Primary Language Curriculum

St Finian's 2023

Language Curriculum Policy

Introductory Statement
This is the whole school language curriculum plan for St Finian's which has been reviewed again in 2018/19 in light of the publication of the new primary language curriculum. A collaborative approach was adopted when writing this plan to ensure that all the staff shares a sense of ownership in the planning process.

Rationale

- **Language shapes who we are:** Language is central to how and what we learn. It is the primary medium through which new learning is acquired and assimilated.
- **Language is a developmental process:** Language learning is a developmental process in which each child engages at his/ her individual rate. For teachers, it is important to recognise children's individual, inherent abilities and needs and their early experience of language when establishing a starting point for further language development.
- **Language learning is an integrated process:** Learning languages at home, in early years settings in schools or in community settings enables children to extend their linguistic experiences and to deepen their understanding of and connection with culture and heritage. Using language across the curriculum in other subject areas outside of the discrete language lesson enables children to reinforce and generalise what they have learned.
- **Children learn language through interactions:** When children play, or are engaged in playful activities they are engaged in meaningful communication. They use language for different purposes, matching language style and tone to these purposes and to different audiences. Through play with language they gain an early understanding of language as a system that can be manipulated. An appropriate, stimulating and playful learning environment facilitates children's language, learning and development.
- **Children learn language in different school contexts:** Our school is a DEIS school where English (L1) is the medium of instruction and Gaeilge (L2) is taught as the school's second language. This provides a particular challenge as they cannot, in certainly all cases, practice and consolidate what they learn in school in the same way as they do in English. In addition to this there is a "perception problem" with Gaeilge as many parents express negative sentiments in its regard. *All children come to*

school with a level of competence in one or more languages, some which may not be the first language of the school. The language curriculum supports children to value the language experience of all children.

Vision

Our vision in St Finian's is to ensure that pupils are holistically developed in order to assist them in contributing and playing a fulfilling role in their own community. Language is the foundation upon which all learning across the curriculum is built. The confidence to acquire and use spoken and written language has always been at the heart of the ability to learn.

The acquisition and development of language depends on the interaction of speaking and listening, reading and writing and the children's own experience. Language plays a key role in the development of our identity and self-image. It can be used for many purposes- to celebrate, to persuade, to inform etc. We also see the teaching of language as something which underpins all other subjects across the primary curriculum.

Aims and Objectives of Primary Language Curriculum

1. Children and their lives:

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of and to share their heritage
- encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships

2. Children's communications and connections with others

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes

3. Children's language learning and development

- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures
- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing

4. Creating a dialogic classroom

- The language that we learn becomes a tool for us to learn more. Through active discussion with each other the children will learn more and become architects of their own learning.
- The class teacher should reflect on their questioning of our children and to consider what we are asking and why. Questions should promote discussion rather than answers
- Group work: The children should be enabled to work in groups implicitly. Group roles should be established and assigned to children on a rotating basis i.e. Leader, Reporter, Scribe, Timekeeper, Information gatherer, Encourager)
- The dialogic classroom should set the children talking to each other in defined parameters i.e. Junk-Art, socio-play, scientific enquiry.

5. Incorporating the Playfulness of Language

- Incorporating meaningful play will promote meaningful communication.
- Free play: Whereby children decide what they may wish to do within certain time periods, for example golden time
- Child led play: Having shown an interest or having prior knowledge in a certain area could be a gateway to successful language development. (KWL a helpful strategy here amongst others)
- Adult led play: Led by the teacher to achieve particular language goals
- Riddles, jokes, tongue twisters, rhymes, poetry etc. should be used to promote the "silly" and "fun" side of language.

6: *Transfer of skills*

- The approaches of learning our first language should be transferred to the learning of our second language.
- **Conceptual Knowledge**: Numbers/ Uimhreacha; Colours/ Dathanna, Days/ Laethanta etc.
- **Metacognitive and Metalinguistic knowledge**: Visualising/ Predicting/ Sequencing
- **Specific Linguistic Elements:** tele-vision; teil-fís
- **Punctuation** The same rules apply!
- **Parts of Speech:** Colour coding of parts of speech on flashcards. Blue for nouns, yellow for verbs etc.

Not all skills will transfer across languages. Some differences do exist between the languages of English and Irish, such as morphology, syntax, sentence structure and some aspects of phonics. We will need to make specific provision for teaching these differences as part of the planning process.

It should be noted that the specific teaching of English is in English and the teaching of Gaeilge should be as Gaeilge, however there is space to draw comparisons between the languages where deemed appropriate (Example: The á sound in Gaeilge is similar to the "aw" sound in English.

Note: Language skills in the dominant Language should be embedded firmly before transferring into the second language. (Example: writing in genre style)

In teaching language we aim to:
- promote positive attitudes and develop an appreciation of the value of language spoken, read and written
- create, foster and maintain the child's interest in expression and communication
- develop the child's ability to engage appropriately in listener-speaker relationships
- develop confidence and competence in listening, speaking, reading and writing

- develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- enable the child to read and write independently
- enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

Curriculum Planning

1. Strands, Elements and Learning Outcomes

The broad objectives, content and methodologies for the teaching and learning of oral language, reading and writing are outlined in the Primary Language Curriculum. The Primary Language Curriculum is structured according to **strands**, **elements** and **learning outcomes**. To aid clarity the staff has chosen to plan through the strands:

- **Oral Language**
- **Reading**
- **Writing**

The elements of ***Communicating***, ***Understanding***, and ***Exploring and Using*** are understood in the context of learning language and learning through language. We feel the better the child's ability with language, the more effectively he/she will learn. Therefore the integration of oral language, reading and writing is of paramount importance. The development of oral language is given an importance as great as that of reading and writing at every level.

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.

- Planning is done fortnightly with regard to delivery of the Primary Language Curriculum. It is suggested that the class teacher would pick **two learning outcomes per strand per fortnight**. This is a **suggestion** rather than an **instruction**. *The best arbiter is the classroom teacher who has the flexibility to plan best for his/her class*.

- The **progression continuum**, as outlined in the curriculum book, is used by the teacher as a guide. These progression steps are informal. They are a broad guideline through which we gauge the ability of our children with regard to the learning outcomes. **They are not for individual tracking.** We should use the continuum as a medium point and address the needs of varying ability through differentiation.

- Having decided on our **learning outcomes** and fine tuning that through the prism of the **progression continuum**, we decide on the **learning experiences** that best suit our needs and that of our children.

Methodologies/ Learning Experiences
This plan reflects the use of methodologies as described in the Primary Language Curriculum and will inform all teachers of the methodologies to be used in the teaching of language as follows:
- Active learning
- Book discussion groups
- Collaborative/Co-operative learning
- Direct teaching
- Free exploration of materials
- Free writing
- Guided discovery/Enquiry
- Guided reading
- Guided writing
- Improvisational drama
- Independent reading
- Independent writing
- Language experience
- Learning through play
- Library usage
- Modelled reading
- Modelled writing
- Modelling language
- Oral familiarization
- Oral language
- Interview
- Paired reading/Buddy/Peer reading
- Play and games
- Presentation to audience
- Problem solving
- Process writing
- Reading
- Reading for purpose
- Reading to children

- Shared reading
- Shared writing
- Skills through content
- Story
- Talk and discussion
- Use of ICT and multi-media
- Use of poetry and rhyme
- Sayings
- Song
- Drama
- Using the environment
- Yard games
- Writing

Oral Language:

Children need to work in a range of situations – developing the ability to question, explain and present ideas; give and understand instructions; Plan, discuss, tell stories and take part in collaborative and exploratory play. They will learn to develop confidence, precision and competence in reasoning, predicting, re-calling and expressing feelings. They should develop sensitivity to audience-encourage tolerance of views and ideas

Approach to Oral Language:

The schools agreed approach to Oral Language will draw on three areas of content:

1. Discrete Oral Language:

Form, structure, use of language and grammar are addressed during Discrete Oral Language time. Children are encouraged and taught to use correct pronunciation, grammar etc. when speaking. Discrete oral language will be addressed using curriculum objectives as guidelines e.g. introducing oneself and others; greeting others and saying good-byes; giving and receiving messages; using the telephone;   making requests for information;   giving directions; expressing appreciation; welcoming visitors; making a complaint; expressing sympathy etc.

This is timetabled oral language activity and will address the objectives that are not being addressed thoroughly in an integrated fashion.

2. Integrating Oral language through the Reading and Writing process:

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

3. Integrating Oral language across the curriculum:

The following oral language skills will be targeted in an integrated way e.g. describing skills in Visual Arts, listening skills in Music and PE, turn taking, expressing opinions, media study in SPHE.

Planning oral language across the three strands ensures that these three areas of content are adequately addressed.

In planning for oral language across the strands, the following contexts are utilised

- Talk and discussion
- Play and games
- Story
- Improvisational Drama
- Poetry and Rhyme

There is an emphasis on classroom organisation and methodologies that provide children with an opportunity to learn the form and structure of language and to use language discursively through questioning and for coherent expression. Teachers will incorporate a variety of organisational settings into the teaching and learning for development of Oral Language such as pair work, group work, whole class discussion, formal and informal debates and circle work.

Reading:
Approach to Reading:
In our approach to reading, we consider the following:

- the children's general language development
- the central role of phonological and phonemic awareness
- the planning of book related events such as book fairs and World Book Day etc., Library visits
- the involvement of parents' in children's reading

These approaches will be recognised at all stages of children's acquisition of reading i.e. from the emergent reader, to the instructional reader and to the independent reader.

Print-Rich Environment
We are very conscious of the importance of a print-rich environment throughout all classes and a variety of examples of a print-rich environment are evident in our school including big books in a range of genres, picture books, independent reading books, charts of poems, songs and rhymes, labels and directions, name charts, written materials produced by the children, jobs chart, timetables, word charts, magnetic surfaces and magnetic letters, notice board (messages for children to read), charts of days, months, seasons and festivals calendars, theme charts, environment print in the neighbourhood, etc.

Basic Sight Vocabulary

Basic sight vocabulary is an important component of the language base the child needs before embarking on a structured reading programme. It will be acquired from a number of sources, such as language experience material, large-format books, environmental print, labeling, flash cards, etc. Sight vocabulary will be developed through selecting common words, core words, and words from the reader, high interest words, Dolch list, and social sight vocabulary.

Phonological Awareness

Phonological awareness will be developed through:
- Syllabic awareness – syllabic blending, syllable segmentation, syllable counting, syllable isolation
- Onset and rime – nursery rhymes and rhyming poems, detecting rhymes in stories, rhyme judgement, rhyme generation
- Phonemic awareness – identify initial sound – final sound - medial sound;
  - ☐ Phoneme blending
  - ☐ Phoneme deletion
  - ☐ Phoneme isolation
  - ☐ Phoneme substitution
  - ☐ Phoneme transposition

In terms of English language teaching Jolly Phonics is the programme being used from junior infants – 2nd class. We also have a phonics programme. All teachers have a copy of this programme and are expected to implement it. The phonics programme used in our school is spiral in nature and was devised by the SETs in consultation with the staff

Reading Fluency

The primary strategies recognised in this school to enable children to identify words, are their knowledge of letter-sound relationships (grapho/phonic cues), their experiences and understanding of the world (meaning or semantic cues) and their knowledge of the forms of language (syntactic cues).

From the outset children are encouraged to look at letters in words, the shape of words, for letters they recognise, to sound out letters that they know, to look for little words in big words etc.

Other strategies used with the children every day are encouraging the children to look at the shape of the word, look for small words, breaking the word into syllables etc.) In order to develop reading fluency among our children we ensure time is allocated weekly to reading activities such as USSR /DEAR, etc.

Comprehension Skills

The comprehension skills that will be developed through language activity in our school included analysis, synthesis, inference, deduction, summarization,

evaluation and correlation. Teachers explicitly teach a number of strategies that relate to both factual texts and fictional texts including scanning, skimming, search reading, KWL, reflective reading, brainstorming and categorizing, sequencing, predicting etc. by modelling the language and process for children. Comprehension skills are developed through oral and written work with an emphasis on discussion.

Reading Material

In St Finian's we aim to use a variety of reading material such as big books, class readers, parallel readers, poetry anthologies, etc. Big Books are used to expose children to reading in order to develop their receptiveness to language. It also provides children with an opportunity to talk about reading and expose them to the conventions of print. The class reader is used to develop reading skills such as word attack skills, dictionary work, comprehension, information retrieval skills etc. *The class reader in use in St Finian's are the PM readers*. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom. Parallel readers serve to give children the opportunity to read independently at their level to ensure they view reading as an enjoyable activity, to develop fluency and heighten their self-esteem. We endeavour to select reading material that lends itself to group/individual recitation, and we aim to include expository, narrative and diagrammatic/representational texts in our selection. We recognise the importance of using reading material as a means to develop our children emotionally and imaginatively and engage in activities such as character development, discuss why they chose a particular text, respond to material read through drama, art and music, etc. We have adopted a variety of approaches such as collaborative reading, independent reading, group reading, whole class approach, etc. and we aim to strike a balance throughout the year. The SET supplements the reading programme by implementing early intervention programmes the year, devising the phonics and phonological awareness programme in consultation with staff, etc.

- Supplementary readers are used in the school
- Novels are used from 2nd – 6th and are assigned to each class
- Big books are used in Junior classes

 However all of the above can be added to during the year by each class teacher in order to cater for children's needs and interests.

Writing:

The Process of Writing

The school's approach to writing concentrates on the writing process in order to develop the child's expressive and communicative abilities. We use the First Steps approach to writing. Through the process of writing, children will explore a selection of independently-chosen topics, through a variety of genres for different audiences within a whole school that values children's writing. We also draw on materials from PDST and the NCCA

Fostering the Process of Writing

The school will provide opportunities for children to write for real purposes and real audiences, recognizing that drafting, editing and redrafting are at the heart of the writing process. Free writing will be used to enable the children to become independent writers.

Genres of writing

The purpose of the writing and the audience for whom it is written will determine the genre. In St Finian's, we teach all the following genres to all classes

- Recount – *school trip*
- Report writing – *factual – e.g. life history of the butterfly – book review*
- Explanatory writing – *how a volcano is formed*
- Procedural writing – *rules, directions, recipes*
- Persuasive writing – *debate*
- Narrative – *story e.g. Cinderella*

With regard to First Steps Writing / Writing in genres, the following is agreed

- In teaching the genres of writing, the children will encounter the genres through reading/being read to, teacher-modelled writing, shared writing, guided writing, leading to independent writing. Teach agreed genre for 6-7 weeks each term (See appendix 5f)
- Free writing to be done 4 days a week (brain storm ideas regularly with the children, topic box occasionally, children editing their own work 1 day a week)

- A Writing table or pack could be used in every class – rota for the children
- Writing notice boards to display writing, one on the senior side and one on the junior side.
- The post holder for English will monitor progress through post holder meetings, staff meetings and dialogue with individual staff.
- Possible Writing Display akin to Art Day

Poetry

Children's engagement with poetry should be governed by the 'Pleasure Principle'. Hearing and reading poetry should be an experience of joy and fulfillment.

In the early years the main emphasis will be rhymes, riddles, nursery rhymes and jingles. As they grow older the children will become familiar with a wide range of poetry – humorous, narrative and lyric. The content should not only touch on the children's experience but also engage their imaginations as well

The children will be encouraged to read poems themselves and suggest poems to be read by the class. Children will also be encouraged to write poetry as a means of self-expression

Children can also experiment with types of poetry such as:
- Alphabet poetry
- Number poems
- Prepositions
- Acrostics
- Haiku
- Pyramid

Handwriting

Good habits in handwriting are developed at an early stage e.g. posture, paper position, pencil grip. In order to make handwriting more accessible to junior infants, the letters taught are based on Jolly Phonics style. In junior infants children will write with thick pencils and crayons, senior infants to 4th class use standard pencils and 5th/6th classes use roller ball pens or biros. *In St Finian's junior infants will focus on pre-writing skills and lowercase letter formation. This is developed in senior infants. They will then focus on upper and lowercase letter formation.   Print style writing will be introduced at first class. By 4th class children will be expected to write in legible joined script and in 5th/6th classes*

children will be expected to develop a legible, fluent personal style of writing. The cursive style may be introduced in these classes for more experienced hand writers. Writing competitions may be developed in the school. Children should be encouraged to participate in external writing competitions.

Spelling

In St Finian's we recognise that spelling must be viewed as a fun activity by the children, and we acknowledge that spelling activities may be written or oral. We understand that mastering spelling is a developmental process and when children attempt to master the complexities of English and Irish spelling they go through a number of overlapping developmental stages. A multi-sensory approach to spelling is encouraged.

- using sound-letter relationships
- using pattern
- Using meaning.

We also believe that spelling must never be a barrier to children's writing and therefore we must not dampen a child's enthusiasm to write by insisting on accurate spelling.   To this end we are very conscious of the value of invented/approximate spelling as it allows children to self-correct their attempts as they move through the different stages. "*However direct instruction can be of benefit to those who fail to spell accurately, particularly children who find it difficult to develop literacy. Direct instruction in spelling should be undertaken in the context of reading and writing and should be guided by information derived from the children's approximate spelling.*" (TG. 1999) The content for children's spelling programme will be sourced from a combination of the child's own writing, words from the Dolch list, words from the Phonological Awareness Programme, and the Jolly Phonics Programme and words from the class reading material. We endorse best practice guidelines which state that progress in spelling takes place when children experience a consistent and systematic approach to its teaching. They need to master strategies for learning new words which ensure that they don't rely totally on spelling out words letter by letter. Their attention needs to be directed to the whole word with the intention of reproducing it. In keeping with this rationale, we will enable children to learn spellings through the Look and Say, Cover, Write and Check method.

Grammar and Punctuation

In St Finian's, we aim to teach grammar and punctuation in the context of the children's own writing and/or reading and we emphasize the oral aspect of teaching.

An Ghaeilge

Tá an Ghaeilge mar Teanga 2 (T2) sa scoil againne. Múintear Gaeilge go foirmúil agus go neamhfhoirmúil. Ní bhíonn aon deis ag ár bpáistí T2 a usáid lasmuigh den scoil. Ag eirí as seo tá dualgas orainn ocáidí cainte a chuir ar fáil go nadúrtha ar scoil. Chun é seo a bhaint amach is gá an múineadh fhoirmúil a cheangailt leis an Ghaeilge neamhfhoirmúil. Is gá go mbeadh cur chuige aonarach ar siúl again uile chun caint Ghaeilge a spreagadh tríd an scoil.

Gaeilge Neamhfhoirmúil

Cad atá le déanamh again mar mhúinteoirí chun béim a leagadh ar úsáid na Gaeilge go nádúrtha tríd an scoil?

1. Tá sé rí thábhachtach go gcloisfidh na daltaí go bhfuil na múinteoirí ag baint úsáide as an nGaeilge agus iad féin i mbun cumarsáide.

