

Oylegate N.S.

Draft English Policy

Introductory Statement and Rationale

(a) Introductory Statement

The plan was formulated over a two-year period, which included staff meetings and English planning meetings.

(b) Rationale

- To provide a coherent structure for teaching of all aspects of teaching of English within the school.
- To benefit the teaching and learning of English in our school.
- To conform to principles of learning outlined in the Primary School Curriculum.
- To create and implement a core curriculum in the areas of reading, writing, oral language, poetry, spelling, phonics and handwriting.

Vision and Aims

(a) Vision

Through providing each child with an education in a happy and caring environment and in endeavouring to develop the individual talents of each child we strive to give the necessary communicative skills to all the children in our care to ensure they can participate in the wider community to the best of their abilities.

(b) Aims

We endorse the aims 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 experience.
- To enable international children to communicate effectively in the English language.

This English plan will be addressed under the following headings

Curriculum planning

- 1. Strands and strand units**
- 2. Language programme**
- 3. Assessment and record keeping**
- 4. Children with different needs**
- 5. Equality of participation and access**

Organisational planning

- 6. Timetable**
- 7. Homework**
- 8. Library**
- 9. Resources and ICT**
- 10. Individual teachers' planning and reporting**
- 11. Staff development**
- 12. Parental involvement**
- 13. Community links**

1. Strands and strand units

English in Oylegate N.S. will be planned through the three strands of Oral Language, Reading and Writing. The strand units will be addressed under these strands. We aim to serve the two fundamental principles of the curriculum:

- Children learn language and learn through language (Curriculum p. 3)
- Language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing. For example a lesson in oral language may have related activities in reading and writing and may also address a number of strands e.g. Competence and confidence in using language and Developing cognitive abilities through language (Curriculum p. 2)

To satisfy these two principles, the English curriculum is structured according to the strands and strand units. Within each strand, the strand units reflect the contribution oral language, reading and writing make to that particular facet of the child's development and these strand units contain the detailed elements of curriculum content. As part of the school planning process class teachers have identified the specific objectives for each standard to ensure clarity and continuity in planning and implementation in the English curriculum. Each objective for each strand has been numbered.

Teachers will familiarise themselves with the strands/strand units/content objectives for their class level.

2. Language programme

Strand: Oral language

Strand unit: Receptiveness to language.

We recognise that children enter primary school with varying oral language experiences.

Children will experience a variety of age-appropriate strategies to develop conversational and Oral Language skills. These will be further expanded upon in our Oral Language core curriculum section.

Strand: Oral language

Strand unit: Competence and confidence in using language.

Specific approaches taken by the school to develop oral fluency and expressiveness, taking into account the language needs of the children include:

- Using the five contexts in the teaching of oral language - Talk and discussion, Play and games, Poetry, Story and Improvisational drama – examples of which can be found in our core curriculum below.
- Developing children’s social use of language through practice, role play etc. e.g. giving and receiving greetings, making introductions, using a telephone, making an inquiry, giving directions.
- Improving children’s expressive use of language through increasing their vocabulary and sentence structure.
- Organisational settings used include pair work/working collaboratively/working in whole class settings, formal and informal debates/circle work/individual and group presentations/other activities.
- Opportunities are provided for the children to present their work to a variety of audiences e.g. classmates, other classes, teachers, assembly

Oral language activity is used as a basis for reading (through pre-reading activities, language-experience material, reading aloud, oral book reports, questioning, discussing, etc.) and writing (through brainstorming, conferencing, etc.).

The school uses reading schemes to develop knowledge of grammar and its accurate use. Teachers also use extra material to cover the core content. This may include work from workbooks and the teachers’ own books.

Classes	Grammar
Infant classes	<ul style="list-style-type: none"> • become aware of lower-case and capital letters and the full stop
1 st and 2 nd	<ul style="list-style-type: none"> • understand that the conventions of punctuation help to make meaning clearer in writing <i>full stops, capital letters, etc.</i>
3 rd and 4 th	<ul style="list-style-type: none"> • play synonym and antonym games • become familiar with the functions of words without necessarily using technical grammatical terms

	<i>noun, verb, adjective, adverb, pronoun, preposition</i>
5 th and 6 th	<ul style="list-style-type: none"> • Understand the functions and names of parts of speech: noun, verb, adjective, adverb, pronoun, conjunction, preposition, article, interjection. • Learn about and name the basic properties of nouns and verbs: common, proper, gender, case, tense, voice, person, number. • Become familiar with compound and complex sentences, and know and understand the terms 'phrase' and 'clause'

Specific programmes and resources used to support activities for oral language include 'Chatterbox', Wonderland Oral Language Programme, Speaking and Listening Games, Woodlands Literacy Zone.

