



JOHN SCOTTUS NATIONAL SCHOOL

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Whole School ENGLISH Plan

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Ethos

John Scottus National School believes that, in essence the child is pure, perfect and complete. In JSS there is an emphasis on the power of speech. The use of full sentences and clear pronunciation is considered very important. There is also a belief of offering the 'best material', in terms of the quality of English and values. The emphasis on quality is that if the best material is studied then the child can read at any level in the English language. With regard to values, the aim is to use material that is in keeping with the ethos of the school, i.e. unity.

Purpose

The purpose of the English Whole School Plan is to benefit teaching and learning in our school by guiding the annual class plan in accordance with the principles of the Primary Schools Curriculum and our ethos.

Vision and Aims

The vision of John Scottus National School in relation to English is to provide the child with the ability to express their inherent unique talent in the following ways.

The Development of Speech

JSNS regards speech as the essence of the human being and therefore one of the most essential aspects in the development of the character of the child, and helps form the basis for a well rounded adult. Speech is prioritised by presentations made in class by the teacher and the pupils with the emphasis on clarity, audibility, diction, fluency, confidence and grammar. Further opportunities for pupils to speak clearly are provided in daily morning assembly and the annual school performances.

Performance

Opportunities are provided for children to perform, in front of others, at speech presentations in class and in assembly, at Christmas and the whole school performance at the end of the school year.

The Use of Inspiring Material

Class readers, stories, (narrative and non-fiction), comprehension texts, novels, and poetry are selected by teachers from lists of material for each class level. (See Reading section).

Penmanship

Penmanship is valued for the development of single pointed attention which in turn affects every

aspect of the being. (See handwriting section)

Writing

Emphasis here is on the development of creativity and imagination, as well as nurturing a lifelong skill.

Aims of the Plan

The aims of the plan are to:

1. Develop an appreciation of the value of language spoken, read and written.
2. Promote positive attitudes and a love of learning
3. Create, foster and maintain the child's interest in effective communication
4. Develop the child's ability to engage appropriately in listener-speaker relationships
5. Develop confidence and competence in listening, speaking, reading and writing
6. Develop cognitive ability and the capacity, in all circumstances, to clarify thinking through oral language, writing and reading
7. Enable the child to read and write independently
8. Enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences which will last a lifetime.

ORAL LANGUAGE

Oral language permeates every facet of the primary school curriculum.

The unique ethos of John Scottus places great emphasis on the development of speech and on opportunities for performance for each child.

Performance

Opportunities are provided for children to perform, in front of others, at speech presentations in class and in assembly, e.g. at Christmas and for the “public” via the whole school performance at the end of the school year. Further opportunities for pupils to speak clearly are provided in daily morning assembly, weekly speech assembly where children recite poetry, seachtain na Gaeilge and the forum of the bi-annual class and school performances presented to the public. Choir performances - lots of work done on enunciation of sounds and words, expression etc.

| Strand | Element | | |
|----------------------|---|--|---|
| Oral Language | Developing communicative relationships through Language. (Communicating) | Understanding the content and structure of Language. (Understanding) | Exploring and Using Language. (Exploring and Using) |

| | | | |
|--|---|---|---|
| | <ul style="list-style-type: none"> ● Engagement, listening and attention. ● Social conventions and awareness of others. | <ul style="list-style-type: none"> ● Sentence structure and grammar. ● Acquisition and use of oral vocabulary. ● Demonstration of understanding. | <ul style="list-style-type: none"> ● Requests and questions ● Categorisation. ● Retelling and elaborating. ● Playful and creative use of language. ● Information giving, explanation and justification. ● Description, prediction and reflection. |
|--|---|---|---|

The above 11 elements can be taught using the structured approach of the [Five Components of Effective Oral Language](#) as outlined in the PDST guide to the teaching and learning of Oral Language.

1. Teach A Variety of Spoken Texts

My news, projects, hot seating, circle stories, drama, partner conversations and co-operative learning groups, questioning and interviews, show and tell, argument and debates, giving instructions (how to play a game, carry out a science experiment, a recipe).

