



Primary School
Curriculum

Curaclam na
Bunscoile

English

Additional
support
material

English Curriculum: Additional support material

Introduction

Whole school and classroom planning in any curriculum subject is a challenge. Planning for English can be particularly demanding. This is because planning in English has implications for teaching and learning in all curriculum subjects. English lends itself naturally to integration across the curriculum, whether this is in the development of children's mathematical language, or children's reading and writing skills in project work in any subject.

As a curriculum only really comes to life in the hands of teachers in classrooms, gathering information about teachers' experiences of the English Curriculum was a key focus of the first phase of the NCCA Primary Curriculum Review. The review examined teachers', principals', parents' and children's experiences of three curriculum subjects: English, visual arts and mathematics. The final report on the first phase of review was published in May 2005 and is available on the NCCA website at: www.ncca.ie.

Both the curriculum review by the NCCA, and the curriculum implementation evaluation (of the same three subjects) by the Department of Education and Science (DES), present findings on teachers' many successes with the English Curriculum to date. Some of these reported successes included teachers' use of emergent reading methodologies and a variety of reading genres, and gains in children's oral language development.

One of the constant and most compelling findings arising from teacher feedback during the review was the challenge of planning for the English Curriculum. While some teachers reported that they were planning effectively through the four strands (receptiveness to language, competence and confidence in using language, developing cognitive abilities through language and emotional and imaginative development through language) and three strand units (oral language, reading and writing), many teachers reported that they found the four strands difficult to use. Instead many teachers reported that they planned for English primarily through the strand units.

The NCCA has developed this English Curriculum: Additional support material in response to teachers' reported difficulties with the structure of the English Curriculum. It re-presents the content of the English Curriculum by replacing the strands with the strand units.

In replacing the current strands with the strand units, only the structure of the English Curriculum has changed. The content of the English Curriculum remains the same, as does the alignment of the content according to four levels – infant classes, first and second classes, third and fourth classes and fifth and sixth classes. The method of organising content in this additional support material is still the strand but the strands have changed from four to three.

The **strands** are: *Oral language*
 Reading
 Writing

The former strands now fulfil the role of **strand units** and are briefly described below:

Receptiveness to language is concerned with the child's willingness and ability to listen, to be aware of the nuances of language and to understand what he/she hears and reads.

Confidence and competence in using language is concerned with the child's ability to use and experience language with confidence and success as a speaker, as a writer and as a reader.

Developing cognitive abilities through language is concerned with the child's use of language to learn. It encapsulates the curriculum principle that the child not only learns language but also learns through using and experiencing language.

Emotional and imaginative development through language is concerned with the child's emotional and imaginative response to the world he/she encounters through talk, writing, play and drama. Reading and listening also help the child to come to a better understanding of him/herself and his/her relationships with others.

In this additional support material the content objectives of the English Curriculum have been reorganised and aligned under the three strands listed above. The four strand units provide the cross-cutting themes for teachers in planning and teaching English. The content of the English Curriculum is presented according to this alternative structure on the following pages for all four class levels.

OVERVIEW

Infant classes

STRANDS	Oral Language	Reading	Writing
STRAND UNIT	Receptiveness to language		
	developing receptiveness to oral language	developing concepts of language and print	creating and fostering the impulse to write
STRAND UNIT	Competence and confidence in using language		
	developing competence and confidence in using oral language	developing reading skills and strategies	developing competence, confidence and the ability to write independently
STRAND UNIT	Developing cognitive abilities through language		
	developing cognitive abilities through oral language	developing interests, attitudes and the ability to think through reading	clarifying thought through writing
STRAND UNIT	Emotional and imaginative development through language		
	developing emotional and imaginative life through oral language	responding to text	developing emotional and imaginative life through writing

Oral Language

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing receptiveness to oral language

THE CHILD SHOULD BE ENABLED TO

- experience, recognise and observe simple commands
look, listen, watch
- listen to a story or description and respond to it
- hear, repeat and elaborate words, phrases and sentences modelled by the teacher
- use and interpret tone of voice expressing various emotions
- learn to adopt appropriate verbal and non-verbal behaviour to secure and maintain the attention of a partner
*establishing eye contact
using appropriate head movements, gestures and facial expressions
ensuring audibility and clarity*
- mime and interpret gesture, movement and attitude conveying various emotions.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE

»»» developing competence and confidence in using oral language

THE CHILD SHOULD BE ENABLED TO

- talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences
- choose appropriate words to name and describe things and events
- experiment with descriptive words to add elaborative detail
- combine simple sentences through the use of connecting words
- initiate and sustain a conversation on a particular topic
- use language to perform common social functions
*introducing oneself and others
greeting others and saying goodbye
giving and receiving messages
expressing concern and appreciation.*