Strand: Developing cognitive abilities through language.

Strand unit: Oral language

• The following strategies are being used to develop children's higher order thinking skills:

- ✓ to use questions in order to gain maximum information
- ✓ to seek and to give explanations
- ✓ to discuss different possible solutions to problems
- ✓ to argue a point of view
- ✓ to persuade others

- ✓ to examine fact and fiction, bias and objectivity
- The school use oral language in developing children's comprehension skills by use of oral language as an alternative to written exercises. Talk and discussion is used very much in the classroom to develop oral language and other skills e.g. listening, thinking etc.

Strand: Emotional and imaginative development through language.

Strand unit: Oral language

- Children are encouraged to explore experiences and feelings through talk, writing, play and drama

Discrete oral language time:

- Discrete oral language time is allocated at each class level as follows:
 - ✓ Junior Infants – at least 30 minutes per week (probably 3 x 10minutes)
 - ✓ Senior Infants – at least 40 minutes per week
 - ✓ 1stClass – 60 minutes per week
 - ✓ 2nd-6th Classes – 30 minutes per week
- All aspects of language such as form, structure and use are addressed within oral language time.

Oral language across the curriculum:

The following examples show how the use of oral language in different subjects can also be used to address the strands of the English curriculum.

- ✓ Maths: Guided discussion in developing strand units, the problem-solving process, and reporting on the process subsequently (C 24, 36, 48) [Receptiveness to Language]
- ✓ P.E.: Use of terminology, e.g. football/rounders/basketball terms (C 18, 27, 38, 50); Use of sports' events to promote language development. [Competence and confidence in using language]
- ✓ Science: Use of terminology, process of investigating and reporting on findings (C 20, 29, 41, 53) [Developing cognitive abilities through language]
- ✓ SPHE: Exploring relevant themes through the medium of talk and discussion (C 21, 31, 44, 56, TG: SPHE 79 – 85) [Emotional and imaginative development through language]

Strand: Reading;

Strand unit: Receptiveness to language.

- Children are encouraged to appreciate the usefulness and pleasures of reading as it is policy of the school to introduce the children from juniors to 6th to as many books as possible.
- The following strategies are used to develop literacy, e.g. acquiring an appreciation of the conventions of text, knowledge of the terminology and conventions of books, an ability to use a range of reading and comprehension skills
- Approaches to reading are based on the children's general language development and decisions are taken on the nature, quality and extent of language activity that is needed to support the introduction of reading.

Strand: Reading;

Strand unit: Competence and confidence in using language

- The class teachers in school at every level provide for an appropriate print rich environment e.g. labels, posters, charts, captions, language-experience charts, library, ICT resources, dictionaries, newspapers
- The following schemes and supplementary readers are used: Wonderland Reading scheme published by CJ Fallon, Sails, Oxford Reading Tree, Spiral Readers. All schemes are selected on the basis of suitability for children with varying needs. Schemes are reviewed annually by all teachers prior to formulating of booklists.
- Alternative reading material such as shared-readers, supplementary readers, textbooks from other areas of the curriculum, big books, ICT programmes, novels, library books etc are also used.
- A reading culture is promoted in the school through activities such as DEAR (Drop Everything And Read), Shared-Reading, Guided-Reading, Book Fairs, Book Week.
- A paired reading scheme involving parents is in operation in the junior end of the school. Children bring the books home to read with/for parents.
- The school puts great emphasis on the role of the home in relation to the emergent reader. Teachers stress the importance of parents reading to/with children on enrolment night, parent-teacher meeting and other informal or formal occasions as the need arises.

- The learning-support and/or the resource teacher supports the reading programme through consolidation of the pre-reading and word-attack skills in the early years, and implementing programmes to help children with learning difficulties.
- A core curriculum of suggested poems for each class level has been compiled. These can lend themselves to further activities such as discussion, drama, group recital etc.