2. Cloisfidh na daltaí an-chuid Gaeilge múinteoir an Ghaeilge mar theanga bhainistíochta ranga. Bíonn sé de nós ag múinteoirí ordaithe a thabhairt ach cad faoin bhfoirm cheisteach agus freagraí á dtabhairt ag na daltaí nuair a bheidh said in ann chuige, mar shampla: ***An miste leat/libh na fuinneoga a dhúnadh? Ní miste liom/linn. An miste leat an leabhar sin a chur ar an mbord led'thoil? Ní miste liom.***

3. Tugannan Curaclam Gaeilge Bunscoile cur síos eile dúinn a r an gcaoi ina bhféadfaí an Ghaeilge Neamhfhoirmiúil a chur chun cinn:***'Beidh an páiste in ann éisteacht leis an múinteoir ag comhlíonadh riachtanais chumarsáide mar shampla, ag beannú do dhaoine, ag fágáil slán…'***
Ar ndóigh beifear ag súil go mbeadh na daltaí in ann na riachtanais chumarsáide seo a chomhlíonadh freisin. Cloisfear fás agus forbairt ar an teanga seo fad is atá na daltaí ag dul ar aghaidh ó rang go rang mar

shampla: ***Dia duit/daoibh. Dia isMuire duit/daoibh. Dia is Muire is Pádraig duit/daoibh. Fáilte romhat/romhaibh.***

4. Féachaimis ar ráitis eile de chuid an Churaclaim: 'B'fhéidir go mbeidh an páiste in ann teachtaireacht a thabhairt, cead a iarraidh agus cabhair a lorg le gné éigin den cheacht nach dtuigeann sé/sí' D'fhéadfadh an teanga seo a bheith úsáideach. ***Cén Ghaeilge atá ar-------?Ní thuigim. Litrigh-------dom led'thoil. Conas a deirtú------?Cuir Gaeilge ar---------led'thoil. Ní féidir liom.***

5. Is é Módh na Ráite ceann de na modhanna múinte a úsaidtear sa seomra ranga. Molann an modh seo frásaí nó 'ráite' úsáideacha a mhúineadh. Má fhoghlaimíonn na páistí frásaí agus nathanna beaga beidh said in ann tarraingt orthu nuair a bheidh na nathanna sin ag teastáil uathu arís. Is fear iad a mhúineadh I gcónaí i gcomhthéacs a thuigeann an páiste, is é sin mar chuid d'agallamh seachas ina liostaí.

6. Cén fheidhm teanga/ rann/ dán/ amhrán ar fiú do na daltaí a fhoghlaim sa cheacht Gaeilge? Is iad na cinn is tábhachtaí ná na cinn a bheidh ag freastal ar a riachtanais cumarsáide taobh amuigh den cheacht Gaeilge. M.sh. An féidir leis na daltaí taitneamh nó easpa taitnimh a léiriú?

An maith leat---------?Is maith/ brea liom. Ní maith/ is fuath liom. Is fear liom úll ná milseán. Taitníonn/ ní thaitníonn sé liom.

7. Tá sé inmholta go gcloisfidh agus go mbainfidh na páisti úsáid as an nGaeilge ag ócáidí rialta i rith an lae, mar shampla, ag teacht isteach ar maidin, am rolla, am sosa, am lóin, ag dul abhaile.

8. Prionta sa timpeallacht. 'Féachann an múinteoir chuige go mbíonn cuid mhaith ábhair chlóbhuailte sa seomra ranga, mar shampla: Is féidir fógraí gairide faoi shaol an tseomra ranga a chrochadh timpeall an tseomra, mar seo a leanas: ***Crochaimid ár gcótaí anseo. Nímid ár lámha. Is é seo an doras.***

Póstaeir le lipéid a chur ar fáil sa seomra

Fógraí gairide faoi shaol na scoile a chrochadh timpeall na scoile, mar seo a leanas: ***Ná déanaigí dearmad ar _____ amárach; Beidh cispheil ar scoil amárach; Siúlaigí ar dheis le bhur dtoil;Fiche euro don turas scoile***

9. Féadtar úsáid a bhaint as Frása na Seachtaine tríd an scoil ach caithfear é a roghnú, a mhúineadh, a fhorbairt agus a úsáid.

10.   Gríosann na múinteoirí na páistí i gcónaí chun na feidhmeanna teanga agus cibé Gaeilge atá acu a úsáid agus glactar leis an idirtheanga. Cuimhnímís ar an seanfhocal seo 'mol an óige agus tiocfaidh sí 'fad is atá

na daltaí i mbun iarrachta, mar shampla: **Maith tú, lean ort, téir sa tseans, iarracht mhaith**.

11. D'fhéadfaí feidhm a bhaint as an nGaeilge sa rang ealaíne nó sa rang corpoideachais, nó sa rang ceoil, mar shampla: **Scaipigí amach, faigh spás sa halla, ag caitheamh/ag breith/ag léim, stop nuair a chloiseann tú an fheadóg, druidigí siar, bogaigí, déanaigí ciorcail, os comhair, i lár, taobh thiar.**

12. I rith Seachtain na Gaeilge is féidir gníomhaíochtaí mar seo a dhéanamh : **comórtas ealaíne a chur ar siúl; gaeilgeoir na seachtaine a roghnú; céilí a chur ar siúl; cluichí clóis a dhéanamh trí Ghaeilge; tráth na gceist as Gaeilge; tóraíocht taisce as Gaeilge**

13. Is féidir an teanga a bheadh ag teastáil do na himeachtaí thuasluaite a mhúineadh mar fhrása na seachtaine ó Mhí Eanáir ar aghaidh. Ansin, bheadh spriocanna foghlama ar fáil do na daltaí dá bharr.

14. Rannta, dánta, scéalta, amhráin, sceitsí, seanfhocail, rabhlóga. Ní mór do mhúinteoirí atá ag obair i scoileanna T1 (scoileanna ina múintear an Ghaeilge mar dhara teanga) a thuiscint gur beag seans a bhíonn ag formhór na ndaltaí an Ghaeilge a shealbhú go neamhfhoirmiúil. Mar sin caithfimid í a mhúineadh go foirmiúil agus deiseanna a chur ar fáil do na daltaí í a úsáid agus a chleachtadh go neamhfhoirmiúil ar fud na scoile i rith an lae.

Gaeilge Fhoirmúil

FCÁT agus an Cur Cuige Cumarsáideach

FCÁT/CLIL Cad é?

FCÁT - Foghlaim Comhtháite Ábhar agus Teanga/cha

(CLIL – Content and Language Integrated Learning)

- I gcás CLIL, múintear ábhar eile an churaclaim trí theanga eile (teanga nach máthairtheanga an pháiste í), ionas go bhfoghlaimítear an t-ábhar trí mheán na spriochteanga. In short, CLIL is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language.

- Is cur chuige foghlama teangacha í foghlaim chomhtháite ábhar agus teangacha (FCÁT) a úsáideann an spriochteanga mar an meán chun ábhar agus an teanga a mhúineadh.

- Díríonn gnáthcheacht FCÁT ar ábhar, úsáidtear an spriochteanga mar an meán trína dtéann na daltaí i ngleic leis an ábhar. Éascaíonn an próiseas seo spriocanna ábhair agus spriocanna teanga a bhaint amach sa cheacht céanna

- CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language

- CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum … learning a curriculum subject in a second, third or sometimes fourth language … Curriculum subjects apart from languages are taught through the target language.

- CLIL is not about 'translating' first-language teaching and learning into another language in the hope that learners will be immersed in and seamlessly learn in another language. Teachers have found that CLIL is about far more than simply teaching subject-matter in an additional language in the same way as the mother tongue. It is not a matter of simply changing the language of instruction

- Úsáid na teanga ar mhaithe le foghlaim. Úsáid na teanga mar mheán na foghlama seachas mar sprioc na foghlama. Úsáid na teanga ar mhaithe le heolas a chruthú.

Buntaistí FCÁT

- Foghlaim na teanga ar bhealach nádúrtha

- Deiseanna cumarsáide - Sealbhú teanga – ***"Acquisition requires meaningful interaction in the target language –natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."***

- Rannpháirtíocht an pháiste san fhoghlaim– mothú, iompar, cognaíocht

- Dearcadh dearfach i leith na teanga.

- Féinmhuinín feabhsaithe.

- Feasacht teanga

CLIL (FCÁT): Phríomhthréithe (Content and Language Integrated Learning)

1. Béim ar an ábhar agus ar an teanga.
2. Foghlaim thascbhunaithe
3. Deiseanna cumarsáide
4. Réamh-mhúineadh foclóra agus téarmaíochta

Idirtheanga (measchán de T1 agus T2) CLIL

1. **For children**

Successful acquisition of any language requires communication in the language. For this reason, it is essential that children learning through CLIL have regular opportunity to communicate through Irish. While children will use their mother tongue initially, children will eventually move toward using the target language over time, as they build up confidence and ability in the language. It is important (as with learning any language), that children are not continually corrected, so that they do not develop a negative attitude to the language. Inter-language (where children use English and Irish in the same sentence) is completely acceptable and rather than being detrimental to learning the target language, it actually helps children understand and use language structures and vocabulary. It would be accepted that children make a genuine effort to use the target language structures and vocabulary.

2. **For teachers**

For teachers, it may be the first time they have experienced teaching another subject through Irish. This presents its own challenges. In this context, teachers may experience frustration when unable to express themselves as they would in their mother tongue. However, teachers can accept that they themselves are learning too and it is acceptable that teachers may have to use some English in the initial stages and that they may not be able to teach through Irish for the complete lesson. Teachers may adopt a phased use of Irish and English until they themselves reach a threshold, where they are comfortable teaching through Irish for the majority of the lesson.

Choosing a subject suitable for CLIL

When choosing a subject suitable for CLIL, the following points may be considered helpful.

- Teachers can think about the subjects which lend themselves to communication opportunities. This may involve children naturally

conversing with each other, solving a problem together, conveying meaning or making a point to a peer, without the teacher having to manufacture the language-learning setting.

- Teachers need to consider the subjects which they themselves would feel most comfortable teaching through Irish.

- Teachers may need to consider how the children will communicate through the language and not just in the language. While the children will learn subject-specific terminology in Irish, they will also learn to communicate and operate through Irish in that subject.

- A whole-school approach to CLIL will involve deciding on a subject suitable to be taught through Irish. It also involves teachers discussing their willingness to get involved in the approach. Other considerations for a whole staff include language and concept building in the chosen subject across all class levels.

The staff of the school opted to use P.E. or Art as subjects most suitable for CLIL

Introducing CLIL: important points to note

Language learning in CLIL needs to be considered according to two language types, as outlined below. Good planning for both language types is essential to successful consolidation of language learning.

- **Content-obligatory language:** This is the language that is specific to the topic in the lessons, e.g., teaching about the lifecycle of the frog would involve teaching subject specific vocabulary such as egg, tadpole, frog, etc.

- **Content-compatible language:** This is the more general language that learners need to use when learning about a topic. This language may be relevant in the learning of other topics or may already be known to learners, e.g., teaching about the lifecycle of the frog might involve using language such as then, after some time, finally.

A number of principles with regard to teaching the lessons are worth noting.

- In the beginning teachers could accept questions from pupils in English but answer them in simple Irish.
- In the longer term, teachers might rephrase in Irish the questions posed in English by pupils.
- Discussions in English between pupils should also be permitted initially, but pupils should gradually be encouraged to use Irish.
- Group and pair work are vitally important to stimulate and allow for communication through the language.
- The new vocabulary and language structures needed for the content class should be taught and reinforced in the language class. Children should not be meeting the target language for the first time in the content class. Successful planning will ensure that language learning is built upon in each lesson.
- Information to be taught may need to be simplified in the target language and presented in a manner that facilitates understanding. Charts, diagrams, drawings, hands-on experiments, and the drawing of key concepts and terminology are all common CLIL strategies.
- Scaffolding learning is very important in CLIL, and the children's varying learning needs should be considered in differentiation.

Cur Chuige Cumarsáideach

Sa pholasaí seo tá an bhéim ar an gcumarsáid. Tá cumarsáid i gceist sna ceithre shnáithe, san ábhar teagaisc agus foghlama agus sna modhanna múinte a úsáidfear. Bíonn an múinteoir ag súil le forbairt ar chontanam cumarsáide ó thréimhse réamhchumarsáide go tréimhse cumarsáide go tréimhse iarchumarsáide.

● Tréimhsí an Cheachta

Ar dtús, sa tréimhse réamhchumarsáide leagtar an bhéim ar fhoghlaim foclóra agus gramadaí, ar athrá ceisteanna nó cluichí struchtúrtha. Ansin, sa tréimhse cumarsáide bíonn béim ar chomhrá, ar chluichí teanga, ar sheiftiú agus ar úsáid na teanga i rólghlacadh. Sa tréimhse iarchumarsáide téitear siar ar ábhar an cheachta, déantar anailís ar an teanga, agus féachtar leis an eolas a thraschur go tascanna nó go cluichí eile. Is próiseas ciorclach é leanúnachas na dtréimhsí cumarsáide, agus is féidir ceacht a thosú le ceann ar bith acu. Tuigtear gurb é an rud is tábhachtaí ná na páistí a chur ag caint agus ag déanamh cumarsáide chomh luath agus chomh minic agus is féidir.

● Fráma tagartha

Is fráma tagartha é an tábla thíos a thaispeánann na modhanna múinte agus na straitéisí éagsúla a fheileann do thréimhsí an cheachta. Tugtar léargas ar eagar an tseomra agus ar an idirghníomhú a bhíonn ar siúl idir an

múinteoir agus an páiste sna tréimhsí den cheacht cumarsáideach. Taispeántar cé na modhanna múinte a fheileann don ionchur teanga sa tréimhse réamhchumarsáide go háirithe. Ansin sa tréimhse cumarsáide caithfear úsáid a bhaint as straitéisí éagsúla chun na páistí a chur ag úsáid na teanga. Ar deireadh b'fhéidir go gcaithfeadh an múinteoir dul siar ar fhoclóir nó é a mhúineadh nó eiseamláirí teanga a thabhairt chun cuimhne i rith na ngníomhaíochtaí iarchumarsáide, agus bheadh an modh díreach nó an modh closamhairc á úsáid arís chun an foclóir a mhúineadh.

- **Eagar an ranga**

Ag tús an cheachta is ina n-aonad a bhíonn na páistí go hiondúil don ionchur teanga mura mbíonn gníomhaíocht éigin ag an múinteoir dóibh. I rith na ngníomhaíochtaí cumarsáide is minic a bhíonn beirteanna nó grúpaí ag obair le chéile, agus tagann an rang le chéile arís ag deireadh an cheachta. Téitear ó idirghníomhú idir an múinteoir agusna páistí go dtí idirghníomhú i measc na bpáistí de réir mar a théann an ceacht ar aghaidh.

Tréimhsí an Cheachta

Le linn aon cheacht foirmúil sa Ghaeilge ní mór aird a tharraingt ar chruth an cheacht de réir an tábla thíos.

Tréimhse Réamhchumarsáide	Tréimhse Cumarsáide	Tréimhse Iárchumarsáide
Múineadh na Teanga	Cleachtadh na Teanga	Daingniu na Teanga
Ionchur Teanga	Cluichí Cumarsáide	Cluichí gramadaí
Foclóir	Rólimirt	Anailís na Teanga
Frásaí	Idirghníomhú sóisialta	Féachaint ar aghaidh
Foirm	Cleachtadh	Saibhriú
Aithris & Athrá		Ceartú

3. Assessment and Record Keeping

Assessment is integral to teaching and learning process. In St Finian's, we value the different assessment tools that we use that include:

- Concept Mapping
  - ☐ 2D Concept Maps
  - ☐ 3D Concept Maps
  - ☐ Concept Mapping
  - ☐ Digital Concept Maps

- Conferencing
  - ☐ Conferencing
  - ☐ Teacher and Parent(s)
  - ☐ Teacher and Pupil
  - ☐ Teacher and Teacher
  - ☐ Teacher, Parent(s) and Pupil

- Portfolio
  - ☐ E-Portfolio
  - ☐ Hard Copy Portfolio
  - ☐ Hard Copy Portfolio and E-Portfolio combined
  - ☐ Portfolio

- Questioning
  - ☐ Closed Test Questions
  - ☐ Correcting Responses
  - ☐ Free-response Questions
  - ☐ Matching
  - ☐ Multiple-choice Questions
  - ☐ Multiple-response Questions
  - ☐ Open Test Questions
  - ☐ Pupil Questions
  - ☐ Questioning
  - ☐ True/False Questions

- Self-Assessment
  - ☐ Checklists
  - ☐ Know, Want to know, Learned (KWL)
  - ☐ Ladders
  - ☐ Plus, Minus and Interesting (PMI) Diagrams
  - ☐ Rubrics
  - ☐ Self-assessment
  - ☐ Talk Partners/Buddies

- ☐ Traffic Lights
  - ☐ Webs

- Standardized Testing
  - ☐ Mist Test
  - ☐ MICRA-T
  - ☐ Other diagnostic tests as deemed fit

- Teacher Observation
  - ☐ Anecdotal Observation
  - ☐ Event Sampling
  - ☐ Shadow Study
  - ☐ Target Pupil Observation
  - ☐ Teacher Observation
  - ☐ Time Sampling

- Teacher-Designed Tasks and Tests
  - ☐ Group Assignments
  - ☐ Individual Assignments
  - ☐ Oral Tests
  - ☐ Teacher-designed Tasks and Tests
  - ☐ Written Tests

Each of these has a contribution to make in helping to monitor individual children's rates of progress and levels of attainment as they engage with the language curriculum and by using the information provided in them, we can build up a profile of each child as they progress through the school. Teachers should apprise themselves of the school's assessment policy.

4. Children with Different Needs

In the teaching of language in St Finian's, we aim to ensure that all are included by using a variety of differentiated approaches such as those listed/shaded below. The SET also supports language/literacy needs where appropriate through an in-class support /collaborative approach.
- LEARNING CONTENT:
  - ☐ **Level**
    - ✔ Variation of the level and complexity of the content to reflect the diversity of the pupils' previous achievement
  - ☐ **Sequence**
    - ✔ Pupils introduced to different elements of the learning content in accordance with their identified stage of readiness
- LEARNING OUTCOME
  - ☐ **Response**

        ✔ Pupils have opportunities to provide different outcomes while working on the same task

        ✔

- LEARNING PROCESS
  - ☐ **Choice**
    - ✔ Pupils choose activities that they find more interesting and that match their ability
  - ☐ **Interest**
    - ✔ Tasks devised with the specific interests of the pupils in mind
  - ☐ **Pace**
    - ✔ Varying the rate at which teaching takes place and/ or the rate at which pupils are required to work and produce outcomes
  - ☐ **Resource**
    - ✔ Pupils provided with learning materials/resources specific to their own level of learning need
  - ☐ **Support**
    - ✔ Variation of the nature of support in accordance with the pupils' individual needs
  - ☐ **Task**
    - ✔ A variety of tasks, varying in their level of complexity, relating to the same learning activity
  - ☐ **Teaching Style**
    - ✔ Variation of methodologies to reflect the different ways in which pupils learn

5. Equality of Participation and Access

All children are included and participate.

6. Timetable and organisational planning

- **INFANTS:** Language 1 = *4 hours* and Language 2 = *2.5 hours*
- **1ˢᵗ to 6ᵗʰ CLASS**: language 1 = *5 hours* and Language 2 = *3.5 hours*

Integrated approach to language but discrete time is allocated to Oral Language e.g. (recommended minimum time) Infants ~ 15 minutes daily, 1ˢᵗ & 2ⁿᵈ Classes ~ 3 x 15 minutes per week, Senior Classes ~ 2 x 15 minute sessions per week

7. Homework

Please refer to St Finian's's Homework Policy.

8. Library

Class Libraries

In our school, there is a library. There is a variety of factual and fictional texts, poetry anthologies and texts in a range of genres as both space and resources allow. Each class teacher is responsible for organising their class library visit. There is a recommendation that this be twice weekly. Each child should be encouraged to borrow books weekly, two being the maximum. Each child is issued with a library barcode. Pupils change their books as often as required and a record is kept of books read to ensure they experience reading in different genres. They are encouraged to read a variety of genres.