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE

»»» developing cognitive abilities through oral language

THE CHILD SHOULD BE ENABLED TO

- provide further information in response to the teacher's prompting
- listen to a story or a narrative and ask questions about it
- focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
- discuss different possible solutions to simple problems
- ask questions in order to satisfy curiosity about the world
- show understanding of text.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» developing emotional and imaginative life through oral language

THE CHILD SHOULD BE ENABLED TO

- reflect on and talk about a wide range of everyday experience and feelings
- create and tell stories
- listen to, learn and retell a rich variety of stories, rhymes and songs
- respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt
- use language to create and sustain imaginary situations in play
- listen to, learn and recite rhymes, including nonsense rhymes
- listen to, learn and ask riddles
- create real and imaginary sound worlds
- recognise and re-create sounds in the immediate environment
- experiment with different voices in role-playing
a favourite story, a cartoon character.

Reading

STRAND UNITS

RECEPTIVENESS TO LANGUAGE »»» developing concepts of language and print

THE CHILD SHOULD BE ENABLED TO

- listen to, enjoy and respond to stories, nursery rhymes, poems and songs
- become an active listener through the development of a range of listening activities based on stories read or told
*telling and retelling a story in sequence
recalling and relating a simple story or event,
asking questions, role-playing*
- play with language to develop an awareness of sounds
*language games, phoneme and morpheme sound relationships, nursery rhymes, chants
singing games, action songs and poems
a wide variety of rhythms
attempts at writing words appropriate to a particular need such as the child's own name*
- develop a sense of rhythm and rhyme
song, nursery rhymes, jingles, clapping and dancing to syllabic rhythms
- become familiar with a wide range of environmental print, beginning with print in the classroom
- learn about the basic terminology and conventions of books
*author and title, left-to-right orientation,
top-to-bottom orientation,
front-to-back orientation*
- read texts created by himself/herself and by other children in collaboration with the teacher
- learn to recognise and name the letters of the alphabet
- develop an awareness of some letter-sound relationships.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» developing reading skills and strategies

THE CHILD SHOULD BE ENABLED TO

- experience the reading process being modelled
- handle books and browse through them
- encounter early reading through collaborative reading of large-format books and language-experience material
- build up a sight vocabulary of common words

from personal experience, from experience of environmental print, and from books read

- learn to isolate the beginning sound of a word or syllable
- learn to isolate beginning and final sounds in written words
- learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable
- use knowledge of word order, illustration, context and initial letters to identify unknown words
- engage in shared reading activities
stories, poems, plays, picture books

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» developing interests, attitudes and the ability to think through reading

THE CHILD SHOULD BE ENABLED TO

- re-read, retell and act out familiar stories, poems or parts of stories
- recall and talk about significant events and details in stories
- analyse and interpret characters, situations, events and sequences presented pictorially
- predict future incidents and outcomes in stories
- differentiate between text and pictures
- understand the function of text
become aware that text says something

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE »»» responding to text

THE CHILD SHOULD BE ENABLED TO

- associate print with enjoyment through listening to stories and poems read aloud
- respond to characters, situations and story details, relating them to personal experience
- perceive reading as a shared, enjoyable experience
- record response to text through pictures and captions
- pursue and develop individual interests through engagement with books.

Writing

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

››› creating and fostering the impulse to write

THE CHILD SHOULD BE ENABLED TO

- experience and enjoy a print-rich environment
- receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation
- write and draw frequently
scribbling, making attempts at writing, letters and symbols, captions, words and sentences
- write for different audiences
oneself, teacher, other children, family, visitors
- see personal writing displayed
*class on worksheets
as part of arts activities
on a writing shelf or in a writing corner
in class-made collections*
- read personal writing aloud and hear it read.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE ››› developing competence, confidence and the ability to write independently

THE CHILD SHOULD BE ENABLED TO

- learn to form and name individual letters using various materials
plasticine, sand, soft letters, magnetic letters, writing instruments
- write and draw
scribbles, shapes, signs, letters, numerals
- understand the left-right, top-bottom orientation of writing
- develop a satisfactory grip of writing implements
- copy words from signs in the environment
- copy letters and words informally as part of class activities
- write his/her name
- use labels to name familiar people and things
- write letters and words from memory
- become aware of lower-case and capital letters and the full stop

- develop the confidence to use approximate spelling
- begin to develop conventional spelling of simple words
- see the teacher model writing as an enjoyable experience
- choose subjects for drawing and writing
- choose the form of expression he/she finds appropriate
scribbles, shapes, pictures, letters, words.