Class	Selected Poems
Junior Infants	Wandsville Rhymes, Classic Nursery Rhymes,
Senior Infants	Helping Hands, Fat Old Witch, Santa, Mr Tick Tick Tock, My Party, a selection from Wonderland (Teacher's Resource Book)
1st Class	30 Days Hath September, After A Bath, Muddled Minibeasts, Splash, Daddy's Making Dinner, I'm The Single Most Wonderful person I Know, Wonderland Scheme
2nd Class	Today I Had A Problem, The Oak, Thunder and Lightning, The Counties of Ireland, January in Dulhallow, Things You Don't Need To Know
3rd Class	The Night Before Xmas, I Wish I Was A Pirate, Windy Nights, Little By Little
4th Class	Grammar In A Nutshell, Sea fever, The Snare, Birds' Nests, On The Silver Strand at Wicklow, From A Railway Carriage, Mr. Nobody
5th Class	Mid-term Break, the Loner, The Lake Isle of Inisfree, Jabberwocky, Mirror, The Night Train, I Wonder Why The Grass Is Green
6th Class	The Road Not Taken, Stopping By Woods On A Snowy Evening, Daffodils, The Ballad Of Fr. Gilligan, The Quarry, The Listeners, My Parents Kept Me From Children Who Were Rough

Key elements of emergent reading in infant classes

- The school supports the emergent reader through implementation of a pre-reading and emergent reading programme using resources/materials such as large format/big books, shared readers, class readers, language-experience material, print-rich environment etc
- In the early years the following the word identification strategies are used: phonetical clues, blending, picture clues, contextual clues and some basic sight vocabulary
- The school has formulated a phonological and phonemic awareness plan that was implemented on a trial basis during the school years 2007-8 in the infant classes. This programme includes following the 'Jolly Phonics' programme. This programme was discussed in June 2008. It was decided to adopt 'Jolly Phonics' programme.

Key elements of instructional reading in the school (Senior Infants to Second class)

- Continuity and progression from class to class is ensured through the reading scheme, core curriculum and teacher contact
- Children are exposed to a range of expository, narrative, diagrammatic, representational text .
- The word identification strategies that are used are the same as in the early years including: phonetical clues, blending, picture clues, contextual clues, sight vocabulary.
- Children are introduced to formal reading instruction at an appropriate stage in their language development in Junior Infants.
- Poetry and fiction are used as a springboard for activities such as writing, drama, SPHE, SESE, Visual Arts.

Key elements in developing independent reading in the school

- The key elements in developing independent reading in this school include: guided reading from junior infants to 2nd; DEAR; book reports/reviews, read-cover-remember-tell, presenting book to class, class novel, newspaper.
- The print-rich environment further enhances reading at this stage.
- Use is made of group work/active learning, e.g. paired reading, reading with parents, buddies, discussions
- Class novels are used from 3rd to 6th

Class	Suggested Novels
Junior Infants	
Senior Infants	
1st Class	
2nd Class	Sam and Some Sticky Situations, The Owl Who Was Afraid of The Dark, The Magic Ring
3rd Class	The Twits, The Magic Finger, Fantastic Mr. Fox
4th Class	In Deep Dark Woods, James and the Giant Peach, The Lion, the Witch and the Wardrobe
5th Class	Famine Trilogy, The Boy In The Striped Pyjamas, War Horse
6th Class	Holes, The Hobbit, Goodnight Mister Tom, Reaching The Heights, Faraway Home

Strand: Reading;

Strand unit: Developing cognitive abilities through language

- Strategies used to develop the children’s cognitive abilities i.e. developing interests, attitudes, information retrieval skills and the ability to think include: re-telling, re-calling, analysing and interpreting characters, situations and events, prediction, developing comprehension strategies, seeking and giving recommendations etc.
- Oral language activity is emphasised in the development of comprehension skills. Comprehension skills are developed through a combination of reading the text, reflecting on it, discussing it, writing about it. Strategies used to develop higher-order comprehension skills, e.g. synthesis, analysis, deduction, correlation include: assimilation (what did I learn?), deduction (what can I conclude?), inference (what may I conclude?), analysis (what are the details and how do they come together?), prediction

(what might happen next?), evaluation (what do I think of this?), summarising (how can I give a brief account of the main points?)

- The school develops children's response to fiction/poetry or other text through questioning, discussion, written tasks, reports, recommendations etc. This progression is evident through the range of ideas used as children move from class to class.