Other initiatives include:
- Book-related Events
- An annual book fair takes place in the school. We have developed active links with our local community to promote pupils' learning. Where possible local storytellers, authors and poets visit our school to read and share their work and the school promotes the participation of calendar events in our local library
- Where possible paired reading during the year is done with our younger pupils with (i) older pupils (ii) vetted members of the local community
- Activities are organised around World Book Day

9. Resources and ICT

We are aware of the value of ICT in the teaching and learning of language by contributing to the print-rich environment, in supporting the development of word identification, spelling and other reading skills through reinforcement software, the Internet and reference books available in CD-ROM. We are very conscious of the value of content-free software e.g. Microsoft Word, in enhancing the process writing approach advocated in the curriculum and children in our school are encouraged to publish their work using ICT in order to enhance the standard of presentation of their work, giving them added pride in the final product.

10. Individual Teachers' Planning and Reporting

This plan in language and the curriculum documents will inform and guide teachers in their long and short term planning of work in language. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in Language.

11. Staff Development

Staff development needs are identified through review and discussion at term staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed. To date staff has participated in the following training e.g. in-service days and workshops. We have also availed of a number of support services as part of staff professional development, such as PDST, SESS, etc. Teachers are also encouraged to attend literacy courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

12. Parental Involvement

Parental involvement is considered an integral part to effectively implementing language learning. St Finian's appreciates that parents are the primary educator and that therefore play a crucial role in the language development of their children. This plan and the curriculum documents are available for parents to inform them of the programme for Language. We involve parents in a number of ways in their children's learning in Language, for example, library involvement, Paired Reading etc.

13. Community Links

St Finian's believes that the local community has a very important role to play in supporting the programme in Language.

14: EAL Pupils

The child's culture and first language should be respected at home and in school. Support for teaching and learning for the EAL child takes place in the context of an inclusive school.

Importance of first language

- It is important that children experience a good model of language at home to aid cognitive development.
- Use of the first language should be encouraged at home and in school.

Silent Phase

- most learners begin their acquisition with this phase in which they speak very little if at all
- engage in private speech/'self talk' – important survival phrases and language chunks
- can last up to one year
- Language is acquired subconsciously and informally.

Success Criteria of School Policy Plan

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan and children's learning has been enhanced in the following ways:

Oral Language
- Increased confidence and competence in communicating.
- Greater willingness to express opinions and participate in class discussions.
- Improved listening skills.

Reading
- Reading standards in reading.
- Increased involvement in independent reading.
- Involvement of parents in paired reading.
- Experiencing of reading as an enjoyable activity.

Writing
- Greater fluency and explicitness in communicating ideas and experiences.
- Enhanced experience of writing in a variety of genres and sharing stories and poems.
- Increased use of ICT to support the writing process.
- Introduction and consolidated approach to handwriting
- Improved presentation of written work.

The achievement of these success criteria will be assessed through feedback from teachers, pupils and parents. Also, our DEIS plan will provide targets for us to aspire to.

Implementation of revised plan to be ready for September 2019

(a) Roles and Responsibilities

St Finian's National School believes that the school community must be involved to successfully implement the Language Curriculum. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community. A Management post is designated to coordinate activities.

(b) Timeframe

The plan will be implemented from September 2019

Review

(a)   Roles and Responsibilities

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the Language curriculum in the school. The school principal is responsible for coordinating this review. Those involved in the review will include: *Teachers*, *Parents*, *Post holders and Plan coordinator*, *BOM/DES/Others*

(b) Timeframe

This plan will be reviewed every three years

Appendix One (A): Suggested Oral Language Lesson Outline

Lesson Focus

- Personal Development
- Vocabulary Building
- Sentence Structure
- Communicative Competence

Lesson Structure

- Choose a topic or a theme

Introduction

Select stimulus material to introduce the topic

Story/ Poem/ Song/Music/ Picture/ sound/ Object/ TV ad/ Video/ Newspaper story/ School Event/ Time of year/ First Step Writing Genre

Presentation

Identify vocabulary associated with the topic.

Nouns/ Verbs/ Adjectives/Adverbs commonly known and new

Select learning activities to stimulate vocabulary growth and sentence structure development

Idiomatic language usage

Class based discussion based on topic

Development

Group work, using language for a range of functions associated with the topic e.g. interview, complaint, making excuses, reporting, introducing, data gathering etc.

Conclusion

Groups reporting back orally to class

Review

Review of language generated during the lesson.
Choose a grammatical element.

Appendix One (B): Suggested Common Themes for Oral Language Development: Monthly Themes

School events through the year should provide opportunities for planning

September:
- Back to School
- New Class
- School Assembly

October
- Maths Week
- Halloween/ Terrors Day

November
- Science Week

December
- Christmas
- Christmas Gathering

January
- New Year
- Resolutions

February
- St Brigid
- St Valentine

March
- St Patrick's Day
- Lá Glas
- Seachtain na Gaeilge

April
- Easter
- Pancake Tuesday
- Confirmation

May
- School Testing
- Communion

June
- Sports Day

- School Tour
- Leaving School
- Holidays

Appendix 1 (C): Suggested Common Themes for Oral Language Development: School Programmes

School curricular plans or integrated programmes can also provide a source of planning for Oral Language development

- See other subject policies or consult text books, Teacher's individual planning
- Friendship Week
- Roots of Empathy programme
- Stay Safe
- R.S.E.
- Grow in Love Religion
- School Violin Project/ Orchestra
- Wizard of Words
- Working with Key Worker
- Art/ Drama Therapy
- Accord Visit
- Fire Drills
- Basketball tuition
- After School Clubs
- Engaging with outside agencies example: Dublin Bus, Crann, Green Flag
- Weaving Well Being
- Abi Anti Bullying
- Healthy Eating
- Interactive Technology
- Secondary School Visits
- Visiting performers/ artists/ experts
- Story telling
- School Garden Project

Appendix 1 (D) Suggested Common Themes for Oral Language development: SESS

Month	Theme
September	**Who we are** (4 weeks) – Myself, my family, the wider community **Weather**- Autumn
October	**The Wider World** Seasons, Earth, Space, Halloween, Fire Safety. Light/ Dark
November	**Life Long Ago**
December	**Celebrations-**Celebrations around the world
January	**Weather -** Winter
February	**Weather -** Spring
March	**Where we are in Place and Time** Ireland and the EU Time Zones
April	**Things that Change** Life Cycles
May	**Caring for our Environment** Rubbish, planting flowers, recycling materials
June	**Where in the World** Global work, study of another part of the world, mapping skills, nature walks

Appendix 1 (E):   Rubric for Oral Language Reports

Main points	No clarity of main points within the report.	Some information was provided.	Key information was provided but lacked clarity and structure.	Information clearly organised. Key facts presented in a clear and logical manner with relevant explanations throughout.
Summarising statement	No summarising statement.	Some attempt made to summarise the report.	A summarising statement was used but did not include all the main points.	The summarising statement was clear, concise and relevant to the report.
Language				
Language features associated with the text type.	Limited connectives and key words used.	Limited use of connectives and key words.	Some good connectives and key words used throughout the report.	A varied and rich use of connectives and key words used appropriately throughout the report.
Subject specific concepts and vocabulary	Very limited use of subject specific concepts and vocabulary.	Repetition of limited vocabulary throughout with little explanation of concepts.	Good use of subject specific vocabulary with some explanation of concepts.	A varied and rich use of subject specific vocabulary with concepts very well presented and explained.
Speaking and Listening Skills				
Broad rules that govern social interaction	Speaker did not seem confident having the floor. Quits if makes a mistake.	Speaker attempted to show confidence but nerves were evident. Some attempts to self-correct.	Speaker was comfortable holding the floor and recovers easily from mistakes.	Speaker was relaxed and self-confident, covering mistakes so unknown to audience.
Use of voice	Poor projection. Mumbled speech with monotone	Some projection with most words pronounced accurately.	Good projection and pronunciation. Some use of expression.	Smooth, effective delivery with clear pronunciation and projection throughout.

	voice. Audience disengaged.	Pace of report needs attention.	Report moved at a suitable pace.	Appropriate volume, pace and expressions.
Non-verbal behaviours	Poor eye contact with audience. Stiff presentation and posture. Very little facial expression and movement. No props used.	Eye contact made with some of the audience. Shows some facial expression and attempts to use movement and gesture. Very limited use of props.	Good eye contact with audience. Uses some facial expression and appropriate movement to enhance the report. Limited use of props.	Holds attention of the audience with direct eye contact. Uses facial expression to convey meaning and enhance audience understanding. Appeared relaxed and used props appropriately.

Appendix 1 (F) Oral Reports/ Categorisation of learning outcomes

Oral Reports/ Categorisation

Communicating Learning outcome 1,2,3		Understanding Learning outcome 4,5,6,7	Exploring and using Learning outcome 10
Speaker: *Use of voice:* ● Tone ● volume ● Pitch ● Pause ● Pace ● Pronunciation *Use of body:* ● Posture ● Eye contact ● Gestures *Broad rules :* ● The floor ● Prepared ● Informative ● Interesting	**Listener** *Use of body:* ● Posture ● Eye contact ● Affective displays *Broad rules :* ● Focus on speaker without the distraction of devices ● Interested	**Vocabulary** ● Genre specific vocabulary see PDST green vocab sheet **Grammar:** ● Present tense verbs ● Adjectives **Syntax:** ● Model and recast correct sentence structure.	**Structure:** ● Greet ● Introduce ● What and why ● Body of report ● Conclusion

Appendix 2 (A): Guided Reading Pointers
What does Guided Reading look like?

- 10-20 minutes per Guided Reading session.
- Reading Station and Independent work station.
- Children read with teacher at instructional level.
- Teacher teaches decoding strategies and comprehension strategies that the children will apply in their reading.
- The focus in Guided Reading is reading and helping the children to become good readers (rather than extension activities).
- 2 books per week?

Planning
- Plan for the level - what do you want the children to focus on at this level to become better readers (Decoding/Comprehension strategies)
- Lots of assessment on the go to determine what the children need next.
- Children need to read a mix of genres. Most PM books are Narrative, but their are non-fiction that cover recount, explanatory, procedural.
- Guided reading not a reading scheme - pick four/five books at each level. Teacher can determine if the children are ready to move on to the next level.
- Template on Drive if it suits.

Teaching Decoding and Comprehension Strategies
- Decide what reading strategies the kids need for their level of development.
- Eg emergent readers need phonics, chunking, more fluent readers can focus on inferring etc. If possible connect decoding strategies with words in the books.
- Teach reading strategies before reading the book, give a purpose for reading.

Decoding Strategies	Comprehension Strategies
Sounding out	(based on Building Bridges)
Chunking	Questioning
Use the picture	Inferring
Word Families	Summarising
Re-reading	Predicting
Cover-it-up	Making Connections
Reading on	Determining Importance
	Visualising

Independent Work

- Independent Work could be based around independent reading as much as possible. Children re-read familiar texts at independent level and complete simple exercises around them. Template on Drive.

How to assess kid's use of reading strategies
- Running records - What kind of mistakes do they make?
- During reading - Support - Ask the child "Does it make sense?, Does it sound right? Does it look right?"
- After reading - Discussion and Questioning, Literal and Inferential Questioning.

Appendix 2(B): Developing fluency: Opportunities for Repeated Reading

1. Echo Reading:
Teacher works with small groups reading a text, sentence by sentence. This can be performed frequently but should be sessions should be kept short.
- Read the first sentence or a short paragraph. Demonstrate fluency and expression. This may need to be repeated. Pupils follow own text.
- With the pupils, reread the sentence using the same fluency and expression
- Pupils reads by themselves expressively. Teacher gives feedback at this point.

2. Shadow Reading:
Teacher demonstrates how to read an entire passage fluently. Offer support and feedback to pupils as they read the same passage.
- In a small group, give each member the same text at their independent reading level
- Teacher reads entire passage
- Re-read together fluently
- Pupils re-read as needed, either to partners or in small groups
- Have pupils offer each other constructive feedback about the fluency of the oral reading

3. Assisted Reading
Teacher/ mentor works one-on-one with the pupil.
- Mentor reads the text at a reasonable pace with fluency and expression
- Pupil reads alone, and mentor quickly supplies the word or phrase if the pupil pauses or stumbles
- Decoding of words is not practiced during the reading, but at another time
- Mentor offers encouragement and constructive feedback

4. Shared Reading
The teacher reads from an enlarged text and invites the students to participate in a way that makes them feel comfortable.

5. Choral reading:
This involves pupils reading text orally together with the intention of making a meaningful and enjoyable performance. It is usually associated with reading poetry, repeated dialogue or repetitive refrains.
- Choose the text and enlarge it.
- Model the reading of the text, demonstrating how to use the voice to express meaning.
- Allocate parts of the text to various groups of pupils

- Pupils read aloud together several times assisting groups to read allocated sections
- Add any props, sound effects or movement that will enhance the presentation of the text. Pupils perform the reading for an audience

6. Readers' Theatre
This is an oral performance of a script. The focus is on interpreting the script rather than memorising it.

7. Radio Reading:
Pupil rehearse reading of text, before reading to the group who 'listen to the radio'
- Teacher or pupil selects text and pupils review the text
- Small groups work together and prepare their text/ section of text for reading (in school or at home). A marking scheme may be used e.g. p – pause, e – emphasis, f-show feelings, dv-deep voice, // longer pause, l – loud voice, w-whisper
- Pupils rehearse. Pupils can work together to support one another and offer suggestions. Short discussions on the piece can be had.
- One member of the group introduces the radio reading group.
- After reading, readers can have a brief discussion about their section
- Audience can give feedback: it was good when …. It was even better when… it was absolutely fabulous when…

8. Poetry Club
This provides a forum for performing poetry to an audience.
- Ask pupil to select their favourite poem and give them an opportunity to rehearse it. Students can choose to work in groups, pairs or individually.
- Encourage pupils to try different ways of phrasing, different intonations or pace or using different voices for effect.
- Provide pupils with time to rehearse their poem. Provide constructive feedback.

9. Buddy Reading
Reading to younger 'buddies' provides an opportunity for older pupils to model fluent reading.

Appendix 2 (C): READING PROCEDURES

- **Reading to students:** Read-aloud is an instructional practice where teachers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.

- **Modeled Reading** is an instructional practice in which the teacher models, verbally, to the students a reading process or strategy. Modeled Reading includes: reading text aloud to students while they listen and observe.

- **Shared Reading** is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

- **Guided reading** is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can read similar levels of texts. The text is easy enough for students to read with your skillful support; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.

- **Book Discussion groups:** A book discussion group is a forum where readers can come together and talk about books and the reading experience.

- **Independent reading** is children's reading of text — such as books, magazines, and newspapers — on their own, with minimal to no assistance from adults. It can consist of reading done in or out of school, including purely voluntary reading for enjoyment or assigned reading for homework.

- **Integration with other subjects** Transferring reading skills and procedures to other areas of the curriculum.

Appendix 2(D): Reading Strategies Description

- **Predicting**: Helps activate prior knowledge · Based on clues in text (pictures, subtitles, etc.)

- **Connecting:** Connecting prior knowledge to new information

- **Comparing:** Thinking more specifically about connections they are making, e.g. How is this different to….?

- **Inferring**: Taking information from a text and creating their own interpretations beyond the literal level.

- **Synthesising:** Piecing information together as students read a text, to keep track of what is happening

- **Creating Images:** Creating sensory images to assist with overall comprehension of a text

- **Self-questioning**: Providing a framework for active learning as students engage with the text to find answers

- **Skimming**: Glancing quickly through material to gain an overall view of text Scanning · Glancing through a text to locate specific details , e.g. names, dates etc.

- **Determining Importance:** Prioritising most important information from phrase, sentence, paragraph, chapter or whole text

- **Summarising and Paraphrasing:** Reducing larger texts to focus on important elements · Re-stating/re-writing text in own words using key words to capture main focus

- **Re-Reading**: Creating opportunities for deeper understanding, word identification and developing fluency

- **Reading On:**   Skipping unfamiliar word(s) and reading on to provide sufficient context to determine unknown word/phrase

- **Adjusting Reading Rate**: Adjusting rate where appropriate, e.g. slowing down to comprehend new information, or speeding up to scan for key words

- **Sounding Out**: Using knowledge of letter-sound relationship to decode unknown words

- **Chunking**: Breaking multi-syllabic words into units larger that individual phonemes

- **Using Analogy**: Transferring what they know about familiar words to help them identify unfamiliar words

- **Consulting a Reference**: Using a dictionary, thesaurus, reference chart or glossary to help find word meanings/pronunciations

Appendix 2 (E): Four essential components of Vocabulary Instruction

1: **Teach word-learning strategies:** Teaching word learning strategies gives students approaches to unfamiliar words and helps them to become independent learners.

- Using context clues
- Dictionary skills
- Morphological knowledge (compound words, base words, root words and affixes)

2: Teach words explicitly

Words that describe people	Words that describe places	Words that describe feelings	Words that describe how you walk
kind	scenic	delighted	carefully
generous	urban	disappointed	quietly

3: Foster an interest in and an awareness of words

- Read quality passages to children daily
- Encourage students to note interesting words
- Display target words
- Encourage them to use them
- Discover things about words through collaborative enquiry
- Read to write – model a piece of writing on a quality piece
- Rewrite a book
- Improve a sentence
- Word games
- Rote-learning (children remember words they hear often)
- Tongue twisters
- Idioms
- Readers' Theatre

4: Provide rich and varied language experiences

- Reading aloud to children is acknowledged as one of the best ways to develop their vocabulary knowledge. Reading aloud that incorporates oral discussion of the text are particularly effective.

- Independent reading is an important facilitator of vocabulary development. But since independent reading is dependent on vocabulary knowledge, students with advanced vocabulary knowledge are likely to read more – thereby further enhancing their levels of vocabulary knowledge. Conversely, students with limited vocabulary are less likely to read independently and hence their rate of vocabulary acquisition is slower, with consequential effects on reading development.

- Research has shown that children who read even ten minutes a day outside of school experience substantially higher rates of vocabulary growth.

