Polasaí Béarla

Gaelscoil Thulach na nÓg

<u>Whole School English Plan</u>

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POLASAÍ BÉARLA GAELSCOIL THULACH NA NÓG

Whole School Plan – English

Introduction

This is the whole school English plan for Gaelscoil Thulach na nÓg. The plan was reviewed and compiled by the staff of Gaelscoil Thulach na nÓg in the school year 23–24. The school is a mixed Gaelscoil catering to the children of Dunboyne and surrounding areas. The policy was reviewed with the purpose of;

- Providing a framework for more specific planning.
- Assisting and guiding teachers in their individual
- To update the policy to match and meet the needs of the school, in line with the new Primary Language Curriculum.

The policy will continue to be reviewed during this academic year.

Rationale

Our mission is to provide the best possible education, combining the Irish Primary School curriculum and the Gaelscoil ethos, which fosters development of children's talents, abilities and personalities. We believe that teachers and pupils alike will benefit from the development and implementation of a co-ordinated programme of learning. The rationale behind this plan is as follows;

- We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to their personal growth. We also believe that their academic progress depends to a large extent on their ability to communicate orally and through the written word.
- We hope that this plan will be a useful tool for teachers, providing them with guidelines in the teaching of language as language is at the heart of children's learning.

- The growth in pupil numbers, which the school has experienced in recent years, has meant that the establishment of a framework for the teaching of language in the school is important so as to ensure that there is continuity and consistency in the language curriculum from class to class and to ensure that all areas of the curriculum are adequately addressed during the child's primary schooling.

Relationship to Characteristic Spirit of the School

Irish is the language of instruction and communication amongst teachers and children, English will therefore be taught as a second language. To ensure the acquisition of our first Language (Gaeilge) by means of the total immersion method we delay the implementation of the English curriculum until Term 2 of Senior Infants.

Vision and Aims of the Language Plan:

We are committed to the holistic development of all pupils. We believe the development of their language skills is essential for allowing children reach their full potential and will contribute to their self-esteem and personal growth.

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

Broad Objectives

Through the English language programme 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, 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/her vocabulary and develop a command of grammar, syntax and punctuation
- Become fluent and explicit in communicating ideas and experiences
- Explore and develop ideas and concept through talk, directed discussion and writing

- Identify and evaluate the key points, issues and central meaning of a text or oral presentation and organise 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 reactions in response to real and imaginary situations 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 improvisational drama
- Compose, relate and write his/her own stories and poems
- 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/her reading material and engage in and enjoy silent sustained reading
- Develop a sense of discrimination with regarding 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 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

Curriculum Planning

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are outlined in the Primary Language Curriculum. The Primary Language Curriculum is structured according to strands, elements and learning outcomes. In planning, the staff choose to use the strands of **Oral Language, Reading and Writing.**

The elements of language learning across each of the strands are; **Communicating, Understanding and Exploring and Using.** Each element has a set of learning outcomes in terms of concepts, dispositions and skills.

The integration of oral language, reading and writing is of great importance and while planning has differentiated between these strand units, in practice, it is expected that there will be close links between them.

Overview of learning outcomes:

		Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating Cumarsáid		Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht
		Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha
		Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
Undertsanding Tuiscint		Sentence structure and grammar Struchtúr abairte agus gramadach	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte	Conventions of print and sentence structure Struchtúr abairte agus gnásanna cló
		Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
		Demonstration of understanding Léiriú tuisceana	Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocail	Spelling and word study Litriú agus staidéar ar fhocail
			Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	
Exploring and using Fiosrú agus úsáid		Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe	Purpose, genre and voice Cuspóir, seánra agus guth	Purpose, genre and voice Cuspóir, seánra agus guth
		Categorisation Catagóiriú	Comprehension Tuiscint	Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
		Retelling and elaboration Athinsint agus mionléiriú	Response and author's intent Freagairt agus intinn an údair	Response and author's intent Freagairt agus intinn an údair
		Playful and creative use of language Teanga a úsáid go spraíúil agus go cruthaitheach	Fluency and self-correction Líofacht agus féincheartú	Handwriting and presentation Peannaireacht agus cur i láthair
		Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
		Description, prediction and reflection Cur síos, tuar agus machnamh		

<h1 style="text-align:center;color:red">Oral Language</h1>

Broad Aims

Oral Language is a basis for all reading and writing. All lessons begin with oral language and skills are developed across all subkects through out the school day. Teachers may use oral language as an alternative to written activities, particularly when developing comprehension strategies. Teachers will use questioning to develop higher order thinking.