2. Develop Listening and Speaking Skills

Turn-taking, eye contact, body language, posture, facial expressions, gestures, pauses, greetings and responses, questions and answers, audibility, intonation, pitch, clarity.

3. Teach and Extend Vocabulary and Conceptual Knowledge

Synonyms, antonyms, root words, prefixes, suffixes, direct word-meaning words in context, definitions, word maps, multiple means, word games, word of the week, multiple meanings, homographs, interrelatedness, homonyms, word play, semantic feature analysis, semantic mapping, semantic clusters, semantic gradients, arguments and informal/formal debates.

4. Promote Auditory Memory

Repeat and use information, recite poems, songs, tales, rhymes, memorise and sequence songs, re-tell stories, recall verbal messages or phone numbers, play memory games, recount news events, use visual cues and mnemonics, hide an object and give direction for others to find it, provide organisational tools to assist memory, such as graphic or visual organisers, explicitly teach pupils to be conscious of remembering important concepts, skills and metacognitive strategies such as “think aloud”.

5. Create a Language Learning Environment

Display boards to display objects of interest/topic related resources, library for children’s books, recite poems practicing the patterns and rhythms of language, teach pupils to share classroom

responsibilities, e.g. change the calendar, set up tables, organise library, read aloud to children, invite guests into classroom, read or recite poetry to class.

Aistear/Discovery - Important and very valuable opportunity for child's oral language development
 Aistear also beneficial for social skills, conversational skills and speech development - all in a natural environment that the child is comfortable in and familiar with.

READING

The school use the Read Write Inc (RWI) scheme for teaching reading.

RWI in its pure form is an intensive 2-year programme designed to support children to be independent readers. As JSNS does not have the recommended resources to teach it in the recommended time frame, we have extended the time period to 3 years.

Children in Junior Infants do phonological awareness (if necessary) in September and October and start RWI after the break In October.

The RWI recommended pace is adjusted, so that instead of doing a sound a day, the pace is 2-4 sounds a week. (2 sounds a week is too slow.)

Ditty books are used only if needed for children who need additional support

In a fortnight 3 books would be a reasonable number to cover

Some children will finish the scheme by the end of Senior Infants

Almost all children who start the scheme in October of the first year will be finished by the end of 1st Class - excluding EAL children.

To allow this to happen teachers in Infant classes, teachers need to ensure that sufficient progress is made each year so that there is not a disproportionate amount of work in the following year.

To guide Infant teachers the following is a timetable:

| <u>Class</u> | <u>Sounds Timeframe</u> | |
|----------------|-------------------------|--|
| Junior Infants | Sep | Start Phonological awareness |
| | Nov | Start Set 1 sounds - there are 31; 3 per week is 9 weeks; 4 per week is 7 weeks |
| | June | Speed Sounds (Set 1) comprehensively known and first 4 of set 2 sounds (of which there are 12) : ay, ee, igh, ow |
| Senior Infants | Sep W1- 7 | ue, oo, ar, ou, oy, air, ir, or |
| | SI Summer | Set 3 Sounds (17): ea, oi, a-e, o-e, u-e, |
| 1st Class | | aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure |

| Class | | Books |
|--------------|--------|--|
| Std | Slower | Sample TT |
| SI | SI | Green Books (9) |
| SI | SI | Purple Books (15) |
| SI | SI | Pink Books (15) - needs 5 Set 2 sounds |
| SI | 1C | Orange Books (12) |
| 1C | 1C | Yellow Books (10) |
| 1C | 1C | Blue Books (10) - needs 4 Set 3 words from book 7 on |
| 1C | 2C | Grey Books (13) |

Class Novels

The goal for each class level from 4th - 6th is to complete a class novel each term. (3 terms = 3 novels) However due to other commitments a minimum of two class novels is expected. Three class novels is the target but this is time dependent.