Appendix 2 (F): Guide to PM readers

PM Level	Teaching Points for the Level (from PM Levels Guide)	Phonics/ Blends/ Word Families	Decoding/ Comprehension Strategies
Magenta 1	• Book handling skills: Holding the book the right way up; finding the front cover; turning pages one at a time in correct sequence. • Technical vocabulary of reading: cover, page, front, back, first, last, left, right, top, bottom, line, beginning, letter, word, sentence, space, capital letter, full stop, question mark, sound. • Locating the title. • Knowing that reading means focusing on print, match spoken word to written word (1:1 correspondence) • Directionality: Starting top left and moving along the line from left to right. Making a return sweep, read left page before the right page. • High frequency words: A, a, am, and, are, at, big, come, Dad, down, go, going, Here, here, I, in, is, look, little, me, Mum, my, on, said, see, The, the, to, up, we, went. • Looking for meaning; expecting words to match the pictures • Learning sounds as well as letter names (Double-u is not a 'sound'.) Linking the first spoken sound in a word to the first written letter in a word.	Single phonemes	Sounding out Picture Walk - Do the words match the pictures? Predict the story line and some vocabulary
Magenta 2	• HFW: many are repeated, new ones - are, blue, can, for, he, goes, I'm, into, it, like, play, red, she, some, this, too, way, where, you. • Locate familiar words • Becoming confident with a few sentence constructions - Here is a ... Here is the ... Here comes ... Come here ...Look at ... I am ...ing Where is ... I can see ... in the ... said the ... We went ... We are going to ... Can you see ... • Paying close attention to print. Small variations (an extra word, a changed pronoun, an omitted line, a changed construction, a change in layout) mean that Starters Two cannot be read from oral memory alone. • Knowing that the print carries the message and that print is constant. For example, Mum is always Mum; Mother is always Mother. • Noticing 's' at the ends of words • Learning to stop at full stops and feel the impact of meaning. • Using stress and intonation to emphasise meaning • Directionality Making return sweeps to read two or more lines.		Sounding out Predict the story line and some vocabulary Predict the story line and some vocabulary

Red 3	• When children know 25–30 high frequency words they are ready for Level 3. • These books cannot be 'read' from oral memory, but demand close attention to print. • Children should be confident at one to one matching. • Children should locate 20 known high frequency words in the text: there, is, a, comes/come, look, at, the, too • Children should develop fluency and appropriate phrasing for a sentence structure of 4 word sentences • Start pointing out punctuation – .exclamation mark, bold writing • Illustration/text match	H,c,b,w, sh,th,ch	Predictions, Connections Picture Walk Using the picture to decode
Red 4	• Children discuss and predict problems and solutions. • New unfamiliar interest words: eg sausage, owls, daisy, lamb, tower, puppy. • Children practice fluency and appropriate phrasing while keeping track of print. Illustrations provide full and direct support for text - children learn to use the pictures as cues for decoding unfamiliar words.	S,k,d, sh, th, ch	Predictions Story Map - start/middle/end? Problem/Solution?
Red 5	• Making connections with previously met characters. • Children practice fluency and appropriate phrasing while keeping track of print. • Cross-checking unfamiliar words - Does it look right (for checking phonics cues)? Does it sound right?(for checking sentence structure cues), does it make sense? (for checking meaning cues) • Self-correction and rereading words and phrases to check, confirm or modify own reading. • About 50 high frequency words should be known by the end of Red Level.	T, l, f, r, th, ch, sh	Prediction Character Watch Problem/Solution
Non-fiction 5-6 Red-Yellow	• The 6 PM Plus Non-fiction books have the common theme, play, but each is written in a different text style or form - recount, explanation, report, exposition, procedure and verse. • Familiar sentence structures that children can control are as important in the Non-fiction books as in the Story Books, e.g. Where is ... Here is my ... Look at the ... We went to the ... Come and see ...		
Yellow 6	• Discussing and predicting problems and solutions. • Identifying common endings: -ed, -ing. • Common letter clusters: it, sit, hit; at, cat, fat, bat; way, day, stay; see, bee, tree. • I'm • Children follow print with eyes, finger-pointing only at point of difficulty • Pointing out punctuation to support meaning and fluency. • Cross-check more quickly while reading.	M,g,u, br, bl, st, gr -ed, -ing it, at, ay, ee chunks Word families	Problem/Solution

	• Note familiar word families and letter clusters and use this to decode unknown words (eg look - took) • Make connections between texts.	-	
Yellow 7	• Self-correction and rereading words and phrases to check, confirm or modify own reading.. • Cross-check more quickly while reading. • Note familiar word families and letter clusters and use this to decode unknown words (eg look - took) • Teachers model verse if appropriate • Oral sequencing of the story	P,n,e, sh, ch, st, tr, sp, cr, cl Word Families	Cross-checking Self-correction
Yellow 8	• Approximately 100 high frequency words should be known by the end of Yellow Level. • Compound words: inside, outside, sunhat, shellfish, sandpit, birthday, Toytown, football. • Opposites (antonyms): up, down; inside, outside; wet, dry; hot, cold; off, on; big, little; yes, no; come, go. • Note familiar word families and letter clusters and use this to decode unknown words (eg look - took) • Cross-check more quickly while reading. • Oral sequencing of the story	X,w,v,z,i,tr,gr,pl,dr,cl,sn Word Families	Cover-It-Up
Yellow-Blue 8-9 Non-fiction	• The 6 PM Plus Non-fiction books are about weather. Each book exposes children to a different style or form of writing (see page 40): recount, explanation, exposition, procedure, report, verse. • The same high frequency words are consolidated so that children can grow in confidence and skill, and read with at least 95% accuracy before they move on to Blue Level.		
Blue 9	• Re-reading/Self-correction/Cross Check more rapidly on the run. • Prediction with justification of prediction. • Re-reading to enhance phrasing and fluency • Use familiar words to decode unfamiliar words: eg make to solve other forms of the same word (make, made, making, makes) • can't and it's • Deeper discussion of text with higher order questions and inferring	J, pr,br,st, tr, fl, fr, cl, sw	Prediction Cross-checking (grapho-phonic vs meaning) Self-correction
Blue 10	• New high frequency words - eg beautiful, • Discuss traits of familiar characters, consistencies of character through books. • DIscuss how the children solve problems in the narrative. • Re-reading/Self-correction/Cross Check more rapidly on the run.	O,x,y,a,q, ch, bl, cr,tr, sl, sm, sh, sw	Connections Characters Problem/Solution

	• Prediction with justification of prediction. • Re-reading to enhance phrasing and fluency • Use familiar words to decode unfamiliar words: eg make to solve other forms of the same word (make, made, making, makes)		
Blue 11	• Stress words in **bold,** how it gives clues to fluency. • Common word endings: -ed, -ing, -er. At this level -er appears in Tiger, rivers, flower, dinner, clever, farmer, father, mother, brother, sister, better. • Using known word families to solve unknown words - three-letter words with short vowels: can, ran, Dan, man; fat, cat, hat, sat, that, bat; Ben, hen, then, ten; net, let, pet, get, wet; pig, big, dig; fix, six, mix; box, fox; not, got, lot, hot, pot; bug, rug, dug; fun, run, sun. • Punctuation triggers meaning. Check to see that all children understand that a full stop signals the end of a meaning 'chunk'. • Re-reading to enhance phrasing and fluency. • Re-reading/Self-correction/Cross Check more rapidly on the run. • Approximately 160 high frequency words should be known by the end of Blue Level.	z , sh, th, cl, pl, sw, ph, st, sn, br -ed, -ing, -er -an, -at, -en, -et, -ig, -ix, -ox, -ot, -ug, -un	
Blue-Green 11-12 Non-fiction	• Shared reading techniques will help children with the unusual interest words and necessary technical vocabulary. • The theme of the PM Plus Non-fiction is houses. Each book treats the subject in a different way. The 6 text forms are: • recount (telling a personal experience, as in a letter) • explanation (imparting factual information) • exposition (taking a definite position or persuasive stance) • procedure (giving step-by-step instructions) • report (describing an observed event impersonally) • verse (using rhythm and rhyme to enhance impact).		
Green Level 12	• Satisfying rhythmic language & Fluency: Some pages sound well when read aloud: 'Go away, stay away and don't come back'; and in Pepper's adventure, 'It had a wheel, and a ladder, and a room upstairs.' • Reading fluently with attention to punctuation and fluency • Cross-check - focus on meaning and syntax. • Discuss and interpret character and plot more fully. • isn't, didn't	Z,br,tr, fl, cl, sm, str, ph, sn, fr, sk	Connecting

Green 13	• Chunking using word families. • Compound words such as babysitter, haircut, popcorn, classroom, hilltop, something, outside, firewood,bedtime, bedroom, Sunday, nowhere, Mayday lead to the understanding of syllables. • Cover It Up: for compound and multi-syllabic words. • Reading for meaning with a growing complexity of language structures. Sentences are sometimes longer, with two clauses, and an opening phrase. • New specialised vocabulary used at this level • Oral sequencing of events in the book	Bl, sp, dr, sn, st, sl, ch, wh, gl, thr Word Families	Chunking
Green 14	• Prediction of Problem and Solution • Discussion of Cause and Effect • More and more observations can be made about letter clusters, e.g. ee in see, meet, wheel, feed, cheer, deer, been, tree; ar in car, farm, arm, garden, bark, mark, party. • By the end of Green Level, every letter and digraph and almost every blend will have been met in children's reading and made familiar by practice in context. • About 250 high frequency words should be known by the end of Green Level. • Oral sequencing of events in the book.	Sh, kn, fl, br, pl, fl, gr, fr, tr, thr, spr, tw, soft g, squ, sk Chunks - ee, ar	Chunking Prediction Problem/Solution
Green - Orange Levels 14-15 Non-fictio n	The theme of the 6 PM Plus Non-fiction books is food, and each book treats the subject in a different way. The 6 text types are: • recount (telling a personal experience, as in a letter) • exposition (taking a definite position or persuasive stance) • procedure (giving step-by-step instructions) • explanation (imparting factual information) • report (describing an observed event impersonally) • verse (using rhythm and rhyme to enhance impact).	Explain and model use of "Fact Book" word cards for future use in independent work. - alk word family - stalk Categorisation - plants that grow above/below the ground//trees.	Elicit prior knowledge KWL Summarise - what have I learned?
Orange 15	• Making Connections (Text-to-Text) between characters - build up consistent character traits. • Decoding longer words into familiar chunks/word families/syllables. 3 syllable words introduced- chunking/cover-it-up • Fables Texttype - Explain that the animals in fables behave more like people than animals. • Problem/Solution in Narrative • Making Connections (Text-to Self)- Many stories will help trigger children's own story telling. • Less reliance on illustrations at this level. • Reading longer phrases with chunks of meaning fluently • Using punctuation to read with meaning. • Longer stories at this level		Making Connections - text-to-text, text-to-self Chunking Story Structure - Narrative Writing Prediction

	• Inferring meaning from the text and higher order questions.	-	
Orange 16	• could/would • Making Connections (Text-to Self)- Many stories will help trigger children's own story telling. • Less reliance on illustrations at this level. • Reading longer phrases with chunks of meaning fluently • Using punctuation to read with meaning. • Longer stories at this level • Cross-checking on the run. • Inferring meaning from the text and higher order questions.		
Green-Orange-Turquoise Non-fiction Level 14 - 17	• These PM Plus Non-fiction titles are graded at Levels 16–17 because they introduce a few more high frequency words than the Story Books at Level 16. • Form of writing — this is mostly explanatory (ideas are defined, cause and effect explained, information imparted) but the books include pages in other styles or genre, e.g. a diary or a letter (both recounts), a procedure, or a verse. • Non-fiction has conventions (contents pages, question boxes, chapter headings, labelled diagrams, indexes). These all appear in Animal Facts and Looking at Ourselves, with the addition of a glossary in Looking at Ourselves.		
Turquoise Level 17	• Self-correcting • Inferring/Higher Order Questions • Eliciting Prior Knowledge/Making Connections • Less dependence on illustrations • Use punctuation and text layout to read with a greater range of expression. • Higher ratio of complex words. • By the end of Turquoise (Level 18) children should have a secure bank of about 450 high frequency words, as well as knowing many more interest words. • Describing words		Inferring Self-correcting Making Connections
Turquoise Level 18	• Ant City, with the words city and Georgia, is a useful book for drawing attention to soft 'c' and soft 'g'. •Elisions: let's, what's, that's, he's, she's, it's, who's; can't,don't, won't; isn't, didn't, hasn't, hadn't, mustn't, couldn't, wouldn't; I've, I'll • Practice irregular tricky words: believe, bought, busy, could, eight, fight, knew, light, many, minute, move, night, people, quiet, should, right, their, there, towards, thought, through, want, watch, what, would. • Self-correcting • Inferring/Higher Order Questions	Soft c Soft g	

	• Eliciting Prior Knowledge/Making Connections	-	
Green-Turquoise Levels 17-19 Non-fiction	• Picture maps are introduced at Turquoise Level in Animals in the Wild. • All the PM Animal Facts including Animals in the Wild contain a simple linear self-correcting program (the questions and answers at the foot of each page). The answer to every question can be found on the double spread where the question is printed. This is designed as a confidence booster, and as an introduction to the concept that texts can provide specific information. For some children this will be their first successful experience in 'looking something up.' • The text genres in Big Machines are set out in the inside front covers. All texts are informative, as in a report, but each includes at least one page with a different text form: Big Machines On Rails: Persuasive Letter, Explanation, Procedure, Recount, Verse		Scanning
Purple Level 19 7.5–8 years	• Prediction of content, layout and story development. • Characterisation at a deeper level • Reading at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. • Solve most unfamiliar words on the run. • Characterisation - meeting the same characters over and over again • Word Families — catch, watch, patch, hatch, match; fetch, stretch; stitch, tight, bright, right, night, fright, light • Some books with chapters at this level • Literary effects used by writers, stories might reflect the feelings of the writer • Most of the high frequency words in the language will have been met by the end of Purple Level. This is an important stage and equates with a Reading Age of almost 8 years.	● Atch ● Etch ● Itch ● Ight ● ould	Characterisation Making Connections
Purple Level 20 7.5–8 years	• Break spoken and written words into syllables, • respond to digraphs and blends in medial and final positions, • decode from grapho-phonic cues, • identify silent letters, • notice common prefixes a-, be-, in, de-, un-, • read common suffixes -er, -ing, -ed, -ly, -ful, -est, • Children need Reading Ages approaching 8 years to cope successfully with stories at Level 20.	Medial blends Final blends Silent letters Prefixes a -, be-, in-, de-, un- Suffixes -er, -ing, -ed, -ly, -ful, -est	Chunking Sounding out Word Families Making connections/prior knowledge
Non-fiction Level 19-21			

Gold Level 21 8–8.5 years	• Gold Level demands a Reading Age of 8 years. Sentence structures can now be more complicated and so the average sentence length has risen to 10 words. •Decoding Multisyllablic Words- One strategy is an understanding of syllables: di-no-saur, grass-hop-per, raft-ing, hol-i-day, mo-tor-bike, sail-ing, sur-prise, in-vit-at-ion, meer-kat. Multi-syllable words used in Arky, the Dinosaur with Feathers include: beautiful, meat-eating, dinosaurs, suddenly, enormous, terrifying, thundering, terrified, different, terrible, important. Children will not be able to make successful progress at Gold Level unless they have a set of strategies which they can apply. Peter and the Wolf includes beautiful, Grandfather, dangerous, remembered, however, answered, meanwhile, escaping, swallowed, mouthful, happening, carrying, happily. The Ant and the Grasshopper includes beautiful, colourful, underground, grasshopper, arrived, gathering, family, carrying, happily, favourite, followed, different, miserable, disappeared … Long words are a frequent challenge at Gold Level. •Common suffixes such as -ful (wonderful, beautiful, colourful, mouthful), -ly (suddenly, happily, family), -tion (invitation, plantation, station)? •Compound words such as meat-eating, however, meanwhile, underground, grasshopper? •Word onsets/initial blends — spr in spread, squ in squawk, str in strong, scr in scramble, sw in swoop, sp in speed, spiders; sm in smooth?	Suffixes - ful, -ly, Compound Words Onsets - spr, squ, str, scr, sw, sp, sm	Strategies for decoding longer words Chunking Sounding out Word Families
Gold Level 22 8–8.5 years	• Characterisation at a deeper level than Level 19/20 • Reading at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. • Solve most unfamiliar words on the run. • Characterisation - meeting the same characters over and over again • High frequency words — by the end of Gold Level the 600 or so words that dominate written English should be known at sight. Gold Level books are written for children with Reading Ages of 8 –8.5 years. • Two and three clause sentences appear, sentences grow in length. • Predicting content, layout and story development at a deeper level • Decoding multi-syllabic words using chunking, cover-it-up, word families and known phonics.		
Non-Fiction	• teachers should check that children can use the title, the contents page, the chapter headings and the index as they		

Level 21 - 23	hunt for specific information. Their skills with aphabetical order grow with practice. •Different text forms (genre) are listed for teachers inside the front cover of each book. The books include labels, diagrams, indexes, contents pages, page headings, question boxes, aerial photographs, glossaries, maps, letters, diaries, emails, posters, letters. Children of 8 years should be able to use these words with understanding: they are part of the technical vocabulary of non-fiction.	-	
Silver Level 23	• Read silently most of the time • Sustain interest in longer text, returning to it easily after a break • Use text more fully as a reference and a model • Search for and find information in texts more flexibly • Notice the spelling of unfamiliar words and relate to known words • Show increased awareness of vocabulary and precise meaning • Express reasoned opinions about what is read. • Offer and discuss interpretations of text • Conjunctions. • Sentences with two or three clauses (notice the verbs) are becoming more common. Long sentences such as these are a new challenge that most children can cope with as their Reading Ages approach 9 years. •. Elisions: we're and we've, you're and you've, and they're and they've • Constant revision of grapho-phonic patterns, and association with meaningful text, means that children at Silver Level should have the word analysis skills that allow them to read with growing confidence. • Most children will reach Silver Level at the end of their fourth year at school (between 8 and 9 years old).		Cross-checking Self-correction Prior knowledge/Making Connections
Silver Level 24	• Comprehension: Identifying Cause and Effect to read with greater insight. 'Why' questions should be a central part of Guided Reading. The habit of searching for and finding reasons is central to comprehension. • Underlying messages: A story such as In Search of Treasure can be read at two levels of comprehension: (1) as an adventure story about a Native American who survived danger on a great volcano, and (2) as a story with a strong message about values: the gaining of wisdom after a near-death experience. Guided Reading can help children grasp the underlying meaning of this and other stories. • Use text more fully as a reference and a model • Search for and find information in texts more flexibly • Notice the spelling of unfamiliar words and relate to known words		Inferring Cause and Effect/Problem and Solution Questioning

	• Show increased awareness of vocabulary and precise meaning • Express reasoned opinions about what is read. • Offer and discuss interpretations of text • Stories at the end of Level 24 demand a Reading Age of 9 years. Young fluent readers can cope with stories of 1000 or so words and many can process the text with few noticeable pauses.	•	
Non-fiction Levels 23-25 Silver-Emerald			
Emerald Chapter Books Level 25	• Use experience of reading a variety of material to recognise text-types and predict • layout and general content. • Read silently most of the time, adjusting the speed of reading to suit material and monitoring precise meaning. • Reread to make different interpretations of dialogue, more complex sentences, unfamiliar language. • Sustain interest in longer texts, returning easily to them after a break. • Make use of blurbs, chapter headings, glossaries, indexes, and procedural texts to search for and locate information quickly and accurately. • Take notes and devise ways to remember the meaning and spelling of unfamiliar words. • Express reasoned opinions about what is read, and compare texts. Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts.		
Emerald Chapter Books Level 26	The PM Plus and PM Chapter Books have been shaped for children of 9–12 years who are reading at levels that are below their chronological ages. These are easy books that will encourage young learners to increase their reading mileage. Most of the books at this level can be read by 9–10 year-olds with Reading Ages of 7–8 years (equating with Levels 19 and 20). They should not be shown to younger children — nine-year-olds who are reading at the seven year level want to read fresh stories that children in younger classes have not been allowed to sample. The interest levels of PM Chapter Books are at the right conceptual and interest age for 9–12 year-olds,but unsuitable for 6–8 year-olds. All stories at Level 26 (PM Chapter Books) can be read by children with		

	Reading Ages of only 8–9 yrs. The interest evels, however, are right for children of 9.5–10 years. Any youngster who is reading well below his or her chronological age needs to increase the daily reading mileage with easy reading.	- 60 -	
Ruby Level 27	The chapter books provide a selection of stories chosen for their broad range of content, characters, topics for discussion, narrative and points of view. They were specifically written with the needs of small group teaching in mind, and cover a wide range of topics that give plenty of scope for discussion in Guided Reading. Topics include: refugees, Phan's Diary (27); caring for wildlife, Hop to It, Minty! (28); homelessness, The Man Who Sat in the Park (27); astronomy, Supernova! (28); resourcefulness in an emergency, Photographic Memory (27); disability, Ben's Tune (28); sport, Ironkid (28); and the death of a family pet, Some Dog! (27). The books are grouped in two sets. Set A is for Level 27 and Set B for Level 28. PM Chapter Books cover a wide range of Reading Ages, but all are at the appropriate conceptual or interest levels for youngsters of 10–11 years old.		
Ruby Level 28	Each 64-page PM Anthology exposes students to different styles of writing and text types. Texts of differing lengths, but of the same difficulty level, can be chosen for reading in a single session. Contrasts and comparisons can be made among thematically linked fiction extracts, poems, non-fiction and new writing. Identity Kit at Ruby Level is suitable for personal development work with students.		
Non-fiction Ruby Level 27-28	The PM Non-fiction titles at Ruby Level have a student- centred sports focus, linked broadly to sports heroes, events and technology. They include a range of text types, including information narrative, procedure, recount, timeline, interview, newspaper report, and letter. The PM Plus Non-fiction titles focus on the changing environment. Each book has a contents page, a glossary and an index.		
Sapphire Level 29	The chapter books provide a selection of stories chosen for their broad range of content, characters, topics for discussion, narrative and points of view. They were specifically written with the needs of small group teaching in mind, and cover a		

	wide range of topics that give plenty of scope for discussion in Guided Reading. Topics include: Aboriginal culture, The Dolphin Caller (30); travel, Eric's Greek Travel Diary (29); teamwork in an emergency, Sea Witch (30); history, Escape from Vesuvius (30); palaeontology, Dinosaurs? (29); disability, The Dreaming Place (29); family upheaval, Cara's Letters (29); and war, To the Other Side (30). The books are grouped in two sets. Set A is for Level 29 and Set B for Level 30. The books at Sapphire Level, both Chapter Books and Non- fiction, are at the right conceptual level for most 11–12 year-olds. The Non-fiction books demand Reading Ages of about 12 years, but most of the PM Chapter Books are deliberately written for those with less skill: PM Chapter Book Reading Ages range from 8–10 years. This makes the books useful in group teaching — even the less able readers will be able to contribute to the discussion.		
Sapphire Level 30	Each 64-page PM Anthology exposes students to different styles of writing and text types. Texts of differing lengths, but of the same difficulty level, can be chosen for reading in a single session. Contrasts and comparisons can be made among thematically linked fiction extracts, poems, non-fiction and new writing. In Your Dreams at Sapphire Level focuses on students' hopes, dreams and aspirations.		
Non-fictio n Sapphire Level 29-30	The PM Non-fiction titles at Sapphire Level have a travel focus, linked broadly to discovery and exploration throughout the world. They include a range of text types, including journal, information narrative, procedure, verse, report, recount, diary, newspaper report, and discussion through persuasive letters. The PM Plus Non-fiction titles have a student-centred focus on exploration and discovery. Each book has a contents page, a glossary and an index.		