The aim of this plan is to enable children to;
- Gain pleasure and fulfilment from language activity
- Develop the capacity to express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk and discussion, and the development of ideas.
- Develop fluency, explicitness and confidence in communication.
- Develop listening skills, language conventions, vocabulary, aesthetic response and language manipulation.

Discrete Oral Language

Form, structure, use of language and grammar are addressed during discrete oral language time. Children are encouraged and taught to use correct pronunciation, grammar etc, when speaking. Discrete Oral language will be addressed using the curriculum objectives as guidelines eg. Introducing oneself and others, greeting others and saying goodbyes, giving and receiving messages, making requests for information, giving directions, expressing appreciation/ sympathy/empathy, welcoming visitors, making a complaint etc. This is timetabled oral language activities and will address the objectives that are not being addressed thoroughly in an integrated fashion.

All classes will engage in discrete oral language lessons through the online digital resources on Folens Online and the Starlight Programme.

Integrated Oral Language through the Reading and Writing process

The following oral language activities and skills will be developed through the teaching of reading and writing: Comprehension strategies, language experience approach, brain-storming at the pre-writing stage, children in author's chairs, use of novel, writing process, peer and teacher conferencing etc.

Integrating Oral Language across the Curriculum

Oral language is essential to accessing other subjects in the curriculum, such as; discussions and debates, turn taking, appreciation of art, expressing opinions, describing etc. All are necessary skills in various subjects but participation in these types of activities will also serve to improve children's skill set.

Aistear

See plan teanga.

See Appendix 1 – 5 Components of Oral Language

PDST – Effective Oral Language Instruction

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Reading

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

- Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
- Develop their comprehension and analytical strategies.
  - develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)
- Expand their understanding and usage of grammar, syntax and punctuation.
- Develop their appreciation of the richness and diversity of reading material.
- Experience the pleasure and fulfilment to be gained from reading

Phonological Awareness
Phonological awareness is integral to developing early reading skills and will be developed, particularly in the Junior Classes, through;

- Syllabic awareness – segmemtation, blending, counting and isolation
- Word awareness
- Rhyme awareness – rhymes, poems, identifying rhyme, rhyme generation
- Phonemic awarenss – blending, deletion, isolation of initial/medial/final sounds, substitution, segmenting

PA will be explicitly focused on in Term 1 of Naíonáin Bheaga and will be taught in short lessons through to Rang 2.

Phonics

Through the explicit teaching of phonics we aim to improve children's reading ability and reading fluency through study of letter sounds. In doing so we hope to encourage children to use letter sounds to decode new words and develop children's ability to use syllabication to decipher new words, Children begin learning Irish phonics in Naíonáin Bheaga (*See Plean Teanga*). This becomes a great foundation for when they begin English Phonics in Term 2 of Naíonáin Mhóra. Teachers will provide children with regular opportunities to practice and revise letter and letter combination sounds.

The school follows the Jollyphonics programme for teaching phonics in Term 2 of Naíonáin Mhóra and may be supplemented by other phonics resources and textbooks. Jollyphonics is revised again in Term 1 of Rang 1.

Sight Words/High Frequency Words

Sight words are taught as Tricky Words from Term 2 in Senior Infants as part of the Starlight and Jollyphonics Skills programme. Dolch lists are used to teach Sight words from First Class. A multi-sensory approach is used to teach all sight words.

DEAR time

Classes will engage in DEAR time (Drop Everything And Read) regularly. Children will be given regular opportunities to read silently for 10/15 minutes in class. The teacher will ensure the children have reading material in advance of DEAR time. Sometimes it may be reading material chosen by the child, and at times it may be chosen by the teacher e.g. class reader/novel.

Read Aloud

Teachers in all classes will engage in Read Aloud, at times modelling fluency and think aloud. This is beneficial to children of all ages.

Shared Reading

Children will engage in shared reading experiences, with children from their own class and/or with children from other classes. They may read with older children where they can listen to fluent readers reading. They may read with younger readers where they are the more experienced reader. This will be co-ordinated amongst class teachers. This follows the model outlined in *NEPS Effective Interventions for Struggling Readers*.

Print Rich Environment

All of the classrooms in Gaelscoil Thulach na nÓg are print rich. This includes display boards, notice boards, labels and posters in the environment around them full of appropriate print. Classrooms will showcase displays in both the English and Irish language.

Comprehension Strategies

Comprehension strategies are taught using the Building Bridges of Understanding programme and developed through oral and written work.