(Please follow the books laid out in this table the goal is to complete three novels in 4th -6th class but this as a menu with a need to complete a minimum of two novels with an option of a third (time dependent))

| 2nd | 3rd | 4th | 5th | 6th |
|---|---|---|---|---|
| Tree Tops Reading Scheme Tree Tops Reading Scheme Structure Chart | Tree Tops Reading Scheme & Novels: James and the Giant Peach Charlotte's Web | Novels to complete: The Silver Sword, The Iliad Time dependent A Girl Called Blue | Novels to complete: Guns of Easter, Holes, Time dependent The Breadwinner | Novels to complete: Goodnight Mr. Tom, The Phantom Tollbooth Time dependent The Little Prince |

Novel Comprehension Workbooks:

Charlotte's Web, A Girl Called Blue, Guns of Easter, Holes, The Phantom Tollbooth with spelling lists.
[PDST Reading Fluency Rubric](#)

School Library

Junior Infants - 2nd class have their own in class library. This is refreshed at the start and end of each year. The class teacher reviews what is no longer needed in the library at the end of the year. The incoming teacher again reviews their class library. If new books are needed they are purchased.

3rd-6th class have a shared library in a central location. The library is broken into sections based on genre, series or author. The books can be taken freely and can be marked on the book borrowing

page at the library. The library is maintained by a member of staff and is refreshed periodically.

'Building Bridges of Understanding' Programme

Building bridges offers teacher a structured step by step scheme by which to teach the following skills:

Prediction,

Visualisation

Making Connections

Questioning

Clarifying

Declunking

Determining Importance

Inference

Synthesis

The use of this scheme is to ensure continuity between the teaching and the different class teachers students will have. It is intended to implement the Building Bridges of Understanding programme approach to 2nd class. Once these skills are established and the children move up through the school it can then be referred to in 3rd-6th class. Its primary focus is the teaching of comprehension, with the ultimate aim of enabling children to become self-regulated strategic readers. By learning about these strategies, children can become more involved in the text they are reading and deepen their understanding of the text.

[PDST Guiding Comprehension - Teaching for meaning](#)

POETRY

Poetry in JSNS

The teaching of Poetry in JSNS links in very well with our ethos for English Oral and Writing. We believe in the potential for developing creativity from writing poetry as well as the lifelong confidence which arises from the development of speech and the opportunities for performance for each child. Poetry is a genre in its own right and we place importance on the three aspects of **appreciation, composition and performance** of poetry.

Appreciation

- Children will take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others.
- Understand the content and structure of language.
- Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively.
- Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres, expressing preferences and opinions.
- Read and recite rhymes, poems, raps and chants.
- Create actions to accompany familiar rhymes.
- Talk about the purpose of writing poetry.
- Display charts of poems in the classroom.
- Explore patterns of rhyme and rhythm by reading poetry aloud.
- Invite a poet to visit the classroom and read their poetry.

- Listen to poems on tape, CD or Internet sites.

Performance

A lot of poetry lends itself to speech performances. Teachers will ensure that children perform in front of their peers and in assemblies thereby providing opportunities for them to -

- Explore and use language.
- Develop their confidence and communicative relationships.
- Use language playfully and creatively.
- Retell/Recite favourite poems for a variety of audiences.
- Explore patterns of rhyme and rhythm by reading poetry aloud.

Composing Poetry

Composing is a part of studying poetry and part of creative writing. Teachers will ensure that children in all classes are given an opportunity to compose their own poems thereby providing opportunities to -

- Explore and use language.
- Experience purpose, genre and voice by writing with a sense of purpose and audience while creating texts in a range of genre and developing an individual voice to share their thoughts, knowledge and experiences.
- Children are encouraged to write a variety of poetry, e.g. Limericks, Acrostics, Cinquain, Riddle poems, Rhyming poems, Pyramid poems, Onomatopoeia Poems, Haiku, Who, What, Where, When, Why? Examples of all these types and how to compose them may be found in 'To Rhyme or Not to rhyme' by Sandy Brownjohn.
- Children will be given the opportunity to work as a whole class, in groups and pairs, as well as individually when writing poetry.
- Reconstruct poems that have been cut into individual stanzas.
- Have a class poetry festival.