3 (A): Free Writing

Each class should have 10 – 15 minutes of *free writing* a number of times a week. This *free writing* will be analysed later and located on a *map of development*. *Free writing* should be just that, 10 – 15 minutes max. when the children can write freely.

- It should be in a special copy.
- It should be dated.
- Children should be told beforehand that it will not be marked, corrected or criticised.
- Children <u>may</u> be given an opportunity to read what they have written to the teacher.
- The children can choose the topic although they may need some guidance in the beginning. Brainstorm all the different types of writing they can do – news, story, letter, list, menu, instructions, labels etc.
- There should be no pressure on children to "p*roduce*" an amount of writing.
- The reluctant writer may use pictures to convey a message

Infant classes

- The teacher may ask the class to write/draw about a particular theme/topic. Initially the teacher will get pictures and scribbles – this will later develop into letters and eventually words
- The teacher may act as a scribe in the infant classes to convey the message (perhaps only scribe for 2-3 children per session)

Appendix 3 (B) Modelled Writing

Modelled Writing is a strategy for teaching a range of forms, conventions and procedures of writing. It involves the teacher thinking aloud as he/she writes for the audience. Works best when this is done on a flip chart so that you can review past examples to make a point/show example/refer back to something and so on.

- Should be done 3/4 times a week and should last for the average age of child in the classroom plus two minutes
- Principal- LS-RT-RTT-HSL-EAL- teacher may come in to model their writing from time to time.
- Modelled writing may be done across the curriculum in any subject area.
- Modelled writing can be done by the teacher just to convey a message. Editing a piece of modelled writing for mistakes, boring words and so on does not have to happen each time – and perhaps editing for just one purpose is the best approach until students are able to build up editing skills.
- Modelled works best if it can be done on a flip-chart in the room (can go back over things continuously).

Appendix 3 (C): Summary of the conventions and skills of writing:

- Left to right, Top to bottom
- Spaces
- Sentences
- Punctuation
- Spelling strategies
- Sentence combining techniques
- Vocabulary usage
- Choosing appropriate words
- Grammar
- Layout of text e.g. list, letter, note, fact-file etc.

Appendix 3 (E): 7 Steps to Teaching a Genre

Step 1 – Familiarisation

Familiarising is a collective term. It describes the ways in which teachers raise children's awareness and activate their prior knowledge. Also known as immersing or exposing. It involves students Reading, discussing, listening to or viewing samples of the new form of genre

Provide opportunities to read and view a variety of the chosen genre texts

- Discuss and compare texts
- Build an awareness of the common features of recounts/reports/expositions by
- Talking about the purpose
- Identifying the possible intended audience
- Drawing attention to the text organisation
- Highlighting the type of language used

Step 2 - Analysing

One Text model

Children study **one** effective sample of a text form

    Step 1: Labelling
    Step 2: Language Features
            - Adjectives
            - Tense,
            - linking words

This is a critical stage where Children "discover"   and analyse the framework of a form of text.

Multi-Text Model

The Multi Text or Analysing Text model uses 3 or 4 samples of a form of text. Children are required to rank these samples by effectiveness. Then use the information gained from discussion to devise rules and frameworks for writing that form.

Step 3 - Modelled Writing

Modelled Writing is a strategy for teaching a range of forms, conventions and procedures of writing. It involves the writer 'thinking aloud' as s/he writes for an audience.

Teachers Role

- Several demonstrations
- Clear focus - Prepare /content /focus /form
- Choices decisions /thinking /background knowledge
- Bringing subconscious thinking to the conscious

Children's Role

- Prepare them
- I'm going to let you hear what I'm thinking-child speak!!!!
- Children advisory role only
- Active listeners
- Max 10 min (age +3mins)
- Set up ground rules
- Practice almost immediately in pairs / shared
- Recap / Reinforce
- Flexible seating arrangements
- Visual – overhead/ markers/flipchart/colour

The teacher composing texts in front of the class, thinking aloud about what is being done and explaining decisions.   Decisions such as what content to include/omit, what language to use and so on.
It is very important that at this stage, and in all the stages to follow, a **purpose** is created for generating the text.

Step 4– Shared Writing

Teacher has the pen. Teacher continues to 'think aloud', but consults the children for ideas.

Shared writing is an effective and non-threatening way to support children's writing and involves the teacher and the children writing together. Children volunteer parts of the story and the teacher writes it down on a flip chart or white board, thus modelling the writing conventions.

Teacher reads and re-reads the text to highlight the importance of events impinging on one another – as aspect of writing that young children find hard to master. Changing the colour of marker on the flip-chart to a blue marker perhaps acts as a signal to the children that they can contribute to this part of the lesson.

Shared writing provides the teacher with an opportunity to encourage/introduce language features of the text such as language of conviction in persuasive writing and because children are focusing on the thinking–composing process without the additional task of transcribing, shared writing frees their imagination and helps them gain confidence in writing independently.

Step 5 – Guided Writing

Children plan their writing in **pairs/groups** using their framework. In guided writing, the student does the actual writing, and the teacher facilitates guides, suggests, and encourages. This is a very worthwhile step before students are asked to write independently. Allow students to work with others to compose a text

- Provide planning formats
- Break the task into manageable parts

- Provide practice on specific elements relevant to the form
- Provide assistance at key points
- Create opportunities to practice different forms across the curriculum

Step 6 – Independent Writing

- Children plan and write their own procedural text.
- They may consult a partner or the group and/or the teacher at the planning stage.
- They write a first draft (framework) and proof read and check it with partner.
- Final draft is written for an audience.

Step 7 – Presentation to an Audience

- **class/teacher/principal**
- **display**
- **family/friends**
- **publish on website**
- **Writing to firms/organisations**
- **ICT**
- **visitor**

It is extremely important that children write for a real purpose at all stages and that they also write for a real audience. The Primary Language

Curriculum states that as children mature their audience should expand accordingly

Appendix 3 (F): Suggested Method to introduce of a new genre:

The formal teaching of one individual genre will take place over 6-8 weeks during each term, while the genres taught in the previous year will be recapped on and revised. The suggested structure for teaching a new genre is:

Week 1:
- Familiarisation – showing the children lots of examples of this genre
- Discovery (direct model) – engaging in focussed talk and discussion, questioning, etc.
- Teacher models (teacher writes their own sample of that genre using their own ideas, not the children's)

Week 2:
- Familiarisation
- Discovery (analysing text) - breaking down the text into its various subheadings, etc.
- Teacher models – highlighting the structure, the language features, grammar and so on.

Week 3:
- Modelled writing
- Shared writing – teacher writes the children's ideas

Week 4:
- Modelled writing
- Guided writing - using frameworks devised by teacher or the resource book

Week 5:
- Modelled writing
- Independent construction

Week 6:
- Modelled writing
- Independent construction
- Presentation to audience (reading it for different classes, hall display, school website, class book, parish newsletter, competition entry, bringing it home, etc.)

Week 7:
- Independent construction
- Presentation to audience

Appendix 3 (G) Suggested Time Frame for Teaching Genres

Months	Genre
Sept-Oct-Nov	Recount Narrative
Dec –Jan-Feb	Report Procedural
Mar-April- May	Explanatory Persuasive/ Exposition
June	Compiling an Anthology of writing per class for school library

Appendix 3 (H) Definition of Genres

- **Recount:** the purpose is to retell events. Main features of a recount include events in time order, linking words to do with time, simple past tense.

- **Narrative:** the purpose is to entertain. A narrative tells an imaginative story (some can be based on facts).
  Main features of a narrative include defined characters, a setting, problem or complication, descriptive language and are usually in the past tense.

- **Procedure:** the purpose is to tell the way to do things. Main features of a procedure include stating the goal of the procedure, materials, method and evaluation. The tense is timeless and use of linking words.

- **Report:** the purpose is to present factual information on a person, place, animal or thing. Main features of a report include classification, description, summary, subject specific vocabulary and objective language.

- **Persuasive/ Exposition:** the purpose is to persuade. Main features include arguments for/against, evidence, conclusion, mainly timeless present tense and use of passives.

- **Explanation**: the purpose is to explain how something came to be. Main features include a definition, description of various parts, how or why it works and summary.

Appendix 4 (A) Jolly Phonics letter sounds

Jolly Phonics is a comprehensive programme based on a fun and multi-sensory synthetic phonics method based on letter sounds. There are 42 letter sounds which become the phonic building blocks for our children to decode the English language.

- **Learning the letter sounds**

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

- **Learning letter formation**

This is taught alongside the introduction of each letter sound.

- **Blending**

Once the first few letter sounds are learnt, children begin blending the sounds together to help them write new words

- **Segmenting**

When children start reading words they need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become familiar with assembling and breaking down the sounds within words.

- **Tricky Words**

    These are words with irregular parts, such as "who" and "I". Children learn these as exceptions to the rules of phonics. Introducing the common tricky words early in the year increases reading fluency.

Appendix 4(B) Jolly Phonics (Grammar Overview)

Grammar Children 5 to 6

- Revision and extension of earlier phonics teaching
- Vowel digraphs
- Alternative spellings of vowel sounds
- Plural endings
- Short vowels and consonant doubling
- Tricky words
- Consonant blends
- Nouns- proper/ common/ plurals
- Personal pronouns
- Verbs
- Conjugating verbs past/ present/ future
- Adjectives and Adverbs
- When to use a/ an / the
- Sentences- capital letters, full stops and speech marks
- Parsing identifying the parts of speech
- Alphabetical order

Grammar: Children 6-7

- Continue to introduce grammar elements
- Revision of elements covered in Grammar 1
- New spelling patterns –ei, eigh, ture
- Silent letters –b, c, h, k, w
- Syllables
- Identifying the short vowels
- Spelling rules- consonant doubling and adding suffixes
- Tricky word families
- Further adjectives: possessive
- Comparatives and superlatives
- Prepositions
- Conjunctions
- Dictionary/ Thesaurus skills work
- Punctuation
- Exclamation marks
- Apostrophes

- Further Sentence development

Grammar 3 Children 7-8

- Revision of elements of Grammar 1 and 2
- New Spelling patterns – tch, dge, ure, gn, gh, ex, n for /ng/, s, se and ze for /z/, a for /ar, y for /i/, a for /o/, ere for /air/ and eer and ere for /ear/
- Suffixes, "less", "able" and "ful"
- Proper Adjectives
- Nouns acting as adjectives
- Collective nouns
- Pronouns – possessive/ subject and object
- The present participle and the continuous tenses
- Paragraphs
- Subject and object in a sentence
- Conjunctions
- Questions and exclamations in speech

Grammar 4 Children 8-9

- Revision of Elements of Grammar 1, 2 and 3
- Nouns acting as concrete/abstract/possessives
- The present participle as an adjective
- Onomatopoeia
- Clauses/ independent clauses
- Agreements
- Hyphens
- Sentence writing statements and questions, compound sentences
- Parsing verbs
- Infinitives
- Antonyms and synonyms
- Homophones

Grammar 5 Children 9-10

- Revision
- Sentence Walls
- Simple and continuous tenses
- Contractions and the verb "to have"
- Adverb placement in sentences
- Proof reading
- Prepositional phrases
- Compound subjects and objects
- Transitive and intransitive verbs
- The order of adjectives
- Adverbs of manner, degree & place, time & frequency
- Irregular plurals
- Parenthesis
- Homophones
- Antonyms and synonyms

Grammar 6 Children 10-11

- Revision of elements
- Prefixes & suffixes and in particular numerical
- More alternatives: they, great, ballet, fete straight for /ai/
- New spelling patterns/ rules: ough
- Silent letters: bt, te, th
- Schwas –ity, ety
- Definite and indefinite articles
- New parts of speech: countable and uncountable nouns, gerunds and modal verbs and imperatives
- Using semi colons and colons, using a comma after a fronted adverbial
- Sentence structure, indirect objects, subject complements and passive agents
- Alliteration, idioms, formal/ informal writing

Appendix Four C: Activities to develop Phonological Awareness

1. Syllabic Awareness

- **Beating out syllables**: Children can clap, tap or stamp rhythmically as they say nursery rhymes.
- Blending syllables: Imaginary Robbie the Robot says words in a funny way. (Breaks words into syllables, pauses for 1 sec. Between syllables) Children figure out the word. E.g. Mar-y, dus-ter, black-board.
- **Segmenting syllables**: As above, except that children pretend that they are Robbie Robot, and segment the words themselves. Present words for segmentation by supplying real objects or by showing pictures.
- **Kinaesthetic reinforcement:** Get children to touch their heads for the first syllable, shoulders for the second, hips for the third, knees for the fourth and toes for the fifth. Supply a set of real objects; A child picks one, keeps it while saying the first syllable and passes it on to the next child for the next syllable.
- **Counting Syllables:** Have children put up one finger for each syllable (starting with the thumb for the first syllable) and let the fingers displayed until counting is completed.
- **Isolating syllables:** Start with two-syllable words which also happen to be compound words e.g. postman. Present word orally and ask pupils to say first part on its own. Proceed to two-syllable words which are not compound words. Similarly the second syllable can be isolated. Later, syllables can be isolated in longer words.

2: Onset-Rime Awareness

- Learning and saying rhymes
- Listening to stories with strong
- Supplying rhyming words orally rhyming patterns – e.g. Dr. Seuss books, Each Peach Pear Plum
- Rhyme Discrimination exercises – looking at pictures, listening to words and testing them for rhyme
- Matching rhyming pictures

• Discrimination of orally presented rhyming pairs (e.g. hair/pair, Hot/big)

• Rhyme completion e.g. "I have a shoe, Its colour is ...."

• Rhyme Box – children pick out an object, name it and supply three rhyming words

• Rhyme-time game a. Show picture (e.g. cat). Ask for rhyming words b. List correct responses on the b.b. c. Then shoe each flashcard. If children have guessed that word, they keep the flashcard. If not, the teacher keeps it. If the teacher manages to keep 4 or more card, she/he wins, d. Elicit from children what sounds the words have in common. Then establish what letters they have in common. (This is the beginning of training in analogy)

3: Phonemic Awareness

- Same or different exercises: Present pairs of words. Let some pairs differ by one phoneme. Let children say if they are the same or different.
- Identifying words which begin with the same initial sounds
- Identifying words which have the same end sounds
- Identifying words which have the same middle sounds
- Song for sound-matching activities:

To the tune of "Old Macdonald" i

What's the sound that starts these words?

Turtle, time and teeth (wait for children to respond!)

/t/ is the sound that starts these words: Turtle, time and teeth.

With a /t/, /t/ here and a /t/, /t/ there, Here a /t/, there a /t/, everywhere a /t/, /t/.

/t/is the sound that starts these words: Turtle, time and teeth.

- Producing sounds with given initial sounds – I spy games, I went shopping and I bought...
- Phoneme blending - Start with two-phoneme words and pause between phonemes. Initially incorporate the words into sentences, e.g. "My favourite food is apple p-ie.

- Song Games: To the tune of ' If you're happy and you know it'
- If you think you know this word, shout it out! If you think you know this word, shout it out! If you think you know this word, Then tell me what you've heard, If you think you know this word , shout it out! The teacher says a segmented work such as /k/-/a/-/t/ and the children respond by saying the blended word.
- Phoneme Segmentation and counting : Using idea of an imaginary sound- stretcher, show children how to stretch words. Good idea to use cardboard squares or counters to represent sounds. (Later, letters could be pencilled onto the card squares)
- Sound dominoes: Child says a word. Next child says a word beginning with the final sound of the previous word, etc. etc. e.g sun, neck, cup, page, joy, oil..
- Phoneme deletion: Puppet character, Ms. Sound Snatcher snatches initial sounds, children must identify missing sounds......(f)ox. (h)at, (p)late, (s)mile, (p)each etc. Children's names. When Ms. Sound Snatcher took away the first sounds from these words, she was left with children's names. What are they? Pan(Ann), Teddy(Eddie), Gemma(Emma), Skim (Kim) etc. Parts of the body: Snail(nail), Stow (toe), Farm (arm), Pie (eye)etc.
- Deleting end sounds: Ms. Sound Snatcher can delete end sounds,

   e.g. pain (pay), train(tray) tent(ten), bone(bow) Children's names: Joke (Joe), Soon (Sue), Cake (Kay), Face(Faye), Rain (Ray), Dance (Dan) ➢ Phoneme substitution: Children can have fun changing the initial phonemes of

   their own names, eg. Nicola, Ticola, Bicola, etc.

- Identification of sound positions, initial, final and medial: Display a picture for a train composed of an engine, a passenger car and a caboose. Three connecting boxes can be drawn under each component. Explain that like the train, each word has a beginning, middle and end part. Demonstrate by slowly articulating a CVC word and pointing to the box corresponding to each sound in the word. Repeat the word and ask the children to identify where they hear the different sounds.(e..g. Where do you hear the /g/in pig?) Have them mark the box under the train that indicates the position of the sound you specify.

4: Activities to support the development of phonemic awareness

● **Phoneme isolation:** Children recognise individual sounds in words,

e.g.,What is the first sound in van?

● **Phoneme identity:** Children recognise the same sounds in different words,

e.g., What sound is the same in fix, fall, and fun?

• **Phoneme categorization:** Children recognise the word in a set of three or four words that has the odd sound. Use initial, final and medial sounds.

• **Phoneme blending:** Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.

• **Phoneme segmentation:** Children break a word into its separate sounds, saying each sound as they tap out or count it.