Strand: Reading;

Strand unit: Emotional and imaginative development through language.

- Strategies are used to foster emotional and imaginative development through story, poetry, drama include: listening, sharing, imagining, reading with expression, responses (to character, plot...) etc

Strand: Writing;

Strand unit: Receptiveness to language.

- Children experience a classroom environment that encourages writing through e.g.
 - ✓ encouragement to write for and present to different audiences
 - ✓ encouragement to choose their own topics for writing
 - ✓ providing arrangements for group work, e.g. co-operative stories, class anthologies, project work, peer-editing, write-a-book.
 - ✓ exploring different genres
- The role of oral language is a central part of the writing process and must be engaged in before writing takes place

Strand: Writing;

Strand unit: Competence and confidence in using language.

- Topics are selected for writing through linkage with oral language and reading themes; writing from their own experiences/ideas etc
- All the conventions of grammar/punctuation can be developed through the writing process and this is approached and progressed throughout the school by each teacher. Please refer to core curriculum document on grammar and punctuation.
- In planning writing, children are introduced to a variety of strategies, e.g. brainstorming, webbing, research,

- Strategies are used to develop the ability to use different genres of writing through giving children the opportunities to write e.g. birthday invitation, writing to seek information, diaries, reports, etc.

Genre
Recount
Persuasive
Narrative
Poetry
Report
Procedural
Explanation

Class	Genres Covered
Jl	Rec. - Poetry - Report
Sl	Rec. - Poetry - Report
1 st	All except explanation and persuasive
2 nd	All except explanation and persuasive
3 rd	All
4 th	All
5 th	All
6 th	All

- Children’s written work is valued e.g. displayed – both in class and in corridors, constructive comment, included in anthologies, self-evaluation
- A consistent approach to the process of writing, editing and redrafting of work has been discussed at our school-development staff meetings during 2018/19. It was decided all teachers from 1st-6th class would use the Word Wizard book as a guide for genres.

Suggested Genre Calendar		
Genre	Dates	Comp. Strategy
Recount	September	Predictions
Narrative	October	Making connections
Poetry	November – December	Visualisation
Procedural	January	Making inferences
Report	February	Summarising
Explanation*	March	Determining Importance
Persuasive*	April	Revision

Revision	May	Revision
Revision	June	Revision

- 1st and 2nd class revise genres during March and April

The following was decided: 3 stages to teaching of writing:

- **Stage 1: Teach new genre**

- ✓ Decide on how much time you will need
- ✓ Expose children to the text type through their shared reading/reading
- ✓ Demonstrate and model good writing
- ✓ Scaffold and guide

- **Stage 2: Planning and Mapping – Brainstorming and structure**

Brainstorm, Storyboard

Plan using some of the following strategies:

1. **Who, what, where, how, why, when, vocabulary, characters**
2. **Introduction, Problem, Conclusion, Vocabulary, Characters**
3. **Introduction, 1st Paragraph, 2nd Paragraph, 3rd Paragraph, Conclusion, Vocabulary, Characters**

- **Stage 3: The Writing Process:**

- ✓ First Draft
- ✓ Conference – self, peer, teacher
- ✓ Read/Revise (for meaning, order, overused vocabulary, spelling, punctuation)
- ✓ Conference - teacher
- ✓ Final Draft with any amendments.
- ✓ Publish

This process to be undertaken at every class level. (Free writing in JI, checking for capital letters and full stops in SI.)

The writing process can be used for any piece of writing in any subject area but we aim to definitely exercise this process at least once in each core genre covered in each class level.

Key elements in the early writing stage in the school

- In the infant classroom the children first use all forms of written expression (scribbles, drawings, lines, letters etc.) and this eventually evolves to use of letters and words.
- Children are introduced to the concept of writing through a print-rich environment, language experience materials, teacher modelling writing, teacher/parent acting as scribe, early reading, copying letters and words informally

The development of spellings skills

The focus of planning is on the child's acquisition of spelling skills and his/her progress with spelling.