Resources

- Anthologies
 - Anthologies for 1st, 2nd, 3rd and 4th classes.
 - Once Upon a Poem
 - Sensational Poems Inspired by the 5 senses, chosen by Roger McGough
 - The Works, Paul Cookson
 - Read Me Out Loud, Paul Cookson
 - A Poem for Every Day of the Year, Paul Cookson
 - Classic Shakespeare Verse
 - The New Faber Book of Children's Verse edited by Matthew Sweeney
 - Read Me and Laugh chosen by Gaby Morgan
- Composition: To Rhyme or Not to rhyme by Sandy Brownjohn - 3 copies
- The PDST Poetry Workshop Powerpoint Presentation 'Children Writing Poetry' and poetry resources can be downloaded from:
- [PDST Poetry Presentation](#)
- [PDST Poetry Frameworks](#)
- [PDST Poetry Terms](#)
- [PDST Websites for Poetry](#)

for additional.....support and current best practice

The following table expresses the relationship of Poetry in the Primary Language Curriculum

| Elements | Oral Language | Reading | Writing |
|--|---|---|--|
| Developing communicative relationships through language. (Communicating) | - | Engagement (Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others). | - |
| Understanding the content and structure of language. (Understanding) | - | - | - |
| Exploring and Using Language. (Exploring and Using) | Playful and creative use of language. (Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively) | Purpose, genre and voice. (Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing preferences and opinions) | Purpose, genre and voice. (Write with a sense of purpose and audience while creating texts in a range of genre and develop an individual voice to share their thoughts, knowledge and experiences) |

The following activities are some of the ways to explore poetry.

Teachers are to allocate one English lesson per fortnight to the teaching of Poetry. Poetry features are alliteration, imagery, simile, assonance, metaphor, repetition, onomatopoeia, rhythm rhyme, personification, hyperbole, symbolism, rhetoric and questions and most can be taught as part of the structure of poetry and included in the teaching and composing of poetry.

WRITING

The unique ethos of JSNS emphasises the potential for developing creativity in the child from writing and the competence and lifelong confidence which arise from it. JSNS recognises the act of writing as part of the language learning process. Writing is a skill and a craft that needs to be taught and which is learned from practice.

| Strand | Element | | |
|---------|---|--|---|
| Writing | Developing communicative relationships through Language. (Communicating) | Understanding the content and structure of Language (Understanding) | Exploring and Using Language. (Exploring and Using) |
| | <ul style="list-style-type: none"> - Engagement. - Motivation and choice. | <ul style="list-style-type: none"> - Conventions of print and sentence structure. - Spelling. - Vocabulary. | <ul style="list-style-type: none"> - Purpose, genre and voice. - Writing process - Response and author’s intent. - Handwriting. |

The above 9 elements can be taught using the [PDST Writing Genre - A Structured Approach](#) or [here](#)

The key components of writing are:

- Spelling
- Free Writing
- Vocabulary
- Handwriting
- Punctuation
- Grammar
- Genres

There are 7 Steps to Teaching a Writing Genre and the purpose of the writing and the audience for whom it is written will determine the genre. The following genres of writing are taught:

1. Recount, e.g. school trip
2. Report writing - factual, e.g. life history cycle of the butterfly, book review
3. Explanatory writing, e.g. how a volcano is formed
4. Procedural writing, e.g. rules, directions, recipes
5. Persuasive writing, e.g. debates
6. Narrative – story

In teaching the genres of writing, the children will encounter them through reading/being read to, teacher-modelled writing, shared writing and guided writing, leading to independent writing and presentation to audience.