It is recommended that they are taught using the Gradual Release of Responsibility model. A variety of books and picture books are used and thinking is modelled by the teacher.

- I do, you watch
- I do do, you help
- You do, I help
- You do, I watch

Continuous revision of the strategies is recommended. The comprehension strategies are engaged with on a regular basis however they are explicitly taught whole-school using this whole-school structured approach;

	Naíonáin Bheaga	Naíonáin Mhóra	Rang 1	Rang 2	Rang 3	Rang 4	Rang 5	Rang 6
Think Aloud	✓	✓	✓	✓	✓	✓	✓	✓
Predicting	✓	✓	✓	✓	✓	✓	✓	✓
Visualising	✓	✓	✓	✓	✓	✓	✓	✓
Connecting		✓	✓	✓	✓	✓	✓	✓
Questioning			✓	✓	✓	✓	✓	✓
Declunking				✓	✓	✓	✓	✓
Clarifying				✓	✓	✓	✓	✓
Determining Importance					✓	✓	✓	✓
Inferring						✓	✓	✓
Summarising							✓	✓

Whole-school timetable for the teaching of Comprehension Strategies:

	Rang 1	**Rang 2**	**Rang 3**	**Rang 4**	**Rang 5 + Rang 6**
October	Predicting	Predicting	Predicting	Predicting	Predicting Visualising
November	Visualising	Visualising	Visualising	Visualising	Making Connections Questioning
December	Making Connections	Making Connections	Making Connections	Making Connections	Clarifying Declunking
January	Questioning	Questioning	Questioning	Questioning	Determining Importance
February		Clarifying	Clarifying	Clarifying Declunking	Summarising
March		Declunking	Declunking	Determining Importance	Inferring
April			Determining Importance	Inferring	Synthesising _ combining all strategies
May				Inferring	

Class Novels

There are sets of class novels available to use from Rang 2 upwards (see Appendices). The aim is to give children the experience of using real books. Novels can be read independently or used in a group or class setting. Carefully selected class novels help to encourage children to read and draw the child's attention to descriptive text, development of characters, plot etc. It is expected that class teachers have read and are very familiar with novels before using them for class discussion.

Literacy Lift-Off

We are working to introduce Literacy Lift Off in the Junior Classeszzaz this school year (23-24). Classes will benefit from 50 minutes of intensive station teaching daily with the SEN team and class teacher for a block of 6 weeks. Stations include; familiar reading, new reading, phonics, handwriting, oral language, comprehension and genre writing.

Reading Material

Big Books are used to expose the children to reading, particularly in the junior classes. These give them the opportunity to talk about reading while informally learning the conventions of print. Picture books are often used in all classes. The are frequently used when modelling and developing comprehension strategies. The class reader is used to develop reading skills such

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as word attack skills, dictionary work, comprehension, information retrieval etc. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom. Extra readers and novels provide the children with opportunities to read silently and/or independently, to ensure they view reading as an enjoyable activity, to develop fluency and heighten self-esteem. 'PM Readers' are on shelvies for all classes to access both upstairs and downstairs. Children will find a variety of reading material on the shelves in the class library.

Use of Dictionaries

Dictionaries will be used from Third Class up. Formal time will be devoted to teaching the children how to use a dictionary correctly. For this purpose, a child friendly dictionary will be selected, and all pupils will obtain the same publication.

Rand 5 and Rang 6 will also have some class copies of a more sophisticated dictionary and an appropriate thesaurus, and pupils will be encouraged to use these.

<h1 style="text-align:center;color:red;">Writing</h1>

Broad Aims
In the area of writing development, we aim to;
- develop competent and confident writers in all First Steps writing genres
- develop print awareness and an understanding of the purpose and conventions of print
- promote a growing sight vocabulary
- utilise the various comprehension strategies
- write for different purposes and different audiences
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- share writing experiences with others
- use computer technology in learning to write – to publish pupils' writing

Writing

The school's approach to writing concentrates on the writing process in order to develop the child's expressive and communicative abilities. Through the process of writing, children will explore a selection of independently chosen topics and teacher-selected topics which will include a variety of genres for different audiences. The school will provide opportunities for children to write for real purposes and real audiences, recognising that drafting, editing and re-drafting are at the heart of the writing process.

Free writing will be used to enable the children to become independent writers.