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE ››› clarifying thought through writing

THE CHILD SHOULD BE ENABLED TO

- draw a picture and write about it
a name, a caption, a sentence
- draw and write about everyday experience or about something just learned
pictures and scribbles
- write naming words and add descriptive words
- rewrite sentences to make the message clearer.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE ››› developing emotional and imaginative life through writing

THE CHILD SHOULD BE ENABLED TO

- draw and write about feelings
happiness, sadness, love, fear
- draw and write about things he/she likes and dislikes
- draw and write about sensory experiences
hot, cold, bright, dark, sweet
- draw and write stories
- hear a rich variety of stories, rhymes and songs and draw and write about them
- use mime and role-playing to create imaginary situations and then draw and write about them.

OVERVIEW

First and second classes

STRANDS	Oral Language	Reading	Writing
STRAND UNIT	Receptiveness to language		
	developing receptiveness to oral language	developing reading strategies	creating and fostering the impulse to write
STRAND UNIT	Competence and confidence in using language		
	developing competence and confidence in using oral language	reading for pleasure and information	developing competence, confidence and the ability to write independently
STRAND UNIT	Developing cognitive abilities through language		
	developing cognitive abilities through oral language	developing interests, attitudes and the ability to think through reading	clarifying thought through writing
STRAND UNIT	Emotional and imaginative development through language		
	developing emotional and imaginative life through oral language	responding to text	developing emotional and imaginative life through writing

Oral Language

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing receptiveness to oral language

THE CHILD SHOULD BE ENABLED TO

- experience challenging vocabulary and sentence structure from the teacher
- listen to stories, descriptions, instructions and directions and respond to them
- listen to sounds and respond to them
- become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener
eye contact, facial expression, audibility and clarity of enunciation, tone of voice
- use gesture and movement to extend the meaning of what he/she is saying
- express in mime various emotions and reactions, and interpret the emotions and reactions of others.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE

»»» developing competence and confidence in using oral language

THE CHILD SHOULD BE ENABLED TO

- talk about and reflect on past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences
- experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning
*experimenting with descriptive words
combining simple sentences
elaborating simple sentences*
- experiment with word order and examine its implications for meaning and clarity
- focus on the subject under discussion and sustain a conversation on it
- initiate discussions, respond to the initiatives of others, and have practice in taking turns
- engage in real and imaginary situations to perform different social functions
*greeting others
receiving and giving compliments
using the telephone
making requests for information*

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE

»»» developing cognitive abilities through oral language

THE CHILD SHOULD BE ENABLED TO

- give a description, recount a narrative or describe a process, and answer questions about it
- listen to other children describe experiences and ask questions about their reactions to them
- become increasingly explicit in relation to people, places, times, processes and events by adding elaborative detail to what he/she describes and narrates
- listen to a story or narrative and ask questions about it
- engage in real and imaginary situations involving language use
*explain, persuade, enquire, report, agree, dissent, discuss a point of view, justify opinions
provide solutions to problems*
- ask questions that will satisfy his/her curiosity and wonder
who? where? what? when? why? how? what if?

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» developing emotional and imaginative life through oral language

THE CHILD SHOULD BE ENABLED TO

- describe everyday experiences and events
- express feelings in order to clarify them and explain them to others
- tell stories in his/her own words and answer questions about them
- listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems
- re-create stories and poems in improvisational drama
- use play and improvisational drama to sustain imaginary situations
- listen to and say nonsense words and unusual
- listen to, learn and tell riddles and jokes
- clap the rhythms of poems and rhymes
- listen to, read, learn and recite more sophisticated nonsense verse and rhymes
- recognise and re-create sounds in the environment
- create real and imaginary sound worlds
- use imaginative play to create humorous characters and situations.

Reading

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing reading strategies

THE CHILD SHOULD BE ENABLED TO

- continue to experience the reading process being modelled
- engage in shared reading activities
- visit the school library and the local library
- continue to build a sight vocabulary of common words from books read and from personal experience
- engage in activities designed to increase awareness of sounds
 - focusing on the sounds associated with letters and letter-clusters,*
 - patterns of sounds in words*
- learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable
 - d - ock t - able*
 - s - ock c - able*
 - cl - ock f - able*
- learn about the sounds associated with the beginning of a word or syllable
- learn to connect the beginnings of words and syllables with their rhyming parts as an auditory and visual exercise
 - 'onset and rime': r - at c - at m - at*
 - different onsets*
 - single consonants r - at*
 - consonant blends pl - an*
 - digraphs ch - at*
 - different rimes*
 - vowel digraphs tr - ee*
 - vowel-consonant combinations h - and*
- learn about common word endings, word families and roots of words
- use knowledge of letter-sound relationships (grapho/phonic cues), grammar and syntax (syntactic cues) and surrounding text (contextual cues) when attempting to identify unfamiliar words
- self-correct reading errors when what he/she reads does not make sense
- develop reading skills through engaging with reading material appropriate to his/her stage of development
- adapt his/her reading style for different purposes
 - browsing, simple scanning and skimming.*