A two-year writing plan is followed for all class levels:

| Year 1 | | Year 2 | |
|----------------------------------|---|--|---|
| Formal | Revise | Formal | Revise |
| Recount Explanation Report | <i>Narrative</i> <i>Procedural</i> <i>Persuasive (exposition)</i> | Narrative Procedural Persuasive (exposition) | <i>Recount</i> <i>Explanation</i> <i>Report</i> |

... and Free Writing

Children's expressive and communicative abilities are developed through:

Junior Infants - 1st Class

Drawing and writing about feelings, likes and dislikes, sensory experiences and stories

2nd - 6th Class

- Expressing feelings, writing about experiences, reactions to poems and diaries
- Creating stories and poems.

Key elements in the early writing stage are:

- Graphic representation the children make to express themselves, including lines, scribbles and drawings
- A print rich environment including labels and signs which can be changed regularly
- Teacher acting as scribe through modelling writing for children including experience charts
- Children learning to write their name, copying letters and words from the blackboard and later, writing captions on a picture.

HANDWRITING

Ethos

- Handwriting is prioritised for the development of single pointed attention which in turn affects every aspect of the being.
- Attention on the tip of the pencil/pen

Strand: Writing

Key elements in the development of handwriting skills in the school are achieved through:

- The children develop posture, paper position and pencil grip at an early stage
- In Infant classes, children develop a satisfactory grip of writing implements and use a triangular pencil, if necessary
- The children use standard pencils from Senior Infants to 2nd Class,
- Roller balls for 3rd to 6th Class. Birus are not used.

| | JI | SI | 1st | 2nd | 3rd | 4th | 5th | 6th |
|-----------------------|--------|--------|--------|--------|-------------------|-------------------|-------------------|-------------------|
| Pen and Pencil | Pencil | Pencil | Pencil | Pencil | Ink roller Pen | Ink roller Pen | Ink roller Pen | Ink roller Pen |

Progression of the development of handwriting skills are as follows:

1. Junior Infants will focus on pre-writing skills and lowercase letter formation, which is further developed in Senior Infants will also practice uppercase formation.
2. In 1st Class children focus on upper and lowercase letter formation
3. Joined handwriting is introduced in Second Class
4. In 3rd Class, children continue to refine their skills and will be expected to write in legible joined script
5. Children develop a legible, fluent personal style of handwriting from 4th Class on.

| | Jl | SI | 1st | 2nd | 3rd | 4th | 5th | 6th |
|-------------------------|---|---|---------------------------|---------------------------|---------------------------|---------------------------|------------|------------|
| Handwriting Book | Modern Handwriting Book A or Write Here | Modern Handwriting Book B or Write Here | Modern Handwriting Book 1 | Modern Handwriting Book 2 | Modern Handwriting Book 3 | Modern Handwriting Book 4 | n/a | n/a |

Note: *Modern Handwriting Series* is the programme for penmanship used in the school.

Other

- 1) Dictation is a great way to practice attention and handwriting and can also be linked to spelling. Children can write beautiful sentences e.g. All be happy! Etc. on lined paper, and, when finished, decorate, and display
- 2) Standard pencils are Faber Castell Columbus
- 3) Rubbers: Minimise use of rubbers in the early classes

SPELLING

Development of spelling skills

When children attempt to master the complexities of English spelling they go through a number of overlapping developmental stages:

1. using sound-letter relationships
2. using pattern
3. using meaning
4. learning exceptions to the rule
5. context

Spelling Strategies

- Spelling activities are written as well as oral.
- Child's enthusiasm to write is more important than accurate spelling.
- Invented/approximate spelling is valued, as it allows children to self-correct their attempts as they move through the different stages.
- Direct instruction in spelling will be undertaken in the context of reading and writing and will be guided by information derived from the children's approximate spelling.
- The content for the children's spelling programme will be sourced from a combination of the child's own writing, words from the Dolch list and from the class reading material. Therefore spelling workbooks are not appropriate.
- Dictation is encouraged as a means of assessing spellings with the goal that it will replace regular stand alone spelling tests.
- Appendix: (to follow)

- spelling rules & spelling strategies (Such as Look, Say, Cover, Write and Check method)

