences, adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner, following instructions (1,2,3 part), responding, describing, projecting (into the feelings thoughts of another), speaking out clearly and confidently, event recalling, predicting, making connections/linking, questioning, categorising and classifying, naming, denoting position, sequencing, word tennis, vocabulary extension, rhyming, discussion and vocabulary derived from read alouds.</p>



	<p>The following is a menu of Integrated Learning topics and that will be covered but the children's preferences and ideas as well as 'teachable moments' will guide planning for integrated learning.</p> <table> <tr> <td><i>Home Corner</i></td><td><i>Restaurant</i></td></tr> <tr> <td><i>Ambulance / Hospital</i></td><td><i>Baby Clinic</i></td></tr> <tr> <td><i>Optician</i></td><td><i>Space Station</i></td></tr> <tr> <td><i>Shop (optional)</i></td><td><i>The Garage</i></td></tr> <tr> <td><i>Superheroes</i></td><td><i>The Travel Agent</i></td></tr> </table>	<i>Home Corner</i>	<i>Restaurant</i>	<i>Ambulance / Hospital</i>	<i>Baby Clinic</i>	<i>Optician</i>	<i>Space Station</i>	<i>Shop (optional)</i>	<i>The Garage</i>	<i>Superheroes</i>	<i>The Travel Agent</i>
<i>Home Corner</i>	<i>Restaurant</i>										
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<i>Shop (optional)</i>	<i>The Garage</i>										
<i>Superheroes</i>	<i>The Travel Agent</i>										

<u>Senior Infants</u>	Reading Strategies	Writing Genres
<i>September-October</i>	<i>Predicting</i>	<i>Recount</i>
<i>November</i>	<i>Connecting</i>	<i>Recount</i>
<i>December</i>	<i>Connecting</i>	<i>Narrative</i>
<i>January-February</i>	<i>Comparing</i>	<i>Narrative</i>
<i>March</i>	<i>Creating Images</i>	<i>Narrative</i>
<i>April</i>	<i>Creating Images</i>	<i>Procedural</i>
<i>May</i>	<i>Summarising</i>	<i>Procedural</i>
<i>June</i>	<i>Summarising</i>	<i>Revise all</i>



Senior Infants
Nursery Rhymes, Read Alouds

A Selection of the following:

Senior Infant Nursery Rhymes	Senior Infant Read Alouds
1. Doctor foster	<i>Clever Anasi and the Boastful Bullfrog</i> H Patten and John Clementson
2. Hickety Pickety	<i>Who Loves Getting Wet</i> Alan Cullen
3. Rain Rain Go Away	<i>The Jolly Witch</i> Dick King Smith
4. Georgie Porgie	<i>Snow Lambs</i> Debbie Gliori
5. There was a little turtle	<i>The Huge Bag of Worries</i> Virginia Ironside
6. Rub a dub dub	<i>David and Goliath</i> Nicky Farthing
7. Little Jack horner	<i>The Lost Sheep</i> Penny Frank
8. Cold and Raw the North Wind Doth Blow	<i>The Jigaree's Breakfast</i> Joy Cowley
9. The Lion and the Unicorn	<i>Not Now Bernard</i> David McKee
10. Monday's Child	Stories about Animals
11. Grand Old Duke of York	<i>The Lion and the Mouse</i> Diana Bentley
12. Birds of a feather	<i>A frog in the Throat</i> Martin Waddell
13. There was an Old Woman	<i>The House Cat</i> Helen Cooper
14. This Little Piggy	<i>Hot Hippo</i> Mwenye Hadifi
15. Twinkle Twinkle	<i>Gorilla</i> Anthony Browne
16. Hot Cross Buns	<i>7 Fat Cats</i> Joy Cowley
17. To market to market	<i>Beautiful Bananas</i> Elizabeth Laird
18. Polly put the kettle on	<i>The Very Noisy Night</i> Diana Hendry
19. Little Boy Blue	<i>Slow Dog's Nose</i> Allan Ahlberg
20. Little Brown Seeds	<i>Chicken and Chips and Peas</i> Allan Ahlberg
21. Row row row your boat	<i>Fast Fox goes Crazy</i> Allan Ahlberg
22. Humpty Dumpty went to the moon	<i>Guess How Much I Love You</i> Sam McBratney
23. 1,2 Buckle my Shoe	<i>The Tiger who came to Tea</i> Judith Kerr
24. Diddle diddle dumpling	<i>Titus's Troublesome Tooth</i> Linda Jennings
25. Two Little Dicky Birds	<i>I Love You, Blue Kangaroo</i> Emma Chichester Clarke
26. Round and round the garden	<i>Kangaroos</i> Martin Waddell
27. Spring	<i>The Large Family (Elephants)</i> Jill Murphy# <i>A Quiet</i>
28. Diddle Diddle Dumpling	<i>Night in (Elephants)</i> Jill Murphy
29. Bee	<i>Ten Happy Elephants</i> Joy Cowley
30. The Crayon	<i>Jolly Jumping Beans</i> Jan McPherson
31. At the Seaside	<i>The Snail and the Whale</i> Julia Donaldson
32. Camping Out	<i>Big Blue Whale</i> Nicola Davies
33. Five Little Tadpoles	<i>The Rainbow Fish</i> Marcus Pfister
34. Round and round the garden	<i>Commotion in the Ocean</i>
	<i>Is a Blue Whale the Biggest Thing There Is?</i> Robert E Wells
	<i>Peace at Last</i> Jill Murphy
	<i>All Better Bears</i> Hiawyn Oran
	<i>Aladdin The Great Fairy Tales Treasure Chest</i>
	<i>The Little Match Girl The Great Fairy Tales Treasure Chest</i>



	<i>Narcissus The Great Fairy Tales Treasure Chest</i> <i>The Wolf and the Kids</i> James Riordan <i>The Boy who Cried Wolf</i> Diana Bentley <i>The Donkey that Sneezed</i> Val Biro <i>The Pied Piper of Hamelin</i> Val Biro <i>The 3 Billy Goats Gruff</i> Val Biro <i>I Love Animals</i> Flora McDonnell <i>Mud Walk</i> Joy Cowley <i>Nine Ducks Nine</i> Sarah Hayes <i>The Train Ride</i> June Crebbin <i>Fergus Goes Crackers (ducks)</i> Tony Maddox <i>Tattybogle</i> Sandra Horn <i>Davy's Scary Journey</i> Christine Leeson <i>The Perfect Pet</i> Peta Coplans <i>Hungry Hen</i> Richard Waring <i>The Trouble with Tractors</i> Armadillo <i>The Big Sneeze</i> Ruth Brown <i>The Hen House</i> Allan Ahlberg <i>What If?</i> AH Benjamin & Jane Chapman <i>The Not-So-Perfect Ballerina</i> Nicola Baxter <i>The Not-So-Perfect Princess</i> Nicola Baxter <i>What Can I Write?</i> Martina Selway
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Letter Formation: (upper case letters)	
A: Down (to the left), down (to the right), lift and across B: Down, lift your pencil, around and around C: Up a little, Around and stop D: Down, lift your pencil and around E: Down, lift your pencil, three lines across F: Down, lift your pencil, two lines across G: Make a C and a hat for a G H: Down, down and across I: Down like a pencil, top and bottom J: Down with a tail and a hat on top K: Down, lift your pencil, in and out L: Down and across M: Down, lift your pencil, down, up down.	N: Down, lift your pencil, down and up O: All the way around P: Down, lift your pencil and a head Q: Make an 'O' and a little line for Q R: Down, lift your pencil, around and out S: Around, around and stop T: Down and a hat U: Down, around, back up and down V: Down and back up W: Down, up, down, up X: Down, lift your pencil and down Y: Little line, big line (down and down) Z: Over, down across and over