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» reading for pleasure and information

THE CHILD SHOULD BE ENABLED TO

- read from a range of children's literature, choosing material for reading during silent reading periods
- engage in personal reading

- learn to find books in a classroom or school library
- read aloud to share a text with an audience
- find information and share it with others
- perform simple information retrieval tasks
 - using a table of contents*
 - using a simple index*

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» developing interests, attitudes and the ability to think through reading

THE CHILD SHOULD BE ENABLED TO

- pursue individual interests through independent reading of fiction and non-fiction
- adopt an active approach to a text by posing his/her own questions
- give recommendations to and receive recommendations from the wider community of readers on the choice of reading material
 - parent, teacher, librarian, other children*
- develop comprehension strategies
 - recalling details and events*
 - assimilating fact*
 - retelling stories*
- perform alphabetical order tasks
- predict future events and outcomes in a book that is being read aloud
- express a more formal response by giving a considered personal opinion of a book in oral or in written form
- use information technology to increase motivation to read and to enhance reading development.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» responding to text

THE CHILD SHOULD BE ENABLED TO

- continue to listen to and enjoy stories and poems being read aloud
- engage in spare-moment reading and browsing by having ready access to reading material
- engage with a wide variety of text
 - picture books, poetry, stories, informational material*
- experience enhanced levels of self-esteem through success in reading
- listen to entire stories read aloud in instalments
- respond to characters and events in a story
 - talk and discussion, writing, drama, visual arts*
- explore different attitudes and feelings by imagining what it would be like to be certain characters
- engage frequently in informal discussion of books with teacher and others.

Writing

STRAND UNITS

RECEPTIVENESS TO LANGUAGE »» creating and fostering the impulse to write

THE CHILD SHOULD BE ENABLED TO

- experience a classroom environment that encourages writing
 - personal writing collections*
 - class library*
 - writing corner*
 - displays of writing*
- observe the teacher as he/she models writing stories
- seek help from the teacher in order to achieve accuracy and an appropriate standard of presentation
- experience how a story structure is organised by reading and listening to fiction
- write regularly for different audiences
 - personal purposes*
 - the teacher*
 - other children*
 - the family*
- choose topics to write about
- explore different genres
 - a story*
 - an invitation*
 - a letter*
- work with other children when writing
- have writing valued
 - hearing it praised*
 - having it displayed*
 - sharing it with others*

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »» developing competence, confidence and the ability to write independently

THE CHILD SHOULD BE ENABLED TO

- experience an abundance of oral language activity when preparing a writing task
- realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing
- understand that the conventions of punctuation help to make meaning clearer in writing
 - full stops, capital letters*
- spell words in a recognisable way based on an awareness of the most common spelling strings and patterns
 - simple words with short vowel rimes: dog, mill, rock*
 - simple words with regular patterns: street, came, float*
 - two-syllable words with regular patterns: robber, happen*
 - words with common prefixes and suffixes: display, wonderful*
- use approximate spelling as an interim measure in mastering the conventions of spelling
- spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling

words displayed in class
words compiled in personal dictionaries
words learned in reading

- choose topics for writing after conferring with the teacher
- have regular opportunities to write for himself/herself or for others
- decide whether or not to re-draft a piece of writing
- confer with the teacher and others on the quality of presentation
- write notes and messages to different audiences
 - teacher*
 - friends*
 - parents.*

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »» clarifying thought through writing

THE CHILD SHOULD BE ENABLED TO

- write in a variety of genres
 - stories, diaries, poetry, charts, lists, captions, cards, invitations, simple letters*
- write a version of a story told by the teacher
- write about something that has been learned
- write the significant details about an event or an activity
 - a game I played*
 - my birthday*
- write an explanation for something
- re-read work, confer with the teacher or others about it, and then rewrite it
- write a simple sentence and add words to it to extend its meaning
- listen to a story and write down questions to ask about it
- write answers to questions asked by the teacher.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE »» developing emotional and imaginative life through writing

THE CHILD SHOULD BE ENABLED TO

- express feelings in writing
 - happiness; sadness; excitement; pride; anticipation*
- write about experiences
 - enjoyable; funny; annoying; frightening*
- listen to the experiences of others and express reactions to them in writing
- draw and write about sensory experience
 - sight; hearing; taste; touch; smell*
- write about feelings experienced in drama activities
- draw and write stories and poems
- express in writing likes and dislikes about events and characters in stories and poems
- listen to music and write about it.