TEXT BOOKS

Other Texts will include:

- The Bookcase Programme - *Trolls, Squirrels and Dragons Stories, Giants, Fishbones and Chocolate Stories, Toads and Aliens* (3rd, 4th and 5th Classes)
- *Expert at English, Between the Line 3 & 4* and accompanying books (5th and 6th Classes)
- *The Green Genie* (2nd Class)
- *Onwards and Upwards* and *Away with Words*
- Grammar Workbook for Senior Classes
- Narrative, expository and diagrammatic or representational texts from other areas of the curriculum, ICT and other graded materials

ADDITIONAL SUPPORT MATERIALS

Building Bridges of Understanding

Improving Reading Comprehension

To increase reading fluency and comprehension children should be involved in: -

- Paired reading (where parent and child read at the same time)
- Repeated reading (rereading familiar text) –
- Wide reading (being exposed to new vocabulary) - not just through reading their reader but by visiting libraries, reading books from home and magazines your child.

When reading a reader it is important that the focus is on spending time discussing the content of the stories with

Here are some comprehension strategies that you can use with your child.

1) **Prediction** (make a P sign) – looking at titles, text features, sections, pictures and captions. They should continuously update predictions in the light of new information/events. It can help children to become more familiar with the features of narrative writing.

- Who are the main characters? - What was the solution?
- What is the main idea of the story? - Where does the story take place?
- What are the problems or conflicts? - How does the story end?

2) **Visualisation** (make a movie sign) - generating mental images of the text as one reads. Can help children add richer descriptions to their own writing. Linked to our prior knowledge and experiences, can include unwritten details, the children should revise and refine as they read. .

- What could you see? What could you touch?
- What could you smell? What could you taste?
- What could you hear?

3) **Making Connections** (link fingers together) – Activating one's prior knowledge by making a personal connection with the text, Deepens understanding of how characters feel and their motivations.

- Text to Self - to your own life experiences and knowledge or people you know?
- Text to Text - to other books and films
- Text to World - to other places and situations.

4) **Questioning** (make a W with their fingers) – is a strategy that enables children to interrogate and probe a range of text genres before, during and after reading

- Why? - Would?
- How? - Could?
- Should? - What?

5) **Determining Importance** (one finger) – children learn to separate the essential information from what they do not need to know.

- Find words or phrases that are repeated or are written differently (font, size).
- Information may remind us of our background knowledge (schema).
- Summarise the information in 10 words or less.

If your child is stuck on a word they should try and **Declunk** (join hands together to make a circle) - Slow-check with your finger

- Chunk it up - Can you spot part of the word that you know (prefixes, suffixes or root words)
- Backtrack and look for clues
- Skip it, read the rest of the sentence, come back and see what word would fit –

- Can you think of another word that would make sense in its place? -

They will also learn how to **Clarify** (make a C sign) - by becoming aware of areas of miscomprehension - word identification, phrase or idea. They should stop and think while reading.

- What is confusing me?
 - Backtrack and look for clues
- Maybe the author explains it in the next paragraph - lets scan it.
 - Could I explain what I have just read to someone else?

Suggested Grammar Topics for each class level

Grammar is most effectively taught in context during reading and writing lessons. Pupils should be encouraged to identify grammar topics in reading activities prior to use in their own written work. Pupils should be supported in their application of these grammar topics through guided writing sessions. Below are a number of suggested activities that can be used to help consolidate what has been already taught and practiced.