Components of writing:

- Handwriting
- Genres
- Spelling
- Grammar
- Punctuation
- Vocabulary

Handwriting

- Pupils will be encouraged to develop and produce a high standard of penmanship throughout the school.
- Naíonáin Bheaga begin by practising pre-writing patterns before introducing cursive letter formations.
- Children learn how to form lowercase cursive letters from Naíonáin Bheaga. We follow the letter formations as outlined in the school's handwriting programme, Scríobh Liom. Letter formation will be introduced alongside the phonics and revised regularly.
- Uppercase cursive letters are introduced and taught in Naíonáin Mhóra.
- Cursive script and joining the letters will begin from Term 3 in Naíonáin Mhóra/Rang 1 based on the child's readiness.
- Hand dominance will not be influenced. Children will be encouraged to write using whichever hand feels most comfortable to them.
- As children have been taught to form letters in cursive script they will be encouraged to write in this script. In some cases, print might be preferable.
- In all classes correct posture and pencil grip will be encouraged.
- Children from Naíonáin Bheaga – Rang 3 will write in pencil. Chunky pencils are recommended in the Naíonáin classes.
- Pens will be introduced from Rang 4.
- Tippex is not permitted in the school.
- By 5th and 6th class, children will be able to develop a legible and fluent personal style of handwriting.

Writing Genres

Children will be exposed to all genres during the school year, but focusing on three explicitly each year using the gradual release of responsibility. Genre writing resource packs are available in the school to supplement the teaching of genre writing. Children will produce at least 1 sample of writing from each genre that has been through the writing process for their writing portfolio each academic year.

Year 1: 22-23		Year 2: 23-24	
Term 1	Recount	Term 1	Report
Term 2	Narrative	Term 2	Persuasive
Term 3	Procedural	Term 3	Explanation
Writing to Socialise and Poetry to be taught throughout the year.			

7 steps to teach a writing genre – PDST:

1. Familiarisation
2. Analysing
3. Modelled writing
4. Shared writing
5. Guided writing
6. Independent writing
7. Present to an audience

Poetry

In order to develop the children emotionally and imaginatively, they will be encouraged to read, write and at times analyse a variety of poetry. Different types of poems will be modelled and covered eg. Limerick, acrostic, cinquain, riddle poems, rhyming poems, pyramid poems, haiku, sonnet etc. Poems can be selected from the school reading programme or by the class teacher.

Writing to Socialise

Children will also be exposed to examples of and explictly taught the following;

- Forms
- Emails
- Letters
- Notes and messages
- Lists
- Greetings
- Invitations

Free Writing

- Free writing should be just that 10 – 15 minutes where the children can write freely.
- It should be in a special copy. It should be dated.
- Children should be told beforehand that it will not be marked, corrected or criticised.
- The children can choose the topic. Some children may need some guidance to start.
- Children may be given the opportunity to read what they have written to the teacher and/or the class.
- There should be no pressure on children to "produce" an amount of writing. The reluctant writer may use pictures to convey a message.
- Free writing allows the teacher to assess and monitor where the learner is at. It also allows the teacher to use the children's common writing errors as focus/teaching emphases when modelling writing.
- **The free writing copy will not be marked or corrected by the teacher, but it will be monitored and read.** Spelling is not the focus of the work, it is about getting the child to convey a message.
- Children will engage in free writing opportunities regularly.
- In infant classes, they may draw/write about a particular theme or topic. The teacher may act as a scribe to convey the message.

"Children learn to walk by walking; children learn to talk by talking and children learn to write by writing."

Spellings

Children begin formal spellings from Rang 2. The school is currently using the Spellings for Me programme where children work from their own individual spellings list targeted at their own level. Children in Rang 2 learn words with common letter strings and work offline. Individualised spelling lists are introduced in Rang 3 following online testing. It follows the principles of spelling and Brendan Culligan Methods. As this is a new programme throughout the school it is under review. Regular class time will be timetabled for the teaching of spelling strategies.

Spelling strategies include;
- Letter strings
- Letter drawings
- Mnemonics
- Word in a word
- Multisensory activities
- Look, say, cover, write, check
- ICT

Grammar and Punctuation

We aim to teach grammar and punctuation in the context of the children's own writing. This will serve as a guide to teachers of the expectations at each class level. There is inevitably overlap of the following because of the necessity to continuously revise children's usage and understanding. While concepts and ideas may be introduced at the level indicated, mastery and proficient use may not be achieved by all children for a number of years.