OVERVIEW

Third and fourth classes

STRANDS	Oral Language	Reading	Writing
STRAND UNIT	Receptiveness to language		
	developing receptiveness to oral language	developing reading strategies	creating and fostering the impulse to write
STRAND UNIT	Competence and confidence in using language		
	developing competence and confidence in using oral language	reading for pleasure and information	developing competence, confidence and the ability to write independently
STRAND UNIT	Developing cognitive abilities through language		
	developing cognitive abilities through oral language	developing interests, attitudes, information retrieval skills and the ability to think through reading	clarifying thought through writing
STRAND UNIT	Emotional and imaginative development through language		
	developing emotional and imaginative life through oral language	responding to text	developing emotional and imaginative life through writing

Oral Language

STRAND UNITS

RECEPTIVENESS TO LANGUAGE »» developing receptiveness to oral language

THE CHILD SHOULD BE ENABLED TO

- experience the teacher's use of challenging vocabulary and sentence structure
- listen to, retell and tape a narrative or a description, taking turns giving the account
- give and follow instructions on how to perform a particular task or process
- become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others
- use mime to convey ideas, reactions, emotions, desires and attitudes
- discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »» developing competence and confidence in using oral language

THE CHILD SHOULD BE ENABLED TO

- give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered
- initiate conversations and respond to the initiatives of others in talking about experiences and activities
- present ideas that are relevant to the subject in a logical sequence
- summarise and prioritise ideas
- discuss the meanings and origins of words, phrases and expressions with the teacher
- become aware of new words and new connotations of words through his/her reading and writing experience
- play synonym and antonym games
- become familiar with the functions of words without necessarily using technical grammatical terms
noun, verb, adjective, adverb, pronoun, preposition
- practise the common social functions in the everyday context of class and school and through improvisational drama
introducing others to the class group or another pupil; expressing appreciation; expressing approval and disapproval; engaging in simple commercial transactions; expressing concern; asking questions to elicit views and feelings; expressing support; giving directions
- make lists of local expressions and words
- use improvisational drama to re-create well-known characters
- hear, discuss and react to local storytellers.

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »» developing cognitive abilities through oral language

THE CHILD SHOULD BE ENABLED TO

- discuss issues that directly affect his/her life
in school; outside school; in other areas of the curriculum
- discuss a story being read and predict future events and likely outcomes in it
- discuss different possible solutions to problems
- discuss what he/she knows of a particular topic or process as a basis for encountering new concepts
- discuss causes and effects in relation to processes and events and predict possible outcomes
- listen to a presentation and discuss and decide which are the most important questions to ask
- learn how to use the basic key questions
why? how? where? when? what? what if?
- make presentations to the class about his/her own particular interests
- justify personal likes and dislikes
- argue a point of view and try to persuade others to support it
- explore historical events through improvisational drama
- explore reactions to ideas through improvisational drama.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE »» developing emotional and imaginative life through oral language

THE CHILD SHOULD BE ENABLED TO

- describe everyday experiences to the class or group and discuss them
- discuss favourite moments, important events and exciting characters in a story, play or poem
- express reactions to events and characters in stories
- discuss reactions to poems
- create and tell stories to the class or group, and retell them after questioning, comparing the versions
- express feelings and attitudes through improvisational drama
- create and sustain imaginary contexts through improvisational drama
- react to poems through improvisational drama
- dramatise stories
- experience and enjoy playful aspects of language
asking riddles and telling jokes; experimenting with funny-sounding words; playing word association games; reading and listening to examples of humorous literature; composing rhymes and verses; appreciating how words interact--how a word can trigger a humorous reaction.

Reading

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing reading strategies

THE CHILD SHOULD BE ENABLED TO

- use more than one strategy when reading unfamiliar text
grapho/phonic, syntactic, contextual
- identify unfamiliar words by reference to word parts, prefixes and suffixes
- continue to self-correct reading errors
- become an increasingly independent reader
- understand the relationship between text and illustration
- refine his/her listening skills through hearing the teacher read aloud.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» reading for pleasure and information

THE CHILD SHOULD BE ENABLED TO

- have access to a plentiful supply of books both in the classroom and in the school library
- use library facilities outside school
- select personal reading material and develop personal taste in reading for pleasure and information
- experience different types of text
- engage with a wide variety of poetry and verse on a regular basis
- develop basic information retrieval skills
using table of contents, chapter headings and index interpreting diagrammatic information scanning and skimming
- use simple dictionaries effectively
*find words
find the meaning of words
check spelling
find the pronunciation of words.*

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» developing interests, attitudes, information retrieval skills and the ability to think through reading