- The current thinking and research regarding the teaching and learning of spellings was discussed at our staff meeting on the 7th April 2014.
- Spellings are based on 'Spellbound' class book, Dolch List, Jolly Phonics, thematic spelling and frequent misspellings/tricky words.
- Strategies are Look, Say, Cover, Write and Check
- Friday tests should take the form of dictation of sentences containing the target words from Senior Infants. Differentiated tests may be used for children with specific learning difficulties.
- Children engage in pre-spelling activities through phonological and phonemic awareness.
- Approximate spelling is accepted in early writing.
- Through parent-teacher meeting and parent-teacher contact parents are made aware of how they might help their children with spellings

Strand: Writing;

Strand unit: Developing cognitive abilities through language.

- Children are encouraged to clarify their thoughts through writing through the process of drafting and redrafting
- Integration: Writing is incorporated into most subject areas.

Strand: Writing;

Strand unit: Emotional and imaginative development through language.

- Children's expressive and communicative abilities developed through the writing process through the opportunities to draw and write about feelings, likes and dislikes, write stories, listen to music and write about it, write about favourite moments, characters, reactions to poems etc
- Poetry is used to expose children to a different use of language. Children are encouraged to explore and use a variety of poetry forms and there is a suggested list of poetry per class as recorded in this policy.

3. Assessment and record keeping

- Teachers ensuring that a broad range of assessment tools is being used including:
 - ✓ Teacher observation
 - ✓ Oral language assessment
 - ✓ Teacher designed tasks/tests
 - ✓ Portfolios of children's work
 - ✓ Checklists/profiles
 - ✓ Standardised/diagnostic tests – BIAP (start of second term of junior infants), MIST (start of second term of senior infants), Micra-T
 - ✓ Conferencing
 - ✓ Self-assessment
- Standardised tests are used in accordance with instructions given with the test.
- Teachers assess on a continuous basis through:
 1. observation
 2. weekly through spelling tests
 3. standardised tests.

4. Children with different needs

Children with learning disabilities

- Children with learning disabilities have IEPs formulated by SL/RT in consultation with the class teacher, SNA, parent, principal and/or other professionals e.g. psychologists, OT, Speech & Language therapists, Physiotherapists etc.
- Teachers support and ensure the participation of these children by differentiating the curriculum and all children are included in the lessons

- The specific responsibilities of class, learning-support, resource teachers are outlined in our learning-support policy
- A full list of the resource materials, ICT hardware and software, used by children with learning difficulties is contained in our LSP policy and ICT policy respectively.

Children with exceptional ability

- The school supports children of exceptional ability through
 - ✓ Differentiated programme within the classroom and/or homework
 - ✓ Use of ICT
 - ✓ Independent research projects
 - ✓ Working with parents – guiding them towards developing the special talents a gifted child may have
 - ✓ Consulting organisations such as Centre for Talented Youth Ireland
 - ✓ Literacy group for exceptionally able children

5. Equality of participation and access

- Equality of participation and access is ensured in the English Curriculum through:
 - ✓ Equal opportunities are given to boys and girls to participate in discussions, presentations etc.
 - ✓ Equal opportunities are given to boys and girls to participate in reading activities
 - ✓ Teachers are cognisant of developmental differences between boys and girls when starting to read.
 - ✓ Teachers are aware of gender differences in reading. They select reading material suitable for both genders.
 - ✓ Teachers are conscious of gender difference in writing readiness.
 - ✓ Equal opportunities are given to boys and girls to participate in writing activities.
 - ✓ Boys and girls have equal access to, and opportunities to use, ICT.
- All children have access to services, facilities and amenities in the school environment
- Provision is made for the following
 - ✓ Children experiencing any form of disadvantage
 - ✓ Children with disabilities
 - ✓ Families with literacy problems
 - ✓ Families for whom English is not the first language.

- ✓ Through providing supplementary teaching for pupils who qualify as laid out in the Learning Support Guidelines issued by the Department of Education and Science
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6. Timetable

- Time is allocated at each level for English as laid out in the Circular Letter 0056/2011 (i.e. to 6.5 hours per week for infants with a shorter day, and to 8.5 hours per week for students with a full day)
- Discrete time is timetabled for elements of the language programme at the discretion of individual teachers
- The process of language learning is naturally developed through integrated activities and thematic/cross curricular approach

7. Homework

- English homework reflects the active-learning approach as described in the curriculum and is assigned in accordance with our homework policy.
- The homework is tailored to the needs and abilities of the class and special consideration is given to some pupils.
- There is co-ordination between the class teacher and the learning-support/resource teacher in setting homework assignments to avoid overlapping of homework. This co-ordination varies depending on the abilities and needs of the child.