**1st Class***Literacy Targets*

Writing	<ul style="list-style-type: none"> • Writing genres (see table below): <ul style="list-style-type: none"> ➤ Narrative ➤ Recount ➤ Procedural (ordering 3/4 basic steps) ➤ Report • Drafting and redrafting • Handwriting: <ul style="list-style-type: none"> ➤ 26 letters lower and upper case (pre-cursive) ➤ Transcribing ➤ Correct spacing/ relative height
Reading	<ul style="list-style-type: none"> • Reading strategies (see table below): <ul style="list-style-type: none"> ➤ Predicting ➤ Connecting ➤ Comparing ➤ Creating images ➤ Summarising ➤ Sounding out (chunking) ➤ Self-questioning • Sight words: <ul style="list-style-type: none"> ➤ 220 dolch sight words ➤ Tricky Words (<i>Jolly Phonics</i> programme) • Reading comprehension: <ul style="list-style-type: none"> ➤ One per week (from e.g. <i>A Treasury of English</i>, or based on PM readers, novels, big books, etc.) • Big books / Stories (one per month): <ul style="list-style-type: none"> ➤ <i>The Children of Lir</i> – Irish legend/ <i>Tom Crean's Rabbit</i>, by Meredith Hooper/ <i>Cúchulainn</i> – Irish legend/ <i>Mulan</i> - folk tale/ <i>Jack and the Beanstalk</i> - folk tale/ <i>Where the Forest Meets the Sea</i>, by Jeannie Baker/ <i>Greetings from a Sandy Beach</i>, by Bob Graham
Phonics	<ul style="list-style-type: none"> • Consonant digraphs: <ul style="list-style-type: none"> ➤ sh, ch, th, wh ➤ ng, qu, ck, nk • Vowels and short vowel sounds (e.g. <i>cat, net, cup, fog, pig</i>) • Doubling at the end of short vowel words: <ul style="list-style-type: none"> ➤ ff, ll, ss, zz • Long vowel sounds: <ul style="list-style-type: none"> ➤ y says /ee/, y says /ie/ ➤ magic e with a, e, i, o, u ➤ ay, ea says /ee/, igh, ew ➤ ou, ow says /ou/, ow says /oh/ ➤ oi, oy ➤ al (as in <i>talk, also, ball, falling</i>) ➤ or, er, ir, ur ➤ au, aw



Phonological Awareness	<ul style="list-style-type: none"> • Rhyme recognition, completion and production • Initial sound recognition and production • Phoneme segmentation, deletion and substitution • Blending • Phoneme-grapheme correspondence • Syllable segmentation and deletion
Print Conventions	<ul style="list-style-type: none"> • Directionality, capital and lower-case letters, words, spaces • Punctuation: full stop, question mark, exclamation mark • Title, author, illustrator
Grammar	<ul style="list-style-type: none"> • Capital letters: <ul style="list-style-type: none"> ➢ At the start of a sentence ➢ For days of the week, months of the year and special days ➢ For names of people and places ➢ For the pronoun <i>I</i> • Sentence structure and sentence writing: <ul style="list-style-type: none"> ➢ Full stop at end of sentence ➢ Spaces between words ➢ Continue a sentence onto the next line ➢ Sentences make sense ➢ Sentence order ➢ Sentence starters • Questions: <ul style="list-style-type: none"> ➢ Question marks ➢ Question words (<i>who, what, when, where, why, which, whose, how, will, would</i>) • Verbs: <ul style="list-style-type: none"> • Verb tenses • Conjugating verbs/ Verb inflections (<i>-ing, -ed, -s</i>) • Nouns: <ul style="list-style-type: none"> ➢ Are persons, places or things • Plurals: <ul style="list-style-type: none"> ➢ (<i>s, es</i>) • Adjectives • Conjunctions (3 only in 1st Class): <ul style="list-style-type: none"> ➢ <i>and</i> ➢ <i>but</i> ➢ <i>because</i> • Compound words • Syllables • <i>a / an</i> • Alphabetical order and dictionary work • Doubling rule • Initial blends • Final blends <p>For further guidance on the above, please see <i>Jolly Grammar 1</i> and <i>Just Grammar, 1st Class</i> (educate.ie)</p>
Oral Language	<ul style="list-style-type: none"> • Oral recounts, explanations, describing, recall and retell • Poetry • Stories • SESE topics