THE CHILD SHOULD BE ENABLED TO

- extend participation in listening and silent reading activities
- read short books in one sitting to experience success in reading
- explore new interests and perspectives through reading
poetry, non-fiction, newspaper articles

- read books independently
- seek recommendations for books to read and recommend books to others
- continue to use information technology to increase motivation to read and to enhance reading development
- know the structure and terminology of books
cover, spine, illustration, dedication, table of contents, introduction, page, chapter
- develop skills in locating and handling books through using well-stocked school and classroom libraries
- continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
*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?)*
- use a knowledge of printing conventions as an aid to expression and comprehension
bold type, punctuation marks, capital letters
- keep a record of his/her reading in various forms
keeping a list of books read, keeping written comments on books in a folder.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» responding to text

THE CHILD SHOULD BE ENABLED TO

- extend and develop his/her response to increasingly challenging reading material
discussion, poetry, writing, drama, visual arts, movement, dance
- engage in talk about books
setting, plot, character, motive, favourite authors
- talk about choice of books and the reasons for choices
- recognise and discuss differences in reading tastes
- share responses with other children and with adults to cultivate a community of readers
- experience a shared response to fiction through the use of a class novel
- read aloud with expression.

Writing

STRAND UNITS

RECEPTIVENESS TO LANGUAGE »» creating and fostering the impulse to write

THE CHILD SHOULD BE ENABLED TO

- experience a classroom environment that encourages writing
class library; writing corner; displays of writing; anthologies of his/her and others' writing; captioned; drawings; posters
- observe the teacher modelling different writing genres
writing about a personal experience; writing a letter; writing a description
- use personal reading as a stimulus to writing
- write stories that explore a variety of genres
- re-read his/her writing for pleasure
- choose the audience for which to write
- choose both the subject and form of his/her writing
- receive and give positive responses to writing
- see his/her writing valued
constructive comment; having it displayed; having it included in class anthologies; reading it aloud.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» developing competence, confidence and the ability to write independently

THE CHILD SHOULD BE ENABLED TO

- write regularly, and gradually extend the period over which a writing effort is sustained
- engage with the writing of one piece over a period
a week, a number of weeks, a term
- experience varied and consistent oral language activity as a preparation for writing
- learn to use questions as a mechanism for expanding and developing a story
who? where? when? why? what? how? what if?
- give sequence to ideas and events in stories
- develop an appreciation of how the intended audience should influence the nature of a piece of writing
a birthday invitation; a letter seeking information for a project
- develop an awareness of the difference between written language and oral language
- learn to revise and re-draft writing
reading it over; conferring and discussing with the teacher; conferring and discussing with others in the class
- learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process
- learn to write with increasing grammatical accuracy through the process of revision and editing
- use a range of aids and strategies, including the use of approximate spelling, to improve his/her command of spelling
dictionaries, word lists, word searches, spelling checkers, anagrams, regular word patterns

- write in a legible joined script with confidence and fluency
- develop his/her ability to write using information technology
word-processing
- regularly select his/her own topics for writing
- choose to write for himself/herself only
- decide, after conferring with the teacher and others, who the audience for a piece of writing should be
- decide the quality of presentation in relation to the purpose and audience of a piece of writing
- co-operate in writing a record of class activities
a single topic; a theme; a timetable

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» clarifying thought through writing

THE CHILD SHOULD BE ENABLED TO

- write in a variety of genres with greater sophistication
stories; diaries; records of what has been learned; reports; letters; notices; menus; lists
- read a story and write it in his/her own words
- read a narrative or expository piece and summarise it
- write about an idea to explain it to someone else
- write about why he/she finds an idea attractive
- write about ideas encountered in other areas of the curriculum
- write down directions on how to perform a particular process
- write a list of questions about a particular topic and prioritise them
- write a sentence and elaborate on it by adding one or more ideas to it
- expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE »»» developing emotional and imaginative life through writing

THE CHILD SHOULD BE ENABLED TO

- express his/her reactions to particular experiences in writing
- write about experiences and feelings in diary form
- write about feelings experienced in improvisational drama
- create stories and poems
- write extended stories in book form
- write about favourite moments, characters and events in stories
- express in writing his/her reactions to poems
- express in writing his/her reactions to personal reading
- use his/her own artwork and that of others as a stimulus to writing.