8. Library

- Class libraries are used in our school.
- There is a wide range of books available from the class libraries and shared-reading activities including a variety of fiction, non-fiction and poetry to cater for the range of abilities at all levels
 - ✓ Juniors – big books, books with graded levels of difficulty, books covering a wide range of interests, books based on favourite television programmes, nursery rhyme books, supplementary readers.

- ✓ Seniors – books covering a wide interest level, fiction, factual, reference, poetry, joke books, puzzle books, books suitable for different reading ages, books written by children
 - ✓ Each teacher develops their own policy for reading in their classroom. There is a reading corner for younger children in most classes
 - ✓ Children may be encouraged to write their own books during the write-a-book project. These books are displayed in the school hall and parents are invited to look at the books
 - ✓ Reading materials are provided for the learning-support/resource teacher and are reviewed on a regular basis. This review enables the school staff to restock and add to the existing materials already gathered for children with special needs.
- Organisation of the library
 - ✓ Each class teacher organises their own class library.
 - ✓ Stock of books updated on a regular basis. They are monitored by the class teachers. Money may be provided for buying books from a small proportion of central funds in the school.
 - ✓ Children may change their books daily/weekly and this is monitored by each class teacher
 - ✓ Children are encouraged to do book reviews/make presentations.
 - Children are encouraged to visit the public library.

9. Resources

- Some of the resources being utilised include Wonderland Reading Scheme (CJ Fallon); Chatterbox as well as other posters/charts, educational software, videos, resource books
- Resources are reviewed on an on-going basis. We plan to provide to a wish list for teachers in each subject area to identify resources needed on an on-going basis as financial position allows.

10. Individual teachers' planning and reporting

- The whole-school plan, through agreed policies, and the curriculum documents for English provide information and guidance to individual teachers for their long and short-term planning

- The Cuntas Míósúil serves as a statement of the aims, objectives and content covered and helps in reviewing and developing the whole school plan/individual teacher preparation for following years.

11. Staff development

- Information is provided on in-service/staff development in the area of curricular English for all staff. Notice boards located in staff room.

12. Parental involvement

- Parents are made aware of the central importance of oral language in the learning process during parent-teacher meetings, other informal meetings during the year and through the use of information leaflets.
- Parents are encouraged to involve children in purposeful language activity, through chatting with children and to extend conversations through further questioning and prompting. Parents are also made aware of the importance of discussing pictures in readers.
- Parents can support their child's reading through paired reading, visiting local library, reading stories, reading environmental print, visiting book fairs, buying books as presents etc.
- Parents can assist in the development of their child's writing in the early years through pre-writing activities such as colouring, marla, cutting, threading etc, through practising letter formation at home and encouraging the children to scribble, draw and write frequently. Parents can assist further up the school by encouraging neat presentation of their children's work and through showing an interest in, listening to and praising written efforts.
- Parents can be involved in using ICT to support language learning through using software which achieves this.
- Information can be shared with parents through presentations at induction meetings for new pupils, discussion at parent teacher meetings, the school's information booklet, newsletter, website.
- If the school is aware that parents have literacy problems the principal can inform them of adult literacy programmes that are available to help them with their literacy skills and how to access them.

13. Community links

- The following members of the community may become involved in supporting the language programme – fireman, garda, ambulance drive, farmer, nurse, etc – through visiting various classes in our school. They enhance specific language development in the area of occupations
- During book week, children may visit the local library and bookshops to hear various local and national authors/writers who read to the children
- Children’s work can be displayed in local library

Success criteria

The following criteria will indicate success.

- We will know that the plan has been implemented if:
 - ✓ Teachers’ preparation is based on this plan
 - ✓ Procedures outlined in this plan are consistently followed
- The indicators of the plan achieving its aims are:
 - ✓ Feedback from teachers/parents/pupils/community
 - ✓ Inspectors’ suggestions/report
 - ✓ Feedback from second level schools.
 - ✓ School self-evaluation
- The plan will have enhanced pupil learning if:
 - ✓ 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 and writing

Implementation

(a) Roles and Responsibilities

The plan will be implemented by the teaching staff, supported by the board of management and local community.

(b) Timeframe

This plan will be implemented on September 2014

Review

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

The responsibility for co-ordinating the review lies with

- The Principal