| Grammar Topics | | |
|----------------|---|---|
| Class | Topic | Consolidation Activities |
| Senior Infants | <ul style="list-style-type: none"> ✓ Word order ✓ Sentence structure | <ul style="list-style-type: none"> ● Identifying the correct sentence ● Rewriting sentences ● Oral cloze ● Completing sentences |
| First Class | <i>Revision of work to date</i> <ul style="list-style-type: none"> ✓ Verb ✓ Past/Present/Future tense ✓ Noun ✓ Adjective | <ul style="list-style-type: none"> ● Identifying verbs ● Use of correct verb tense ● Sentence completion ● Sentence expansion ● Sentence construction |
| Second Class | <i>Revision of work to date</i> <ul style="list-style-type: none"> ✓ Pronoun ✓ Preposition | <ul style="list-style-type: none"> ● Selecting appropriate pronouns ● Sentence completion with prepositions |
| Third Class | <i>Revision of work to date</i> <ul style="list-style-type: none"> ✓ Expanding bank of verbs ✓ Expanding bank of adjectives ✓ Personal pronouns ✓ Collective nouns ✓ Conjunctions ✓ Continuous present tense e.g. polar bears eat seals | <ul style="list-style-type: none"> ● Grouping words e.g. run=dash, sprint, jog, chase ● Sentence completion using personal pronouns ● Identifying collective nouns ● Rewriting sentences using conjunctions ● Grouping adjectives e.g. weather=sunny, bright, dull, damp |
| Fourth Class | <i>Revision of work to date</i> <ul style="list-style-type: none"> ✓ Adjectives – comparative and superlative ✓ Adverbs ✓ Use of negatives | <ul style="list-style-type: none"> ● Changing adjectives to comparative/superlative ● Classifying adverbs ● Sentence expansion using adverbs |
| Fifth Class | <i>Revision of work to date</i> <ul style="list-style-type: none"> ✓ Classifying nouns ✓ Clauses ✓ Direct and indirect speech | <ul style="list-style-type: none"> ● Identifying proper, common, collective, abstract nouns ● Adding clauses to sentences ● Identifying/transferring direct and indirect speech |
| Sixth Class | <i>Revision of all work to date</i> | |

Please note: This is suggested list per class level and is not definitive or exhaustive.

Suggestion **Punctuation** Topics for each Class

Punctuation is most effectively taught in context, during reading and writing. Pupils should be encouraged to identify topics in reading activities prior to use in their own written work. Pupils should be supported in their application of these punctuation topics through guided writing sessions. Below, are a number of suggested activities that can be used to help consolidate what has been already taught and practiced.

| Punctuation | | |
|-----------------------|--|---|
| Class | Topic | Consolidation Activities |
| <i>Senior Infants</i> | <ul style="list-style-type: none"> ✓ Use of Capital Letters ✓ Use of Full Stops | <ul style="list-style-type: none"> ● Find capital letters in words ● Find capital letters in words ● Match lower case with capital letters ● Copy lower case and capital letter ● Rewrite sentences using capital letters and full stops |
| <i>First Class</i> | <ul style="list-style-type: none"> ✓ Revision of work to date ✓ Capital Letters in day's, titles, places ✓ Capital letter I ✓ Question Marks | |
| <i>Second Class</i> | <ul style="list-style-type: none"> ✓ Revision of work to date ✓ Commas for writing lists ✓ Commas not before 'and' ✓ Exclamation marks ✓ Recognition of speech marks | <ul style="list-style-type: none"> ● Rewrite passages correctly using capital letters, full stops and commas ● Compose stories from pictorial clues, paying attention to correct punctuation |
| <i>Third Class</i> | <ul style="list-style-type: none"> ✓ Revision of work to date ✓ Use of speech marks | <ul style="list-style-type: none"> ● Change sentences to questions ● Identify sentences where commas could be used ● Change sentences to include direct speech |
| <i>Fourth Class</i> | <ul style="list-style-type: none"> ✓ Revision of work to date ✓ Use of hyphens ✓ Use of apostrophe for possession including plural nouns ending in s, to shorten words ✓ Use of the Semi Colon | |
| <i>Fifth Class</i> | <ul style="list-style-type: none"> ✓ Revision of work to date ✓ Contractions ✓ Direct and indirect speech | |
| <i>Sixth Class</i> | <ul style="list-style-type: none"> ✓ The Colon ✓ Use of brackets in sentences | |

Please note: This is suggested list per class level and is not definitive or exhaustive.