OVERVIEW

Fifth and sixth classes

STRANDS	Oral Language	Reading	Writing
STRAND UNIT	Receptiveness to language		
	developing receptiveness to oral language	developing reading strategies	creating and fostering the impulse to write
STRAND UNIT	Competence and confidence in using language		
	developing competence and confidence in using oral language	reading for pleasure and information	developing competence, confidence and the ability to write independently
STRAND UNIT	Developing cognitive abilities through language		
	developing cognitive abilities through oral language	developing interests, attitudes, information retrieval skills and the ability to think through reading	clarifying thought through writing
STRAND UNIT	Emotional and imaginative development through language		
	developing emotional and imaginative life through oral language	responding to text	developing emotional and imaginative life through writing

Oral Language

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing receptiveness to oral language

THE CHILD SHOULD BE ENABLED TO

- experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure
- listen to expressions, reactions, opinions and interpretations and retell or summarise them
- listen to radio broadcasts and discuss what has been learned
- follow detailed instructions or directions from others in order to test their accuracy
- take part in games in which unseen objects are identified from descriptions given by other pupils
- be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others
- use mime to convey ideas, reactions, emotions, desires and attitudes
- interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photographs
- listen to or watch sound tapes, videos and films and discuss how sound effects enhance the content
- listen to authors reading and discussing their own work.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE

»»» developing competence and confidence in using oral language

THE CHILD SHOULD BE ENABLED TO

- acquire the ability to give detailed instructions and directions
- converse freely and confidently on a range of topics
- give and take turns in an environment where tolerance for the views of others is fostered
- practise and use improvisational drama to acquire a facility in performing more elaborate social functions
welcoming visitors; showing them the work of the class; making formal introductions; proposing a vote of thanks; expressing sympathy; making a complaint
- discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language
- understand the functions and know the names of the 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'
- explore the possibilities of language and sentence structure in expressing increasingly complex thoughts

- discuss the meaning, effect and diversity of local words and expressions
- hear accents and dialects other than his/her own on tape and on video and discuss them
- use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations.

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE

»»» developing cognitive abilities through oral language

THE CHILD SHOULD BE ENABLED TO

- discuss issues of major concern
- discuss ideas and concepts encountered in other areas of the curriculum
- use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept
- use the basic key questions and checking questions as a means of extending knowledge
- listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them
- argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates
- justify and defend particular opinions or attitudes and try to persuade others to support a particular point of view
- respond to arguments presented by the teacher
- discuss the value, truth or relevance of popular ideas, causes and proverbs
- explore and express conflicts of opinion through improvisational drama
- explore historical contexts through improvisational drama.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» developing emotional and imaginative life through oral language

THE CHILD SHOULD BE ENABLED TO

- discuss with others his/her reactions to everyday experiences and to local, national and world events
- discuss the concerns of other children
- discuss ideas, concepts and images encountered in literature
- discuss personal reading and writing
- express individual responses to poems and literature and discuss different interpretations
- discuss plays, films and television programmes
- experience and enjoy playful aspects of language
experimenting with sequences of words; discussing the origins and effects of unusual words; hearing and reading aloud humorous literature; telling riddles and jokes; playing word association games.

Reading

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» developing reading strategies

THE CHILD SHOULD BE ENABLED TO

- achieve proficiency in word identification by refining the different word identification skills *grapho/phonetic, syntactic and contextual*
- improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, syllabication
- engage with an increasing range of narrative, expository and representational text
- become self-reliant, confident, independent readers, having time in class for sustained, silent reading.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» reading for pleasure and information

THE CHILD SHOULD BE ENABLED TO

- read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his/her age and reading ability
- engage with books in group or in whole-class settings
- learn about the structure and appreciate the function of the component parts of a newspaper *editorial, news, feature, review, sport, obituary, crossword, advertisement, schedule of radio and television programmes*
- participate in organised visits to the public library and avail of the mobile library service
- read to satisfy personal interests.

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» developing interests, attitudes, information retrieval skills and the ability to think through reading

THE CHILD SHOULD BE ENABLED TO

- listen to, read, learn, recite and respond to a challenging range of poetry
- have access to a wide range of reading material in the classroom and/or school library *magazines, newspapers, fiction and non-fiction books, books written by other pupils, collections of material related to hobbies and interests, reference material, poetry anthologies*
- continue to keep a record of personal reading in various forms
- use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem-solving and prediction

- develop study skills such as skimming, scanning, note-taking and summarising
- retrieve and interpret information presented in a variety of ways *flowchart, table, diagram, list, web, survey, question, read, recall and review (SQ3R)*
- support arguments and opinions with evidence from the text
- read and interpret different kinds of functional text *forms, menus, timetables, recipes*
- explore appropriate non-fiction texts for various purposes *furthering a personal interest; pursuing a topic raised in class; completing a project*
- use information retrieval strategies in cross-curricular settings
- distinguish between fact and opinion, and bias and objectivity, in text and in the media
- use the school, classroom and public libraries to develop greater insight into book location, classification and organisation
- find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology *graphical and electronic media.*

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE

»»» responding to text

THE CHILD SHOULD BE ENABLED TO

- hear the teacher model a response to poems, fiction, plays and parts of plays
- respond to poetry and fiction through discussion, writing, drama, the visual arts and dance
- relate personal experience to the ideas and emotions conveyed in the text
- appreciate issues in fiction *the development of character; sense of time and place*
- examine similarities and differences in various types of text
- continue to share response to an ever increasing variety of texts with the wider community of readers
- browse through, handle, discuss, recommend and select books for independent reading
- develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading
- read aloud from a personal choice of texts to entertain and inform an audience
- listen to books or extracts from books and poetry read aloud or presented on tape, radio or television.