1 st Class	Reading Strategies	Writing Genres
September- October	Predicting	Recount
November- December	Connecting	Procedural
January- February	Comparing	Narrative
March	Creating Images	Report
April	Creating Images	Report
May	Summarising	Poetry
June	Summarising	Revise all

2nd Class

Literacy Targets

Writing	<ul style="list-style-type: none"> • Writing genres (see table below): <ul style="list-style-type: none"> ➤ Narrative ➤ Recount ➤ Procedural (ordering 3/4 basic steps) ➤ Persuasive ➤ Functional ➤ Report • Drafting and redrafting • Handwriting: <ul style="list-style-type: none"> ➤ 26 letters lower and upper case (pre-cursive) ➤ Transcribing ➤ Correct spacing/ relative height
Reading	<ul style="list-style-type: none"> • Reading strategies (see table below): <ul style="list-style-type: none"> ➤ Predicting ➤ Connecting ➤ Comparing ➤ Creating images ➤ Summarising ➤ Sounding out (chunking) ➤ Self-questioning Sight words: <ul style="list-style-type: none"> ➤ 220 dolch sight words ➤ Tricky Words (<i>Jolly Phonics</i> programme) • Reading comprehension based on thematic units in short term planning
Phonics	<ul style="list-style-type: none"> • Silent 'b' word e.g. lamb, comb, thumb/ Silent 'w' words e.g. write, wrist, answer/ Silent 'k' words e.g. knee, knuckle, know • 'wh' words e.g. Whisper, whale, whistle/ <i>ph</i> words e.g. phone, dolphin, photo • 'ea' words head, bread, dream (reinforce two vowels go walking the first one does the talking) • Soft <i>c</i> words - juice, dance, city/ Soft <i>g</i> words – giant, magic, orange • 'Wa' spelling (Sounds like 'wo') e.g. was, wash, wasp



	<ul style="list-style-type: none"> • 'ou' words e.g. touch, trouble, country • 'air' words e.g. hair, pair, chair • 'ch' (sounds like 'k') e.g. echo, choir, Christmas • ai, a-e, ay words e.g. main, clay, make • ea, ee e.g. cream, three, seen • ie, i-e, -y words e.g. side, die, flying • oa, o-e, ow words e.g. home, toast, snowball • u-e, ue, words e.g. fuse, huge, rescue • ck words e.g. back, black, rucksack • Er, ir, ur words e.g. their, her, winter • Oi, oy words e.g. join, royal • Ou, ow words e.g. loud, crowd • Or, aw, ow words e.g. know, jaw, pork • Ey words e.g. key, honey, chimney • Y at the end e.g. baby, holly, fairy • Silent h e.g. hour, ghost, rhyme/ Silent 'c' words e.g. scene, scissors, muscle • 'are' words e.g. hare, square, nightmare • ear' words e.g. bear, swear, underwear • 'tion' words e.g. nation, station, dictionary/ 'sion' words e.g. occasion, television, explosion • 'ei' words e.g. eight, reindeer, neighbour • 'ture' words e.g. picture, adventure, creature • 'ie' words e.g. field, shield, belief • 'ore' words e.g. more, store, seashore
Phonological Awareness	<ul style="list-style-type: none"> • Rhyme recognition, completion and production • Initial sound recognition and production • Phoneme segmentation, deletion and substitution • Blending • Phoneme-grapheme correspondence • Syllable segmentation and deletion
Print Conventions	<ul style="list-style-type: none"> • Directionality, capital and lower-case letters, words, spaces • Punctuation: full stop, question mark, exclamation mark • Title, author, illustrator
Grammar	<ul style="list-style-type: none"> • Capital letters: <ul style="list-style-type: none"> ➢ At the start of a sentence ➢ For days of the week, months of the year and special days ➢ For names of people and places ➢ For the pronoun I • Sentence structure and sentence writing: <ul style="list-style-type: none"> ➢ Full stop at end of sentence ➢ Spaces between words ➢ Continue a sentence onto the next line ➢ Sentences make sense ➢ Sentence order ➢ Sentence starters • Questions: <ul style="list-style-type: none"> ➢ Question marks ➢ Question words (who, what, when, where, why, which, whose, how, will, would)