- **Phoneme manipulation:** Children change or delete the initial, final or medial phoneme in words, add phonemes to words and substitute one phoneme for another to make a new word.

Appendix Four (D) Dolch Lists

Dolch List 1:

The	I	was	for
to	You	said	on
and	It	his	they
he	of	that	but
a	in	she	had

Dolch List 2:

at	look	out	we
him	is	as	am
with	her	be	then
up	there	have	little
all	some	go	down

Dolch List 3:

do	what	get	my
can	so	them	would
could	see	like	me
when	not	one	will
did	were	this	yes

Dolch List 4:

big	now	very	ride
went	long	an	into
are	no	over	just
come	came	your	blue
if	ask	its	red

Dolch List 5:

from	want	put	every
good	don't	too	pretty
any	how	got	jump
about	know	take	green
around	right	where	four

Dolch List 6:

away	saw	ran	sleep
old	call	let	brown
by	after	help	yellow

their	well	make	five
here	think	going	six

Dolch List 7:

walk	again	stop	cold
two	play	off	today
or	who	never	fly
before	been	seven	myself
eat	may	eight	round

Dolch List 8:

tell	first	black	goes
much	try	white	write
keep	new	ten	always
give	must	does	drink
work	start	bring	once

Dolch List 9:

soon	has	our	warm
made	find	better	ate
run	only	hold	full
gave	us	buy	those
open	three	funny	done

Dolch List 10:

use	hurt	sit	under
fast	pull	which	read
say	cut	fall	why
light	kind	carry	own
pick	both	small	found

Dolch List 11:

wash	live	upon	thank
show	draw	these	wish
hot	clean	sing	many
because	grow	together	shall
far	best	please	laugh

Appendix 5(A): Roles and Functions of Pupils in group work

Role in co-operative group	Function	Language Required
Manager	Keep the group on task, ensure contributions from all and guide discussion or activity	• *Let's take it in turns to…* • *We have _____ left to get this done* • *Let's make a decision on…* • *So what you're saying is…* • *How do you think we should approach this?* • *Has anyone got any ideas about?* • *What do you think about…?* • *What about if we…?* • *Are we getting there with…?* • *How's _____ going?* • *Can I check in with you on…?* • *Are we happy with progress?*
Encourager	Encourage speakers and promote tolerance within the group	• *That's a great idea* • *Well done* • *Brilliant* • *That's super* • *We are doing really well* • *Keep it up* • *Just to remind you that….* • *Let's listen to _____'s opinion* • *Let's see what _____ has to say about….* • *Is there anything I can do?* • *Would you like me to…?* • *Are we all happy with..?* • *Is everyone ready to….?*
Record keeper/Data gatherer	Take notes or summarise ideas, clarify ideas, read aloud from material when appropriate	• *Am I right in saying that….?* • *So are you happy with me saying….?* • *Can I clarify _____with you?* • *Can I ask you to check this with me?* • *Have I heard you correctly?* • *Is that accurate?* • *Just to be clear….* • *So what you're saying is…..* • *I hear what you are saying*
Spokesperson	Act as spokesperson when reporting to the class	• *Our group worked on…* • *We discovered that…* • *In order to….we…* • *In doing this, we learned that….* • *_____ had responsibility for* • *Our findings were….* • *In summary*

Appendix 6 (A) Differentiation

This term is used to describe the various strategies teachers use to enable groups of students with diverse characteristics to participate in the mainstream programme. It embraces the rethinking of teaching approaches, the application of different strategies in the classroom and the optimum use of whatever resources and support may be available.

There are various forms of differentiation, including

- Differentiation by learning objectives

- Differentiation by support

- Differentiation by resource

- Differentiation by outcome

- Differentiation by grouping

- Differentiation by teaching style

- Differentiation by task

- Differentiation by pace

Appendix 7: (A)Suggested Punctuation Topics for each Class Level

Senior Infants:

- Draw yourself and write your name

- Find capital letters in words
- Find capital letters in lists of letters
- Matching lower case to capital letters
- Copy lower case and capital letters
- Write the correct lower case letter with the capital letter
- Rewrite sentences using capital letters and full stops
- Identifying correct sentences ie. with capital letter an~ full stop.

First Class:

- Revision of capital letters/ full stops

- Capital letters in months, days, titles, places.
- Capital letter - 'I'
- Question Marks

Second Class:

- Ordering the days /months - capital letters
- Commas - writing lists
- Writing addresses correctly
- Rewriting passages correctly - capital letters, full stops, commas.
- Use of comma - not before 'and'
- Exclamation Marks!
- Using exclamation marks as punctuation marks in a sentence.
- Speech Marks
- Rewriting sentences/ short passages using correct punctuation - revision of above work.
- Composing short stories from pictorial clues, paying attention to correct punctuation

Third Class:

- Revision of punctuation concepts to date.

- Changing sentences to questions
- Identifying sentences where commas should be used
- Further work on speech punctuation

Fourth Class

- Use of hyphens
- Use of apostrophe
- Apostrophes for possession
- Apostrophes to shorten words
- Apostrophe - use with plural nouns ending in§.
- Semi - Colon
- Negatives

Fifth Class:

- Revision of punctuation concepts to date

- Contractions
- Direct and Indirect Speech
- Working with tenses, prepositions and clauses.
- 'I' or 'me'

Sixth Class:
- Dashes

- The Colon
- Simple Sentences
- Compound /Complex Sentences
- The Passive Voice
- Use of Brackets in sentences

- ● Conditionals

- 85 -

These are only suggestions. Teachers should feel free to adjust them to suit the needs of their own situation.

Appendix 7 (B)Grammar - Suggested List of Topics per Class Level

Senior Infants:

- Identifying/ Ticking the correct sentence eg. I had some sweet/ I had some sweets.

- Rewriting sentences and putting the words into the correct order.
- Agreeing/ Disagreeing with statements eg. The dog flew away [Yes/ No]
- Filling in the missing words in sentences
- Selecting the correct word to complete a sentence eg The cat was ---- the table [up /on]
- Selecting the correct word to complete a sentence, using pictorial clues.

First Class:

- Writing a sentence about a picture
- Rewriting sentences and putting words in the correct order
- Verb - Finding the missing verb to complete a sentence
- Identifying verbs in a sentence
- Noun - Completing sentences with appropriate nouns
- Adjectives - Adding adjectives to enhance a sentence
- Constructing a sentence from a noun, a verb and an adjective.
- Filling the blanks in short passages using nouns/verbs/adjectives.
- Writing simple sentences to describe what is happening in the picture
- Writing sentences using verbs in past, present and future tense
- Writing sentences iii singular / plural - are / is.

Second Class:

- Revision of concepts of singular /plural; past/ present tense as introduced in first class.

- Completion of a short story using suitable words/ phrases [Cloze Procedure]
- Rewriting instructions in the correct order
- Pronoun - Exercises replacing nouns with suitable pronouns
- Selecting correct pronouns for different sentences
- Further exercises - past /present tense, singular/ plural
- Preposition - Completion of sentences using correct prepositions

- Rewriting given passages/ short stories in the past /present/ future tense.
- Writing about pictures, using nouns/pronouns, verbs and adjectives

Third Class:

- Verbs - grouping into categories eg.run = dash, sprint, jog, chase,

  rush etc.

- Making sentences more interesting by changing the verb eg. I **went** to school
- Writing short pieces eg. newspaper reports, diary etc in the first, second or
  third person [singular/ plural]
- Completion of sentences using personal pronouns
- Collective Nouns - writing the collective noun for different groups.
- Find / Invent collective nouns for different groups
- Using singular /plural or both?
- Changing from singular to plural
- Extending sentences
- Conjunctions - rewriting sentences using conjunctions
, • Adjectives - Grouping adjectives by type eg. colours - dull, dark, red, scarlet, beige etc.
- Changing a short written passage by replacing the adjectives

Fourth Class:

- Changing nouns from singular to plurals 'RULES'

- List adjectives to describe a picture - write a short passage using the adjectives from your list
- Adjectives - comparative / superlative - Making a table
- Using comparative adjectives to describe pictures.
- Constructing sentences using comparative adjectives.

- Changing adjectives to comparative adjectives - spelling rules.
- Compiling lists of comparative adjectives, going from least to most eg. tiny,
  small, big, huge, enormous.
- Further 'tense' work
- Adverbs - classifying by 'where' 'when' 'how'

- Sentence construction, using adverbs in the sentences.
- Finding a number of adverbs that can be used with a list of verbs

Fifth Class

- Adding prepositions to sentences

- In all writing activities, check for the correct use of words.
- Agreement of singular and plural with nouns and verbs
- The use of double negatives eg. I'm not going nowhere.
- Classifying nouns by type - proper, common, collective, abstract.
- Review of personal pronouns

, • Clauses - Adding second clauses to sentences •
Direct and Indirect speech

Sixth Class:

- Clarifying / further practice with pronouns & prepositions

- Subject and Object in a sentence
- Correct use of formal language
- Review of past work

This is a suggested list of areas/ topics that may be found relevant at the different class levels. Teachers should feel free to adjust /add/ remove items on the lists that are not suitable for their particular needs or situation.

Appendix 8 (A) Structúr an Cheacht Gaeilge

Tréimhse	Saintréithe	Modh múinte nó straitéisí	Eagar an ranga	Idirghníomhú
Tréimhse réamhchumarsáide (Spéis sa teanga agus tuiscint na teanga á gcothú)	**1. Spreagadh** Múscailt suime **2. Ionchur teanga** **3. Cleachtadh** foclóir ceisteanna agus freagraí aithris agus athrá druileanna agallaimh faoi threoir cluichí struchtúrtha cumarsáid faoi threoir scéal	**Modh múinte nó straitéisí** Modh na lánfhreagartha gníomhaí	An rang go léir Dhá thaobh an ranga Beirteanna oscailte Grúpaí beaga	Múinteoir agus na páistí agus an múinteoir Páistí agus páistí Páiste agus páiste
Tréimhse cumarsáide (Úsáid na teanga á cothú)	**4. Úsáid na teanga** Comhlíonadh na bhfeidhmeanna teanga Cumarsáid faoi threoir áirithe ach saoirse úsáide chomh fada agus is féidir Gníomhaíochtaí chun an bhearna eolais a shárú agus chun eolas a roinnt ar a chéile	An modh díreach An modh closamhairc An modh closlabhartha Modh na ráite Modh na sraithe Agallaimh le bearnaí Tascanna Cluichí cumarsáide Drámaí Sceitsí Gníomhaíochtaí Plé, díospóireachtaí Tascanna anailíse	Obair bheirte Beirteanna dúnta Obair ghrúpa	Páiste agus páiste Páiste agus páistí
Tréimhse iarchumarsáide (Tuiscint á daingniú agus an teanga á húsáid)	**5. Féachaint siar agus ar aghaidh** Cleachtaí gramadaí bunaithe ar an téacs labhartha nó scríofa Aithris agus athrá fuaimeanna nó focail dheacra Traschur eolais le tasc nó cluiche nua i suíomh eile Féachaint ar aghaidh	Cluichí gramadaí Ceartú botún a rinneadh le linn na cumarsáide trí dhruileanna	Obair ranga Obair ghrúpa Obair bheirte	Múinteoir agus páistí Páiste agus páistí Páiste agus páiste

Appendix 8 (B)Na Fuaimeanna a theagasc ar scoil (T2)

Ranganna	Gnéithe foghraíochta le teagasc	Samplaí
Naíonain	Rainn / dánta / amhráin le **rím** a chloisteáil Iad a chríochnú - Iad a rá le chéile **Rithim** sna dánta / rainn / amhráin Focail nua sa teanga ó bhéal a bhriseadh síos le bualadh bos (siollaí) an chéad litir / an chéad fhuaim / túsfhuaim / túsfhoghar / **túschonsan**	1,2 muc is _____, 3,4 bróga _____ 1,2 muc is bó; 3,4 bróga leathair siop / a / dóir b-, m-, c-, d-, f-, bád; muc; cat; doras; fear;……………………… ainmneacha na bpáistí (an chéad litir / fhuaim)
Rang 1 / 2 (dul siar ar gach rud atá déanta roimhe seo AGUS ….)	**consan deiridh** / foghar deiridh / an fhuaim deiridh **na gutaí fada** – á, é, í, ó, ú **na gutaí gearra** – a, e, i, o, u **comhfhocai**l a bhriseadh síos (siollaí) tiom / án /aí ainmneacha na bpáistí (as Gae) **séimhiú ar thúschonsan** – ch- mh- bh-	cat / fear / doras / geata / cófra / lá -á, mé -é, sí -í, dó -ó , tú -ú sa -a, le -e, is i-, mo -o, ubh u--
Rang 3 & 4 (dul siar ar gach rud atá déanta roimhe seo AGUS ….)	**séimhiú ar thúschonsain eile** ch- mh- bh- & th- gh- sh- dh- fh- an difríocht idir an guta fada agus an guta gear	lá - sa; mé - te; sí – is; dó - mo; tú - ubh;

	á - a; é - e; í - i; ó - o; ú - u;	bí Vs buí; cat Vs cistin; doras Vs deas; bád Vs báid fear Vs fuil geata Vs guta
	An difríocht idir chonsan leathan (a nó o nó u in aice leis an gconsan) **agus consan caol** (e nó i in aice leis an gconsan) (b, c, d, f, g, h, l, m, n, p, r, s, t, v) (14) túschonsan Vs consan deiridh	
	Rím nó consan deiridh - -ín; -óg / -eog; -án; -eoir / -óir;	uan, fuar, cuan, suas iasc, bia bl br cl cr cn dl dr fl fr gl gr gn mn pl pr sl sr sn sm st tl tn
	Défhoghair (Dhá fhuaim ag teacht le chéile: u-a; i-a;	
	Cumaisc – dhá chonsan ag teacht le chéile	
	Cnuaschonsain scr-	
	Consain dúbailte –ll;--rr; -nn	
Rang 5 & 6 (dul siar ar gach rud atá déanta roimhe seo AGUS ….)	**Litreacha ciúine sa Ghaeilge** th- nuair a bhíonn t roimh h beidh an t sin ciúin fh- nuiar a bhíonn f roimh h beidh an f agus an h ciúin	Thit, thug, Cathal an fhuinneog ar an mbord; i gcúinne; i bpáirc; ag an bhfuinneog leis an ngarda

	féach ar an urú – mb, gc, bp, bhf, nd, dt (eisceacht – ng)	
		b'shin, d'ól,
	Réamhlitreacha – b' d'	dodhéanta, ró-mhór, dea-aimsir
	Réimíreanna – do-……; ró-……..; dea-……….;	ceolmhar
		Seán, fáil
	Iarmhíreanna –mhar, -ach	Caoimhe / aois / tae / lae / aer cosúil leis an bhfuaim "é"
	Défhoghair eile / tréfhoghair eá ,ái	
	Déghraif / tréghraif aoi… ae	an fómhar, bodhar, ramhar
	Consain séimhithe chasta -ómhar, -odhar, -amhar	

Rang 1 agus 2	● Nuacht na maidine a choipéail. ● Abairt nó dhó a chur leis más féidir. ● Cúpla abairt a scríobh faoi pictiúr.
Rang 3	● Nuacht na maidine a choipéail. ● Abairt nó dhó a chur leis. ● Cúpla abairt a scríobh faoi pictiúr. ● Scéalín beag (4-5 abairtí) a scríobh le scafall. ● Cúpla abairt (saor scríbhneoireacht) le abairtí iontacha ó litriú nó ionchur teanga.
Rang a 4	● Nuacht na maidine a choipéail. ● Abairt nó dhó a chur leis. ● Cúpla abairt a scríobh faoi pictiúr. ● Scéalín beag (7-8 abairtí) a scríobh le scafall. ● Saor scríbhneoireacht le abairtí iontacha ó litriú nó ionchur teanga.
Rang a 5	● Scéalta gearra a scríobh le cabhair ó abairtí iontacha ● Abairtí a scríobh faoi pictiúr. ● Tabhairt faoi scríobh i séanraí scríbhneoireachta éagsúla le cabhair ó frám scríbhneoireachta. (Ath-insint, Insint, Sóisialta) ● Tabhairt faoi aiste a chur le chéile le cabhair ó fráma scríbhneoireachta.

	● Saor scríbhneoireacht le abairtí iontacha ó litriú nó ionchur teanga
Rang a 6	● Scéalta gearra a scríobh le cabhair ó abairtí iontacha ● Abairtí a scríobh faoi pictiúr. ● Tabhairt faoi scríobh i séanraí scríbhneoireachta éagsúla le cabhair ó frám scríbhneoireachta. (Ath-insint, Insint, Sóisialta) ● Aiste a scríobh le cabhair ó fráma scríbhneoireachta. ● Saor scríbhneoireacht le abairtí iontacha ó litriú nó ionchur teanga.

Appendix 8 (C): Leideanna Scríbhnóireachta Rang 1 – 6

Seanraí scríbhneoireachta: **Insint** (narrative), **ath-insint (**recount**),
s.ghnásúil** (procedural), **s.tuairisciúl** (Report), **s. mhínithe** (explanatory),
s. áithitheach (persuasive).

Appendix 8 (D): Eiseamláirí de na Feidhmeanna Teanga

A: Catagóir: Caidreamh sóisialta a dhéanamh

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
beannú do dhuine	Dia duit. Dia is Muire duit. Tá fáilte romhat.	Dia daoibh. Dia is Muire duit/daoibh. Conas atá tú?	Dia is Muire duit. Dia is Muire duit is Pádraig.	Dia is Muire daoibh. Dia is Muire duit/daoibh is Pádraig.
slán a fhágáil	Slán.	Slán anois. Slán go fóill. Slán agus go raibh maith agat.	Slán tamall.	Slán agus go n-éirí an bóthar leat. Feicfidh mé tú/sibh níos déanaí/amárach.
glaoch ar dhuine	A mhúinteoir. Tar anseo.	A athair. A Mháire A Sheáin	A dhuine uasal. A bhean uasal.	
aird a lorg		Gabh mo leithscéal. An bhfuil sibh réidh/ullamh? Tá/Níl	Nóiméad amháin más é do thoil é. Éistigí.	An féidir liom labhairt leat /ar

				feadh nóiméad / rud éigin a fháil
bualadh le duine	An bhfuil tú go maith?	Conas atá tú? go maith. Tá mé tinn. srl	Aon scéal nua.	
cur in aithne	Seo é / í. Seo x. Sin X.			
comhghairdeas a dhéanamh		Lá breithe sona duit.	Maith thú.	Comhghairdeas.
comhbhrón a dhéanamh	Tá brón orm.		Mí-ádh.	Déanaim comhbhrón leat. Beidh lá eile agat/agaibh.