Writing

STRAND UNITS

RECEPTIVENESS TO LANGUAGE

»»» creating and fostering the impulse to write

THE CHILD SHOULD BE ENABLED TO

- experience a classroom environment that encourages writing
class library; writing corner; displays of writing for visitors; anthologies of his/her writing; anthologies of the writing of others; books written by him/her and others; captioned charts, pictures and posters
- observe the teacher model a wide variety of writing genres
narrative; expository; letters; poems; project work; fiction
- express and communicate reactions to reading experiences
- experience interesting and relevant writing challenges
- write for an increasingly varied audience
- receive and give constructive responses to writing
- see his/her writing valued
class anthologies; displays of personal writing; printed examples of writing; writing exhibitions
- experience a level of success in writing that will be an incentive to continue writing.

COMPETENCE AND CONFIDENCE IN USING LANGUAGE »»» developing competence, confidence and the ability to write independently

THE CHILD SHOULD BE ENABLED TO

- write regularly on chosen topics
- write for a sustained length of time
- engage in the writing of one piece over a period
a week, a number of weeks, a term
- experience varied and consistent oral language activity as part of the pre-writing process
- observe the teacher improving writing
drafting, revising, editing
- write independently through a process of drafting, revising, editing and publishing
- write, without re-drafting, on a given or chosen topic within certain time constraints
- observe the conventions of grammar, punctuation and spelling in his/her writing
- use dictionaries and thesauruses to extend and develop vocabulary and spelling
- explore the possibilities of syntax and sentence structure in reading and writing
- choose a register of language appropriate to subject and audience
writing to a friend; writing for a display; writing to seek information
- choose a form and quality of presentation appropriate to the audience
- help others with editing their writing
- take part in co-operative writing activities,
projects, writing and publishing a class newspaper, writing and publishing compilations of stories and poetry

- write fluently and relevantly in other areas of the curriculum
- develop a legible, fluent, personal style of handwriting
- develop skills in the use of information technology.

DEVELOPING COGNITIVE ABILITIES THROUGH LANGUAGE »»» clarifying thought through writing

THE CHILD SHOULD BE ENABLED TO

- write in a variety of genres
narrative prose; poetry; instructions; diaries; learning logs; reports; letters; summaries; forms; recipes
- examine the characteristics that differentiate written and oral language
- write for a particular purpose and with a particular audience in mind
- reflect on and analyse ideas through writing
- refine ideas and their expression through drafting and re-drafting
- express and communicate new learning
- relate new ideas to previous learning
- use notes to summarise reading material and write an account from the notes
- sketch an ordered summary of ideas and draft a writing assignment based on it
- argue the case in writing for a particular point of view
- argue the case in writing for a point of view with which he/she disagrees
- explore the use of compound and complex sentences in expressing thought.

EMOTIONAL AND IMAGINATIVE DEVELOPMENT THROUGH LANGUAGE »»» developing emotional and imaginative life through writing

THE CHILD SHOULD BE ENABLED TO

- analyse in writing his/her reactions to personal experiences
- express in writing reactions to the experiences of others
- write stories and poems write longer stories or a series of related stories in book form
- keep a personal diary
- express a personal reaction to ideas, emotions and images encountered in literature
- express and analyse his/her reactions to poems
- analyse different interpretations of poems in writing
- write about the relationship between poems and personal experience
- write short plays based on activity in improvisational drama
- express in writing reactions to music, artwork, films, television programmes and videos.

Conclusion

The Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS) have developed planning templates for English, in consultation with the NCCA and the Department of Education and Science (DES). These planning templates reflect the structure of the additional support material presented here. The planning templates can be accessed on the PCSP website at: **www.curaclam.net** and on the SDPS website at: **www.sdps.ie**.

This additional support material for the English Curriculum is available on the NCCA website at **www.ncca.ie**. Further guidelines for teachers on the practical application of the three strands and four strand units in their classroom teaching will also be posted on the NCCA website. Feedback from teachers on their experiences using the English Curriculum and the additional support material are always welcome at **englishcurriculum@ncca.ie** or by phoning the NCCA main office at: 01-7996400.



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