	<ul style="list-style-type: none"> Verbs: <ul style="list-style-type: none"> Verb tenses Conjugating verbs/ Verb inflections (-ing, -ed, -s) Contractions Nouns: <ul style="list-style-type: none"> ➤ Are persons, places or things Plurals: <ul style="list-style-type: none"> ➤ (s, es, ies) Adjectives Conjunctions/ connectives <ul style="list-style-type: none"> ➤ and/ but/ because/ while/ finally Compound words Syllables a / an Alphabetical order and dictionary work Doubling rule Initial blends Final blends Apostrophe s Homophones Quotations marks
Oral Language	<ul style="list-style-type: none"> Oral recounts, explanations, describing, recall and retell Poetry Stories SESE topics

2 nd Class	Reading Strategies	Writing Genres
September	Predicting	Recount
October	Predicting	Recount
November	Connecting	Procedural
December	Connecting	Procedural
January	Comparing	Narrative
February	Comparing	Narrative
March	Creating Images	Report
April	Creating Images	Report
May	Summarising	Poetry
June	Summarising	Persuasive



List of Big Books/ Read Alouds

Big Books

Junior Infants

(books are kept in classrooms , some books have more than 1 copy)

Hide and Seek
Fred
Guess how much I love you ?
Monkey Puzzle
Once upon a time
Where's my Teddy
Over in the Meadow
Farmer Duck
Shaun's wellies
Big Sister Rosie
Sal and Sam at the Farm
Big ABC book
Squeak
Quick as a cricket
Start up history : Home
Red Ted at the Beach
If you want to be a Cat
Big book of poetry
Or clothes
Good night Maisy
The very hungry Caterpillar
Sharing a Shell
The Quiet Night In
This is the Bear
The Gruffalo
We're going on a Bear Hunt
The Pig in the Pond
Five little Men in a flying saucer
My First counting Big Book
My Mum and Dad make me laugh
Peepo
Mixing colours with Yellow
Teddy Bear Alphabet
Ten Tiny Teddies
Times of the Day
Little Miss Muffet
Ruby's Rabbits
JoJo and the football
Walking Through the Jungle
My Big Yellow Book
Whole Class Teaching Anthology
I'm Special
Goldilocks and the Three Bears
Where's my Teddy
One Duck Stuck
I Love Animals
I'm Running away
Not now Bernard
Rhyme Away



Who sank the Boat
Singing Games
A Walk with Sam
Everyone is Special
In the Hen House

Sunny Street Books

Nearly there
Good night Molly
Tidy up Jack

Jolly Phonics Big Books

Finger Phonics Big Books
Jolly Phonics Jingles
Book 1 – s a t i p n
Book 2 – c k e h r m d
Book 3 – g o u l f b
Book 4 – a i j o a i e e e o r
Book 5 – z w n g v o o o o
Book 6 – y x c h s h t h t h
Book 7 – q u o u o i u e e r a r

Leabhar Gaeilge

An tusa mo mhamáí ?
Rírá I seomra na Naíonán
Maith Thú
Maith Thú A
Sin é A

Senior Infants

(books in press on corridors)