B: Catagóir: Dul i gcion ar dhuine nó ar dhaoine eile

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
cead a lorg, a thabhairt, agus a dhiúltú	An bhfuil cead agam dul amach / dul go dtí an leithreas? Tá/Níl.	An bhfuil cead agam x a fháil/ mo lámha a ní? Tá / Níl. Ceart go leor. Brostaigh. Ar aghaidh leat. Níl cead agat x a fháil.	An bhfuil cead agam an fhuinneog a oscailt/an doras a dhúnadh? Tá / Níl. Fan go fóill.	An bhfuil cead agam teacht isteach / bheith ar dtús?
buíochas a léiriú	Go raibh maith agat.	Go raibh míle maith agat.		Míle buíochas.
smaoineamh a chur chun cinn		An féidir linn …….? An bhfuil cead againn …..?	Cén fáth nach féidir linn x a dhéanamh?	Cad mar gheall ar ….?
iarradh ar dhuine rud éigin a dhéanamh	Suigh síos / seas suas. Stop. Cuir an x ar an mbord.	Faigh an leabhar rolla/ x. Tóg amach X. Pioc suas na páipéir. Glan an clár dubh	Suígí síos. Seasaigí suas. Tógaigí amach na leabhair, Déanaigí …… Bígí ……… Téigí	
duine a ghríosadh			Lean ort. Ar aghaidh leat.	
magadh faoi dhuine			Is pleidhce thú.	Ar chuala tú an scór?
cuireadh a thabhairt, a dhiúltú, glacadh leis nó fiosrú faoi			Ar mhaith leat teacht go dtí mo theach, mo chóisir srl. Ba/Níor mhaith liom. Cá mbeidh sé ar siúl? Cén t-am? Cén dáta / lá? Ní féidir liom mar ……..	An dtiocfaidh tú go dtí … ? Tiocfaidh / Ní thiocfaidh. Go raibh maith agat don chuireadh / ach ní féidir liom dul mar ……
foláireamh a thabhairt do dhuine	Bí ag siúl. Ná bí ag rith. Ná bí ag caint.	Tóg go bog é. Ná bí ag pleidhcíocht.	Ná bígí ag x. Ná bígí ag x nó ……….. Bí/bígí cúramach. Tabhair aire.	Go deas réidh más é bhur dtoil é.
stádas a fhógairt nó a cheistiú			Is mise an duine is fearr sa rang. Is mise laoch na imeartha.	Conas gur tusa ?
maíomh	Tá mé go maith ag _ .	Tá mé go hiontach ag _.	An bhfaca tú é sin?	Is mise an duine is fearr / ag ___.
dúshlán duine a thabhairt			Ní féidir leat é sin a dhéanamh.	Geallaim duit nach féidir leat X a dhéanamh.

C : Catagóir: Dearcadh a léiriú agus a lorg (R.C. lgh. 22,23)

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
eolas nó aineolas, cuimhne nó easpa cuimhne a léiriú agus fiosrú fúthu		Tá/níl a fhios agam. An bhfuil a fhios agat?	An cuimhin leat? Is/ní cuimhin liom. Níl a fhios agam cá bhfuil ….. Níl a fhios agam cé a …	An bhfuil aithne agat ar an duine seo? Tá / Níl.
cinnteacht, éiginnteacht, féidearthacht a léiriú, fiosrú fúthu	Tá / Níl 'Sea / Ní hea		Tá / Níl mé cinnte. An bhfuil tú cinnte? Tá / Níl	Ca bhfuil an x? Níl mé cinnte. B'fhéidir go bhfuil sé …

leibhéal dóchúlachta a léiriú agus fiosrú faoi
   is dócha
   gan amhras
   is féidir
   gan seans
			Cá bhfuil Sinéad?
			Is dócha go bhfuil sí tinn.
				B'fhéidir go bhfuil sé san ospidéal / tinn.
				An mbeidh sé anseo / an bua againn an dóigh leat?
				Beidh gan dabht / gan amhras.
				Níl /Tá mé cinnte.

taitneamh nó easpa taitnimh a léiriú	An maith leat? Is/ní maith liom.	Is breá liom. Is fuath liom. Is fearr liom.	Ar mhaith leat? Ba/níor mhaith liom. Is fearr liom x ná y.	An dtaitníonn _ leat? Taitníonn / Ní thaitníonn. B'fhearr liom x ná y.
Mianta a léiriú nó fiosrú fúthu	An bhfuil sé go deas / maith? Tá / Níl.	Ar mhaith leat milseán? Ba mhaith liom / Níor mhaith liom.	Ba mhaith liom x. Ar mhaith leat éisteacht leis an téip? Ba mhaith liom.	Ba mhaith liom deoch a fháil / leabhar a léamh / leabhar nua a cheannach / dul ag snámh / dul amach ag súgradh. Cad ba mhaith leat a dhéanamh?
rogha a léiriú agus fiosrú fúithi		Is fearr liom x. Cé acu is fearr leat?	Is fearr liom x ná y.	Cé acu ab fhearr leat ? B'fhearr liom x ná y.
leithscéal a ghabháil	Tá brón orm.		Gabh mo leithscéal.	
sásamh nó míshásamh a léiriú nó fiosrú fúthu	Go maith! Go deas!	Go dona!	Tá / Níl sé sin go maith / go dona. Cad a cheapann tú? Ar fheabhas / go dona.	An bhfuil sé seo go maith (an dóigh leat) ? Tá / Níl
aontú nó easaontú le ráiteas	Tá / Níl	Is ea. / Ní hea Fíor / bréagach	Briathra dearfa agus diúltach san Aimsir Chaite m.sh Bhris / Níor bhris. Tá / Níl an ceart agat.	Aontaím / Ní aontaím An n-aontaíonn tú?. Tá sé sin fíor / bréagach. Níl sé sin fíor.
ábaltacht nó easpa ábaltachta a léiriú	Is féidir liom. Ní féidir liom. An féidir leat x?	An féidir leat x?	Is féidir liom leadóg a imirt / sacar a imirt.	Is féidir liom x a scríobh / x a dhéanamh / x a bhriseadh srl.

			An bhfuil tú in ann…..? Tá /Níl. Tá mé in ann …. Níl mé in ann …..	
séanadh	(An raibh tú ag gaire?) Ní raibh.	(An bhfaca tú ?) Ní fhaca. (Ar chuala tú?) Níor chuala. (Ar thóg tú?) Níor thóg.	(Ar fhág tú?) Níor fhág. (Ar bhris tú?) Níor bhris.	(Ar bhuail tú?) Níor bhuail (Ar chaill tú?) Níor chaill.
maithiúnas a léiriú	Tá brón orm. Ceart go leor.	Tá go maith. Tá sé ceart go leor.	Tá brón orm, ní fhaca mé tú. Tá brón orm, ní raibh a fhios agam go raibh tú ansin.	Ní raibh a fhios agam gur leatsa é.
tacaíocht a léiriú	Maith thú. Go deas. Go maith. Tá tú an-mhaith.	Ar fheabhas. Go hiontach. Go breá. Maith sibh. Tá sé sin go maith.	Beidh tú go breá – ar aghaidh leat.	
díomá a léiriú			Tá díomá orm.	Is mór an trua é.
dóchas a léiriú	Beidh tú ceart go leor.		Tá súil agam…	Tá súil agam go dtiocfaidh sé/sí. Táim ag súil go mór le
ligean air/uirthi		Tá tinneas cinn / tinneas fiacaile orm. Tá pian i mo bholg/ i mo cheann.	Féach, is féidir liom eitilt. Is x mé. Is féidir liom ……	Táim ag ligean orm gur x mé.
scéalta a chumadh nó a insint	Bhí … Thit … D'ith … D'ól… Fuair …..	Ar maidin …. Inné ……. Lá amháin ……	Dé Sathairn seo caite … Aréir …. Arú inné …	Anuraidh … Ar dtús … Ansin …. Tar éis tamaill … faoi dheireadh / ar deireadh
léiriú gur gá nó nach gá rud éigin a dhéanamh agus fiosrú faoi			An bhfuil orm/orainn é seo a dhéanamh? Tá / Níl Tá orm dul abhaile anois mar ……	Caithfidh mé dul a chodladh go luath mar .. Caithfidh mé éadaí nua a cheannach mar …./ m'obair bhaile a dhéanamh nó ….

D: Catagóir: Eolas a thabhairt agus a lorg

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
Aithint	Peann Sin peann. Is liomsa é.	Is madra mór é sin.	Cailín / buachaill an-mhaith / an-deas / dána is ea é/í.	Teach trí stór atá ann.
tuairisciú	Anseo /as láthair Tá sé/sí tinn, sa bhaile, as láthair. Níl sé/sí anseo. Tá cnag ar an doras. Tá Liam dána / ag ithe / ag troid. Tá an leabhar ar an mbord.	Tá sé/sí ag an bhfiaclóir / i seomra eile / san ospidéal. Thit sé sa chlós. Bhí……….. Chuaigh ……. Tá / Bhí X ag troid sa chlós. Tá x ag ithe an lóin. Thug San Nioclás x dom. Inniu an Luan / Máirt / Céadaoin / Déardaoin / Aoine.	Chonaic mé é/í ar maidin. Níl a fhios agam cá bhfuil sé/sí. Beidh sé ar ais amárach. Chuala…… D'ith mé / d'ól mé ……. Chuaigh …….. Tá sé tirim / ag cur baistí / ag cur sneachta / arís / anois.	Beidh an cluiche ar siúl ar a trí a chlog amárach. Tá beirt – deichniúr as láthair. B'fhéidir go bhfuil sé/sí ……
teachtaireacht a thabhairt	Seo duit an rolla / nóta / litir.	Seo nóta duit ó …… Tá Niamh tinn. Tá cóta nua ag x.	Tá litir agam duit ó ….. Ní bheidh mé ar scoil amárach. Beidh mé ag dul go dtí an fiaclóir ar a 10 a chlog. Ní bheidh x ar scoil go dtí an x mar tá sé/sí tinn.	Beidh an bus déanach inniu. Glaofaidh mé ort/oraibh nuair a bheidh sé in anseo.
ceartú	Ná bí ag _.	Ná déan é sin. Ní hea, is liomsa é. Ní liomsa é – tá mo chóta gorm.	Ná caith páipéir sa chlós. Ní leatsa é – is liomsa é.	Ná bígí ag pleidhcíocht. Thug sé dom é.
ceisteanna a chur agus a fhreagairt	An bhfuil cead agam dul amach / dul go dtí an leithreas? Tá / Níl. Cá bhfuil x? Sa chlós / sa seomra / sa leithreas / sa chófra / sa bhosca.	Ar ith/ól tú? D'ith mé / níor ith mé. D'ól mé / níor ól mé. Cad/céard a tharla? Cé leis é seo? Ar thóg, thit, bhris, chuala, tháinig?	Ceisteanna le briathra ón Aimsir Chaite, Aimsir Láithreach, Aimsir Gnáthláithreach (dearfach agus diúltach). Cad is dóigh leat? Cén t-am? (leathuair tar éis,	Ceisteanna le briathra ón Aimsir Fháistineach (dearfach agus diúltach). Cad é do thuairim? Is dóigh liom go / gur ……. Cén sort /saghas? Cén praghas? Meas tú?

	An bhfuil sé (dathanna / gníomhaíochtaí) ? An bhfuil tú tinn? Tá /Níl. Cad atá sa _? Cé hé / hí sin? Cad é sin? An leabhar é? Ní hea / Sea.	An raibh, bhfaca, ndeachaigh, ndearna ? Cén dath atá ar an X? Cathain? (laethanta na seachtaine – inné, ar maidin, ag am lóin) Conas? Cén t-am? (uair) Cé mhéad? Cad is ainm duit? Cén aois tú? Cén rang ina bhfuil tú?	ceathrú tar éis, ceathrú chun) Cén fáth? Mar ………..	

E: Catagóir: Soiléiriú a lorg i gcomhrá

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
easpa tuisceana a léiriú			Ní thuigim. Cé mhéad atá air?	Ní feidir liom é a dhéanamh.
cabhair a lorg			An féidir leat cabhrú liom? Cad is brí le x ?	Conas a deireann tú / a déarfá?
litriú a lorg			Litrigh x más é do thoil é. Cén Ghaeilge atá ar x ?	Conas a litríonn tú / litreofá ?
athrá a lorg			Abair é sin arís más é do thoil é.	Abair é go mall le do thoil.

F: Catagóir: Struchtúr a chur ar chomhrá

Ba chóir go gcuirfí ar chumas an pháiste	Naíonáin	Ranganna 1 agus 2	Ranganna 3 agus 4	Ranganna 5 agus 6
oscailt			Ar chuala tú? Tá an lá go hálainn / go dona / fliuch / fuar / go deas.	Tá tú ag obair go crua /dian.

féincheartú			Ó, gabh mo leithscéal, tá brón orm …. Ní hea ach …… Ní anois ach níos déanaí / níos luaithe / ag am …..	Fan go bhfeicfidh mé.
cur síos a dhéanamh céim ar chéim			Ar dtús….. Ansin ……… Tar éis tamaill …….. Leis sin	Níorbh fhada ……. Ar deireadh …..
coimriú			….. agus is mar sin a tharla. Sin, sin.	…. agus mar sin / dá bhrí sin / dá bharr ní bheidh sé ar scoil.
deireadh a chur le comhrá			Sin é. Ceart go leor mar sin. Tá deifir orm anois. Tá orm imeacht. (mar)	Caithfidh mé imeacht. Beidh mé ag caint leat arís. Feicfidh mé arís / amárach / níos déanaí thú.

Appendix 8 (E): Treoir i gcomhair caint neamh fhoirimúil

_Am_	_Na Naíonáin_	_Ranganna 1 & 2_	_Ranganna 3 & 4_	_Ranganna 5 & 6_
Ar maidin **Caint an mhúinteora**	_Isteach libh._ _Dia dhaoibh ar maidin, a pháistí/Dia is Muire duit, a mhúinteoir._ Conas atá sibh ar maidin? _Croch suas do chóta._ Seas i gcomhair na paidreacha. _An bhfuil aon duine as láthair?_ Cé atá as láthair inniu?	**Tógaigí amach an obair bhaile.** An bhfuil an obair bhaile déanta agat? **Cén fáth nach bhfuil sé déanta agat?** Cé a bhí tinn inné? **An bhfuil biseach ort?** An bhfuil nóta agat? **Tá an seomra ranga an-te. Oscail an fhuinneog le do thoil.** Breithlá shona duit, a Mháire. Cén aois tú anois	**Cén fáth an bhfuil tú déanach?** Ordaithe – 'Croch suas do chóta', 'Oscail na dallóga', 'Tógaigí amach bhur leabhair'	**Cá bhfuil do chulaith éide?** Cén fáth nach bhfuil do chulaith reatha ort?
Caint an pháiste	Dia dhuit, a mhúinteoir. Táimid go maith.	Bhí mé tinn inné. Tá nóta agam. Inniu mo bhreithlá. Tá mé sé bliana d'aois/seacht mbliana d'aois inniu.	Ní dhearna mé m'obair bhaile mar bhí mé tinn/bhí cuairteoirí againn. Gabh mo leithscéal, a mhúinteoir-tá mé déanach. Bhí an trácht trom Rinne mé dearmad ar mo leabhar Mata. An mbeidh Ceol/Ealaín againn inniu? An bhfuil cead agam …?	Beannú do dhuine áirithe Na Paidreacha Leithscéal a ghabháil…'Tá brón orm ach rinne mé dearmad ar mo leabhar','Níl m'obair déanta agam mar…' Seo nóta duit. Cead a lorg…'An bhfuil cead agam…?'
_Am_	_Na Naíonáin_	_Ranganna 1 & 2_	_Ranganna 3 & 4_	_Ranganna 5 & 6_
Am rolla **Caint an mhúinteora**	Ciúnas! Bígí ciúin a pháistí. An bhfuil Seán ar scoil inniu?	An bhfuil gach duine ag éisteacht? Éistigí! An bhfuil sibh réidh? Cá bhfuil Máire inniu?	Cá bhfuil Seán inniu? Táim ag glaoch an rolla, bígí ciúin.	Cá bhfuil Seán inniu? An bhfaca éinne Seán? Táim ag glaoch an rolla, bígí ciúin. Cá raibh tú inné?

		An bhfuil Seán ar scoil inniu? An bhfuil biseach ort? An bhfuil nóta agat? Breithlá shona duit, a Mháire.	Cá raibh tú inné? A Sheáin, an raibh tú tinn inné? Tá duine amháin /beirt/triúr as láthair. Tá gach duine ar scoil.	Cén fáth nach raibh tú ar scoil inné? A Sheáin, an raibh tú tinn inné? Tá duine amháin/ beirt/triúr as láthair.
Caint an pháiste	Anseo Tá/Níl	Tá/Níl sí anseo. Tá/Níl sí tinn. Tá/Níl sé ar scoil inniu. Táimid réidh. Bhí mé tinn inné. Tá nóta agam. Inniu mo bhreithlá. Tá mé sé bliana d'aois/seacht mbliana d'aois inniu.	Tá sé as láthair inniu. Ní fhaca. B'fhéidir go bhfuil sé tinn. Bhí sé tinn inné tar éis na scoile. Bhí mé tinn inné. Bhí slaghdán orm. Bhris sé a chos/a lámh inné ag imirt peile. Chaill sé an bus.	Ní bheidh sé ar scoil inniu mar tá sé tinn. Ní bheidh mé ar scoil amárach mar caithfidh mé dul chuig an dochtúir. Chuaigh sé chuig an bhfiaclóir ar maidin. Beidh sé ar ais tar éis am sosa/am lóin. Beidh sé ar scoil amárach, a mhúinteoir. Ghortaigh sé a lámh inné ag imirt peile. Níl a fhios agam cá bhfuil sé inniu. B'fhéidir go raibh sé déanach.
_**Am**_	_**Na Naíonáin**_	_**Ranganna 1 & 2**_	_**Ranganna 3 & 4**_	_**Ranganna 5 & 6**_
Am lóin **Caint an mhúinteora**	Tóg amach an lón. Ith do lón/ do cheapaire. Ól do dheoch/ do chuid bainne. Suigí síos. Suigh in aice le Seán. Cuir i do mhála é. Nigh do lámha. Pioc suas é sin.	Tugaigí amach an bainne. Tógaigí amach an lón anois. An bhfuil bainne agat? An bhfuair Máire bainne? Ar thug tú bainne do Liam? Ar ith tú do lón? Glanaigí na boird. Cuirigí isteach an lón. Bailigí an bruscar. Cuirigí oraibh bhur gcótaí.	Cá bhfuil do bhosca lóin, a Mháire? An ndearna tú dearmad ar do lón, a Phádraig? An bhfuil spúnóg agat don íogart? An bhfuil sibh réidh leis an lón anois? Scuab suas é sin. Cén fáth nár ith tú do lón?	Ar chríochnaigh sibh bhur lóin fós? Cén fáth nár chríochnaigh tú do lón, a Sheáin? Osclóidh mé é sin duit, a Cháit.

	Cuir sa bhosca bruscair é Cuir ort do chóta agus do chaipín. Déan líne.	Cá bhfuil do chóta agus do chaipín, a Sheáin? Déanaigí líne agus siúlaigí amach go dtí an clós. Seo spúnóg duit.	Déanaigí deifir anois.	
Caint an pháiste		Tá tart orm. Tá ocras orm. An bhfuil sé in am lóin? An bhfuil bainne/sú oráiste agat inniu? Ná bí ag brú sa líne. Ná bí ag rith. An maith leat ceapairí cáise/liamháis/bananaí? Ní maith liom ………. Tá íogart/úll/oráiste agam don lón inniu. Is breá/maith/fuath liom……	Rinne mé dearmad ar mo lón. D'fhág mé mo lón sa bhaile. Táimid réidh leis an lón. An bhfuil cead agam …? An bhfuil cead againn dul amach? Tá sé fuar amuigh. Tá sé fliuch/ag cur báistí.	An ndearna tú dearmad ar do lón inniu, a Mháirtín? Bhí deifir orm ar maidin agus rinne mé dearmad An osclóidh tú é seo dom, a mhúinteoir? Déanaigí deifir nó beidh an sos thart. Ní bheidh muid ag dul amach sa chlós inniu mar tá sé ag cur báistí srl.