Naíonáin Bheaga	Reference will be made to capital letters and full stops in Junior Infants but won't be explicitly taught.
Naíonáin Mhóra	Capital Letters and Full Stops.
Rang 1	Capital Letters, Full Stops and Question Marks.
Rang 2	Capital Letters, Full Stops, Question Marks and Exclamation Marks.
Rang 3	Capital Letters, Full Stops, Question Marks, Exclamation Marks, Commas.
Rang 4	Capital Letters, Full Stops, Question Marks, Exclamation Marks, Commas, Apostrophes, Quotation Marks.
Rang 5	Capital Letters, Full Stops, Question Marks, Exclamation Marks, Commas, Apostrophes, Brackets, Colon, Quotation Marks.
Rang 6	Capital Letters, Full Stops, Question Marks, Exclamation Marks, Commas, Apostrophes, Brackets, Colon, Quotation Marks, Hyphen. Semi-Colon.

The Jollyphonics Grammar Handbooks are used to teach grammar from Rang 1. Grammar is also taught in the senior classes through the Starlight English Programme.

Methodologies

Some, but not limited to, of the methodologies that are used in all classes when teaching the language curriculum can be found listed below;

Talk & Discussion	Modelled reading/writing	Shared reading/writing	Independent reading writing
Drama Role-play	Song and rhyme	Use of ICT	Read aloud
Think Aloud Read Aloud	Active learning	Collaborative and co-operative learning	Reading Workshop
Writing workshop	Choral reading	Echo reading	Reader's theatre
Learning through play/games	Process writing	Writer's chair	Critical Book Talk
Using the environment	Direct teaching	Presentation to audience	Free writing

Discrete Oral Language Development	Problem solving	Skills through content	

Parental Involvement

As parents are the primary educators, their involvement is considered an integral part to implementation of the Language curriculum. We also recognize that parents/guardians are primary educators. We value their input and combine their involvement with the professional role of teachers. They play a crucial role in the language development of their children. Parents can show an interest in their child's learnikng by reading to their children, developing their children's sight vocabulary, listening to the children reading, asking questions about what they've learned, checking their spellings and written work, visiting the local library. The importance of this is highlighted in annual parent teacher meetings when necessary.

Homework

➢ Homework assignments may include oral, reading or written activities as is appropriate for the class level.

➢ We encourage that all children should engage in some form of reading every day. This may be reading set by the teacher, revision of the day's work in school, recreational reading or advance preparation of material that will be encountered in the school on the following day.

➢ Teachers are mindful of the different levels of ability of children when setting their homework assignments and the differing rates of work. Parents are encouraged to liaise with teachers and advise of difficulties with homework assignments so that it may be differentiated where required.

➢ Homework helps to create a home-school link between parents and teachers.

Children with Additional Needs

See SEN Policy.

In the teaching of Langage in Gaelscoil Thulach na nÓg, we aim to ensure that all are included. All children will participate in English lesons and activities. Lessons will be differentiated in order to meet the needs of all children in the class. Every attempt, with the valued assistance of additional staff (SEN teacher), will be made to ensure children are accessing the curriculum at their own level. The class teacher is responsible for the learning in the classroom and is assisted by the SEN teacher. Team teaching and station teaching are some of the methods of co-teaching which are used during the year.

In the teaching of languge in the school we aim to ensure that all are included by using a variety of differentiation approaches, some of which are;

- ➢ Learning Content:
  - o Level – variation of the level and complexity of content
  - o Sequence – content is introduced to pupils based on their level of readiness
- ➢ Learning Outcome:
  - o Response – providing different outcomes on the task
- ➢ Learning Process:
  - o Choice – choosing activities they find more interesting and match their ability
  - o Interest – Tasks devised with their specific interests in mind
  - o Pace – varying the rate at which teaching takes place and the rate in which pupils are required to work
  - o Resource – Pupils provided with learning materials/resources to meet their learning needs
  - o Support – varying the nature of support
  - o Task – varying of tasks and complexity
  - o Teaching style – variation of methodogies to reflect thr different ways in which pupils learn

Equality of Participation and Access

We are committed to the provision of equal opportunities to all of our pupils in the implementation of our language programme.

- ➢ Equal opportunites are given to **all** children to participate in literacy activities across all strands; debates, discussions, reading and writing opportunites etc.
- ➢ All children have access to services, facilities and resources in the school.
- ➢ Each child's culture is valued and and encouraged.
- ➢ We encourage gender awareness through consideration of the roles associated with men and women in literature, media, advertising and history.