The Ugly Duckling
The Gingerbread Man
Puss in Boots
The Smartest Giant in Town
The Gruffalo
We're Going on a Bear Hunt
The Songbird
Something Special
Wicked
Jack and The Beanstalk
Gorilla
Walking Through The Jungle
This Is The Bear and The Scary Night
This Is The Bear And The Picnic Lunch
Oscar Got the Blame Teaching Anthology
Owl Babies
Snow white
Goldilocks and The Three Bears
Wiggle and Giggle
The Tale of Peter Rabbit
The Tide
Who's at the Door



Once Upon a Time
The Train Ride
Handa's Surprise
Nine Ducks Nine
I Love Animals
The Big Book of Nursey Rhymes

All Aboard Books

The Stone Lion
Nursey Rhyme Big Book
Big Bad Bill
The Great Lorenzo
Putting on a Magic Show
The Emperor and The Nightingale

Sunny Street Books

Nearly there
Happy Birthday Molly
Hurry Up Lucy
Good night Molly
Tidy up Jack

Jolly Phonics Big Books

Finger Phonics Big Books
Book 1 – s a t i p n
Book 2 – c k e h r m d
Book 3 – g o u l f b
Book 4 – ai j oa ie ee or
Book 5 – z w ng v oo oo
Book 6 – y x ch sh th th
Book 7 – qu ou oi ue er ar

Leabhar Gaeilge

An tusa mo mhamáí ?
Rírá I seomra na Naíonán
An Sear sinseir
Maith Thú B
Ar ais ar Scoil
Sin É B

ASD Class: Junior /Senior Infants

Down in The Jungle
The Gruffalo
Leaf Man
Farmer Duck
Monkey Puzzle
Polar Bear Polar Bear What do you Hear?
From Head to Toe
Owl Babies
Fairy Tales , Cinderella, Snow white and The seven Dwarfs , Chicken Licken Wonderland Scheme

First Class

Sixteen Fleecy Sheep
Dear Greenpeace
Detective Tilak
The Gruffalos Child



Looking at the Animals in the Ocean
A Squash and a Squeeze
After the storm
How do you Feel?
Elmer
About People and Places
Start writing about Things I Do
Leonard and The Flying Boy
Cinderboy
Jolly Grammar Big Book 2 x2
The Three Billy Goat Gruff
The Flying Turtle
The Pig in the Pond
Eat Well
PM Writing Exemplars for Teaching writing 1
Mr Archimedes Bath
The Little Red Hen
Kangaroos
The Selfish Crocodile
Growing Frogs
The Billy Goats Gruff
Dinosaurs
Upside Down Harry Brown
Room on the Broom
Fussy Freda
Peace at Last
Farmer Duck

Leabhar Gaeilge

Na Trí Mhuc
An Chircín Bheag Rua
An Fathach Mór
An Leabhar Mór Donn
Cochaillín Dearg
An Leabhar Mór Gorm
Séimí agus an tSióg
Bhí Ocras ar Oisín
Pógáí Frog agus na Guileoga
Teidí ar an Teilifís
Cé atá sa Chró?
Cinn In Oir agus na Trí Bheáí
Maith Thú 2 An Fathach Mór agus scealta eile
Maith Thú B An sícin Beag agus scealta eile
Maith Thú 2 Cochaillín Dearg agus scealta eile
An Mealbhacán uisce ollmhor
Colm an Cheoil
An Páistín
Peata Nua

ASD Class First / Second Class

Goldilocks and the three Bears
The Three Little Pigs
The Gruffalo's Child

Learning Support (Rm 17)

Charlie Cook's Favourite Box
The Jungle Book

St. Mary's Junior School

English Plan



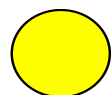
Cinderella
Handes Hen
Jolly Phonics
Jolly Grammar
The Big Sneeze
Fussy Freda
From Eggs to Chicken

Second Class

Care of Henry
We're going on a Bear Hunt
Jolly Grammar Little Red Hen
Handa's Surprise

Leabhar Gaeilge

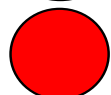
Múscail, A Renéé
Maith thú B
Sin É 1
An Mealbhacán Mór



Junior and Senior infants



First Class



Second Class