Assessment and Record Keeping

Assessment is integral to the teaching and learning process. In Gaelscoil Thulach na nÓg we use a range of assessment methods, formal and informal, on an ongoing basis to gather information about the children's learning, progress and achievement. Some of which include;

- ➢ Teacher designed tasks and tests
- ➢ Teacher and pupil conferencing
- ➢ Questioning: closed and open-ended questions
- ➢ Concept mapping
- ➢ Self-assessment: Rubrics, Checklists, Thumbs, KWL
- ➢ Teacher observation and monitoring

Much of the assessment of the language curriculum is undertaken through **informal teacher observations and monitoring**. This includes listening to children's reading, observing their contributions in oral language lessons and correcting their written work. An important aspect of formative assessment is the feedback given to the learner and this can be done verbally or through written comments. The purpose of this correction is to show the children where mistakes have been made and to encourage avoidance of these mistakes in the future.

Standardised tests are administered to children in accordance with Circular 0138/2006. In May/June of each year all classes from First Class to Sixth Class will have Drumcondra English tests administered. As Senior Infants have only started learning English from January, a formal Drumcondra test is not conducted in English before the end of this school year. Other test results will be sent to parents in the end of year report (we conduct infant checklists also).

The results of standardised tests are used to identify children in need of extra help, with children scoring at or below a standard score of 80 being prioritised.

Individual Teachers' Planning and Reporting

This plan and the Curriculum Documents will inform and guide teachers in their long and short term planning of work. This language plan will be available to teachers to consult when planning. Each teacher will keep a Cuntas Míosúil – a document outlining the teaching and learning done each month - in the shared folder online, which will inform our progress and needs when reviewing our progress in Language.

Staff Development

Teachers are aware of the range of support materials in the online Primary Language Toolkit. Staff are encouraged to identify and participate in courses which will be of benefit to them and consequently to the school. The skills learned through these courses can be shared with other teachers. Staff development needs are identified at regular staff or in school management meetings and these are addressed through discussion, drawing on internal expertise and/or the provision of required resources. The staff has engaged with the series of PLC webinars produced by the PDST.

Class Libraries

Each classroom is equipped with a library. Responsibility for each library rests with the class teacher who ensures there is a variety of interests and books of various levels of difficulty and genre. Children help with the organisation of the library. The stock of books available is replenished through participation in 'lorg leabhair' and funds from the Board of Management. We also have our own school library. Pupils visit this library regularly. Some

classes also visit the local public library in Dunboyne on a fortnightly basis where they can borrow books.

Resources and ICT:

In our school, we have the following resources to facilitate the implementation of our plan:

- Starlight English Scheme from Senior Infants – 6th Class
- PM Readers
- Picture books
- Sets of class novels (See Appendices)
- Class libraries
- Jollyphonics programme
  - o Phonics Handbook
  - o Jolly Grammar Handbook 1 & 2
- Toe by Toe
- PAT programme
- Building Bridges of Understanding
- First Steps Writing Genre Packs
- Literacy resources uploaded on to the whole school shared server.
- The Literacy Box
- The Comprehension Box
- Dolch Lists
- Sounds Abound

ICT:

We recognise the potential and value of ICT to enhance learning opportunities. ICT will be used in classroom and support settings to further support the teaching and learning of English.

- Each classroom contains an interactive whiteboard.
- iPad trolley for whole-school use.
- Literacy apps available on the iPads.
- Every teacher has a computer which is connected to the printer.
- Children may use ICT to present their work and to help when writing in different genres.

Success Criteria

The success of this plan will be evaluated through teacher's monitoring and feedback from teachers, pupils and parents. We will judge its success if the children's learning has been enhanced in the following ways;

Oral Language

- ➢ Increasing confidence and competence in communicating
- ➢ Greater willingness to express opinions and participate in class discussions
- ➢ Improving listening skills

Reading

- ➢ Appropriate standards in reading throughout the school
- ➢ Increasing involvement in independent reading
- ➢ Involvement of parents in supporting and assisting children with their literacy acquisition
- ➢ Experiencing reading as an enjoyable activity

Writing

- ➢ Greater fluency and explicitness in communicating and experiences
- ➢ Enhancing experience of writing in a variety of genres, including sharing stories and poems
- ➢ Improving presentation of work
- ➢ Writing using different media

Implementation and Review

This plan was drafted as a result of staff collaboration and consultation following the training for the PLC and the need for review during the 22-23 school year.

The whole staff will be responsible for implementing this language plan.

The plan will continue to be monitored and reviewed throughout the 23-24 school year to ensure optimum implementation. The implementation of the pan will be supported by; teachers, pupils, parents, Board of Management.

This school plan was ratified by the Board of Management on _____

Signed: _____

Chairman, Board of Management