Ag dul abhaile ón scoil **Caint an mhúinteora**	An bhfuil sibh réidh? Cé atá ag caint? Glanaigí suas. Faigh do chóta. Faighigí bhur gcótaí. Cuir ort do chóta. Cuirigí oraibh bhur gcótaí. Seasaigí sa líne anois. Oscail an doras, a Mháire. Siúlaigí amach go ciúin. Ná bígí ag rith. Slán abhaile.	Cé atá ag caint? Faigh do chóta. Cuir ort do chóta. Faighigí bhur gcótaí. Cuirigí oraibh bhur gcótaí. Seasaigí sa líne anois. Siúlaigí amach go ciúin. Feicfidh mé amárach sibh. Ná bí ag rith/ag brú. Seas sa líne. Oscail an doras, a Mháire	Tá sé in am dul abhaile. Go dté tú/sibh slán. Seasaigí le haghaidh na bpaidreacha. Dún na fuinneoga. Bígí cúramach ar an mbóthar ag siúl/rothaíocht abhaile.	Críochnaigí an obair sin anocht. Déanaigí bhur ndícheall leis sin anocht. Fágaimid é sin go dtí an chéad lá eile.
Caint an pháiste	Slán leat, a mhúinteoir. Slán.	Slán leat, a Sheáin/a Mháire. Siúil amach. Slán abhaile. Slán libh.	An bhfuil an obair bhaile ar fad scríofa síos agat? Déan deifir / brostaigh ort.	Feicfidh mé amárach tú/sibh. Bain taitneamh as an tráthnóna/as an deireadh seachaine.

		Ná bí ag brú. Ná bí ag rith.	Go dté tú/sibh slán. Bí ciúin.Tá an múinteoir ag caint. An bhfuil tú ag siúl/ag rothaíocht abhaile? An bhfuil tú ag dul abhaile ar an mbus? Táim ag siúl/ag rothaíocht abhaile. Táim ag dul abhaile ar an mbus/sa charr.	An dtiocfaidh tú chuig mo theach-sa? Tá go leor obair bhaile againn anocht. Níl mórán obair bhaile again anocht. Tá …… ar siúl ar an teilifís anocht. An bhfuil tú ag dul go dtí an cóisir tar éis na scoile?

Appendix 8 (F): Cluichí sa Chlós

Seo a leanas an teanga Ghaeilge a bhaineann le roinnt cluichí a imríonn páistí i gclós na scoile. Tá an teanga simplí agus moltar roinnt ama a chaitheamh á múineadh ar dtús sa seomra ranga. Braitheann leibhéal na teanga ar aois agus ar leibhéal Gaeilge na bpáistí.

1. ## **Deir Ó Grádaigh:** (Seo leagan Gaeilge den chluiche "Simon says")

Bíonn duine amháin ag tabhairt ordaithe.

Teanga: Deir Ó Grádaigh *"Seasaigí suas/suígí síos/crom síos/ardaigh do lámha/sín amach do lámha/cuir suas na lámha/cuir do lámh chlé suas san aer/seas ar chos amháin/bí ag rith/bí ag léim/bí ag siúl/seasaigí ar chos amháin/cuir do lámh ar do bhéal, do smig, do chluasa, do shúile, do cheann, do bhásta/cuir do lámh dheas ar do ghlúin chlé, ar do ghualainn chlé".*

Tugtar treoir eile m.sh. "**Cas timpeall**". Ní leantar an treoir sin mar nár dúradh "Deir Ó Grádaigh" ar dtús. Má leanann páiste an treoir tá sé/sí amuigh.

2. Cén t-am é, a mhactíre?

Teanga: Múintear í seo roimhré le cabhair an chloig.

Ceist: "Cén t-am é, a mhactíre?"
Freagraí: **Tá sé a haon a chlog/a dó a chlog/a dó dhéag a chlog.**
                  Tá sé ceathrú chun/ceathrú tar éis a _____.
                  Tá sé cúig/deich/fiche nóiméad chun/tar éis a _____.
                  Tá sé leath uair tar éis a _____.
                  Tá sé in am bricfeasta/in am lóin/in am dinnéir.
An Cluiche:
Roghnaítear an "Mactíre" agus na "Caoirigh".
Seasann na caoirigh i gciorcal timpeall an mhactíre ag glaoch "Cén t-am é, a mhactíre?"
Freagraíonn an mactíre "Tá sé a dó a chlog" agus tógann na páistí dhá chéim ina threo.
Leanann sé seo ar aghaidh go dtí go bhfreagraíonn sé: "Tá sé in am lóin/am dinnéir…".
Ritheann na caoirigh agus ritheann an mactíre ina ndiaidh. Má bheireann an mactíre ar aon chaora sin é/í an chéad mhactíre eile.

3:An Cat agus an Luch

Seasann na páistí i gciorcal le greim lámha ar a chéile. Roghnaítear an "Cat" agus an "Luch". Déanann an cat a dhícheall breith ar an luch ag rith ina dhiaidh isteach agus amach as an gciorcal. Bíonn na páistí ag glaoch os ard orthu.

Teanga: rith/go sciopaidh/go tapaidh/déan deifir/beir air/beir uirthi/rith an treo eile/isteach/amach/tabhair seans eile dó/tabhair seans eile di//tá tú gafa/tá tú aige/tá tú aici/mí-ádh/fág an bealach/comhghairdeas/go n-éirí leat/go n-éirí libh/cluiche iontach.

3. Deilbh

Roghnaítear dhá fhoireann. Glaoítear ainmneacha ar na foirne. Bíonn foireann amháin ag iarraidh breith ar an bhfoireann eile. Nuair a bheirtear ar pháiste seasann sé/sí socair mar dhealbh go dtí go scaoileann páistí eile ón bhfoireann chéanna saor é/í tré lámh a leagan air/uirthi. Bíonn deireadh leis an gcluiche nuair a bheirtear ar na páistí uilig.

Teanga: an bhfuil sibh réidh?/rith/déan deifir/mí-ádh/tá tú gafa/tá tú agam/is dealbh tú/tá tú saor/beir air/beir uirthi/tá tú ró-thapaidh/tá tú ró- mhall/tabhair seans eile dom/cluiche iontach/níl ach cúig noiméad fágtha/tá an t-am istigh.sciopaidh/tá tú ró-

4. A Mhamaí, an bhfuil cead agam?

Bíonn páiste amháin mar cheannaire/chaptaen. Seasann sé/sí ag an 'Tús' líne. Déanann na páistí eile iarracht dul chomh fada leis/léi. Glaonn an ceannaire amach treoir ar nós, "A Mháire, tráta". Caithfidh Máire céim siar a thógáil Sula leanann an páiste an treoir caithfidh sé/sí cead a fháil ón gceannaire. Deireann sé/sí "A Mhamaí, an bhfuil cead agam" agus nuair a deireann an ceannaire "tá cead agat" is féidir leanacht ar aghaidh.

Teanga: Cé atá mar chaptaen?
"A Liam, céim beag bídeach.(céim bheag siar)
"A Sheáin, céim mór millteach.(céim mhór siar)
"A Dheirdre, scáth fearthainne.(cas timpeall go ndeireann an cinnire 'stop')
"A Mhichíl, traein.(abair 'choo choo' agus téigh ar aghaidh go ndeireann an ceannaire 'stop')

Is féidir leis na páistí tuilleadh treoir a chumadh le cabhair ón múinteoir.

5. Roille, roille ráinne (Seo leagan Gaeilge ar "Ring a ring a rosy")

Roille, roille ráinne,
Timpeall linn i bhfáinne,
Rileoro! Rileoro!
Suas san aer le mo choisín ó.

Dhá lámh ag bualadh bos,
Dhá chois ag siúl,
Féach orm ag léim go hard,
Seo mé i mo shuí go ciúin.

6. Soilse

Pioctar ceannaire/captaen. Ritheann/siúlann/léimeann (roghnaigh gníomhaíocht amháin) na páistí timpeall an chlóis. Glaonn an ceannaire amach dathanna na soilse tráchta:
Glas=téigh ar aghaidh, dearg=stop agus bí i do dhealbh agus ómra=téigh níos moille Caithfidh na páistí na hordaithe a leanacht nó má théann páiste sa treo mícheart tá sé/sí amuigh.

Teanga: Rithigí/siúiligí/bí ag léim/bí ag scipeáil/glas/dearg/ómra/bí i do dhealbh, níos moille/ tá tú amuigh/ tabhair seans eile dom/maith thú/maith sibh.

7. Beir, ná beir!

Seasann na páistí i gciorcal. Seasann páiste eile i lár an chiorcail agus liathróid beag aici/aige. Glaonn an páiste seo amach "beir ar an liathróid" nó "ná beir ar an liathróid" agus ansin caitheann sé/sí an liathróid go sciopaidh chuig duine éigin sa gciorcal. Caithfidh an páiste sin an treoir a leanacht.

Teanga: *an bhfuil sibh réidh?/mí-ádh/beir air/beir uirthi/tá tú ró-mhall/tabhair seans eile dom/cluiche iontach/níl ach cúig noiméad fágtha/tá an t-am istigh.*

Poetry
Poetry Frameworks

Poetry Framework	Sample Poem
Auto-Bio Poem (First name only) 4 traits / qualities that describe the person Brother / sister / daughter of …..{pick one} Lover of ………..{3 ideas or groups} Who feels ……….{3 emotions} Who needs ……….{3 items} Who gives ………..{3 items} Who fears …………{3 items} Who would like to see ………….{3 items} Who lives ……………..{brief description} (Last name only)	*Sammy* *Naughty, happy, hungry, and sly* *Son of Mommy* *Lover of fun, jam, and mom* *Who feels motivated, happy, and guilt-free* *Who needs jam, bread, and a chair to stand on* *Who gives headaches, grief, and hugs* *Who fears the dark, the night and spiders Who would like to see his mommy happy and a swimming pool filled with jam*
Character Poem (Character first name) Lives _____where _____ Hears_____, Sees _____, Touches_____, Needs_____, Fears_____, Gives _____, Wonders_____, Dreams_____, Believes _____, Loves _____ and Is _____. (last name of character)	*Frodo* *Lives in Bag End where he* *Hears horses' hooves,* *Sees black riders gallop,* *Touches the one ring to rule them all,* *Needs to save the Middle Earth,* *Fears the Orcs,* *Gives of himself,* *Wonders if he can fulfil his quest,* *Dreams of home,* *Believes in Gandalf's magic* *Loves Bilbo and* *Is strong enough to defeat all enemies.* *Baggins*
Haiku A haiku is a form of Japanese poetry consisting of three unrhymed lines. Each line has a specific number of syllables. Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Traditional Haiku should have nature as its subject matter and it should capture one moment in time.	*Foamy tides erase* *My legacy of footprints.* *Was I ever here?*

Cinquain A cinquain is five line poem, invented by Adelaide Crapsey. Derived from the Haiku and Tonka forms, each line has a specific number of syllables. Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables	*MOON-SHADOWS* *Still as* *On windless nights* *The moon-cast* *shadows are So* *still will be my* *heart when I Am* *dead*.

Alternative Cinquain Framework Line 1: 1 noun Line 2: 2 related adjectives Line 3: 3 descriptive gerunds (verb+ing) Line 4: 1 complete, related sentence Line 5: 1 synonym of the initial noun	*Acrobats* *Flexible, amusing* *Flipping, twirling, jumping* *They make me laugh* *Those gymnasts*
Limerick A humorous five line poem constrained by both rhythm and rhyme. Lines 1, 2 and 5 rhyme. Lines 3 and 4 line. AABBA rhyming pattern. Many Limericks also have a definite syllabic structure; Line 1: 9 syllables Line 2: 9 syllables Line 3: 5 syllables Line 4: 5 syllables Line 5: 9 syllables	*There once was a very sad daddy,* *Whose golf game was going quite badly.* *He looked left and right* *-- No ball was in sight.* *I think that he needed a caddy!*
List Poem In a list poem the first and last lines are the same. In between, a list of items are written down the page. These can be lists of single items, lists of phrases or a combination of both. These poems can be rhymed of unrhymed and can be as long or short as necessary.	*A formula for happiness* *Love* *Smiles* *Family* *Friends* *Joy* *Health* *A formula for happiness*
Group Poem The title of the poem is taken and repeated throughout the poem. This ensures structure and rhythm. This is an ideal form to create with a small group or a whole class.	*In Kandinsky's head there are* *Arrows and darts* *Roundabouts and flags* *In Kandinsky's head there are* *Noughts and crosses* *Bullets and daggers* *In Kandinsky's head*

String poem The title is repeated three times on the first and last lines of the poem and at the end of each line of the poem.	*Spider, Spiders, Spiders* *In the garden shed spiders* *Underneath my bed spiders* *In my welly boot spiders* *Spiders, spiders, spiders*
Pyramid Poem The chosen topic is described using one adjective in the first line, then two adjectives in the second line and so on. The children can add as many lines as they wish, with a short sentence at the end to round off the poem	Frog *Dirty frog,* *Smelly, dirty frog,* *Slimy, smelly, dirty frog* *Green, slimy, smelly, dirty frog* *Jumping in the pond*

Acrostic In this poetry form the letters of the topic are written vertically. Each letter of the topic word therefore forms the first letter of the word beginning each line. Some acrostic poems use only single words for each line while other use a phrase. Acrostic poems can be rhymed or unrhymed.	*Blazing* *Orange* *Night* *Flames* *Inferno* *Roaring* *Embers*	Blazing branches twist Orange tongues eat Night hangs about Flames flicker out Inferno with devils Roaring red with anger Embers found next day
Onomatopoeic Poems Use words that imitate or sound just like the source of the sound they describe.	*To Grandma's we go!* *Rumble! Rumble!* *The thunder roars.* *Drip! Drip!* *The rain comes down.* *Boom! Boom!* *The thunder shakes the window panes.* *Run to the car! Run to the car!* *Splash! Splash!* *To Grandma's we* *go For hot cocoa.* *Zoom! Zoom!*	

Octopoem Choose a person or topic 8 line formula Line 1. a colour Line 2. a season Line 3. a place Line 4. weather Line 5. clothing Line 6. furniture Line 7. t.v. show Line 8. food	*A heart is red* *As a winter morning* *In the rocky mountains* *With the snow deep on the ground* *Wrapped in a big, wooly jumper* *Snuggled on the couch* *Watching a romantic comedy* *Feasting on chocolate and wine*
Riddle Poem A Riddle is a type of poem that describes something without actually naming what it is, leaving the reader to guess. A Riddle is a light hearted type of poetry which involves the reader. Riddles can be about anything, from animals to objects.	*I come on different styles* *I can help you walk for miles* *I come in a pair* *I'm something you wear* *With heels I am glam* *Can you guess what I am?*
Kennings Poem A Kenning is a two word phrase describing an object often using a metaphor. A Kennings poem is a riddle made up of several lines of kennings to describe something or someone.	Round-facer No-smiler Still-stander Two-hander Night-friendly Heart-beater Time-keeper Sudden-shrieker

Poetry Terms

Alliteration	The repetition of consonant sounds, usually at the beginning of words to create effect	*Slimy, silky spiders slowly sneaking southwards*
Assonance	The repetition of vowel sounds in words to create effect	*So old nobody knows*
Onomatopoeia	Words that sound like the item being described	*Slithering snakes*
Imagery	The creation of likeness through order and word choice	*Blue green like a crayon is the glistening, warm water.* *The brownish sand is warm between my welcoming toes.*

Simile	Comparison of two items, made explicit by using *as* or *like*	*As black as midnight with eyes like pieces of dark chocolate*
Metaphor	An implicit comparison between two items that are not normally connected	*Raining cats and dogs*
Personification	Using human characteristics to describe abstract concepts and natural phenomena	*Lightning danced across the sky*
Hyperbole	An obvious exaggeration used for effect	*In a house the size of a postage stamp lived a man the size of a barge*
Rhetorical question	A question to which an answer is not expected	*Is the pope Catholic?*
Rhyme	Words that match in sound	*Once I dive into these pages I may not come up for ages*
Rhythm	The beat represented by stressed and unstressed syllables	*Hickory dickory dock The mouse ran up the clock*
Repetition	Repeating words and phrase for effect	*Mary had a little lamb Little lamb, little lamb*

Helpful Webites for Poetry	Description
http://learnenglishkids.britishcouncil.org/en	Selection of online stories, rhymes and tongue twisters suitable for Junior classes
http://www.fizzyfunnyfuzzy.com/	Good selection of poems available to view and in printer friendly version
http://kids.wordsmyth.net/wild/	A visual thesaurus for children – useful when writing poetry
http://www.readwritethink.org/search/?resource_type=16&type=28	Allows you to interactively create and print a variety of poems including acrostic, diamante, letter, riddle and shape writing poems
http://www.gigglepoetry.com/index.aspx	Great poetry website for humorous poems with plenty of interactive activities including tongue twisters, poetry frameworks, poetry plays interviews with poets and a large anthology

http://www.rhymezone.com/	Online dictionary that allows you to find rhyming words but also synonyms, antonyms, alliteration and definitions
http://teacher.scholastic.com/writewit/poetry/i ndex.htm	Online lessons for writing poetry created by poets and an interactive poetry writing tool.
http://www.shelsilverstein.com/	Shel Sliverstein website with games, about the poet, lessons and a great anthology
http://www.poetry4kids.com/	Loads of poetry ideas and resources including; lessons, quizzes, activities, anthologies, rhyming word lists and a rhyming dictionary
http://interactivesites.weebly.com/poetry.html	Links to a variety of interactive poetry websites for reading, responding to and writing poetry
http://www.rainydaypoems.com/poems-forkids/poems-for-kids-to-recite	Anthology of poems for children to read and recite
http://www.kidsworldfun.com/kidspoems/	Large collection of poems for younger children to read and recite
http://www.poetryireland.ie/publications/recommended-reading	Poetry Ireland website with list of recommended reading
http://ireland-calling.com/100-favouritepoems/	A list, including links, of Irelands 1oo favourite poems
http://www.michaelrosen.co.uk/index.html	Michael Rosen website with video, teachers section and poetry collections
http://jackprelutsky.com/	Jack Prelutsky website including, poetry collection, poems written by children, his blog and bibliography

Support Material for Teachers

Please find the list of Support Material for teachers that is currently available at www.curriculumonline.ie.

Strand: Oral Language			
Title	Language	Stage	Supporting videos?
An Cur Chuige Cumarsáideach	Irish	Stages 1 and 2	No
Critical Thinking and Book Talk	English	Stages 1 and 2	Yes 4 videos
Lesson Outline - Story	English	Stages 1 and 2	No
Lesson Outline: Poetry	English	Stages 1 and 2	No
Pathways in Learning Irish as a Second Language	English	Stages 1 and 2	No
Story Sacks and Puppet Plays	English	Stages 1 and 2	No
Struchtúr Abairte agus Gramadach	Irish	Stages 1 and 2	No
Talk Time	English	Stages 1 and 2	Yes 1 video

Strand: Reading			
Title	Language	Stage	Supporting videos?
Fónaic	Irish	Stages 1 and 2	No
Léitheoireacht Faoi Threoir	Irish	Stages 1 and 2	Yes 7 videos
Phonological Awareness	English	Stages 1 and 2	No
Promoting Children's Comprehension	English	Stages 1 and 2	No
Taifead Reatha Léitheoireachta	Irish	Stages 1 and 2	No

Strand: Writing			
Title	Language	Stage	Supporting videos?
Handwriting Patterns	English	Stage 1	No
Language for Teaching Handwriting	English	Stage 1	No
Seánraí Scríbhneoireachta	Irish	Stages 1 and 2	No

Strand: Across all strands			
Title	Language	Stage	Supporting videos?
Gluais na Gramadaí: Eiseamláirí de Struchtúir Ghaeilge	Irish	Stages 1 and 2	No
Infusing Playfulness into Language Teaching and Learning	English	Stages 1 and 2	Yes 1 video
Language and Literacy: EAL Child	English	Stages 1 and 2	No
Organising for Play: Resources	English	Stage 1	Yes 8 videos
Organising for Play: Time and Routines	English	Stage 1	Yes 6 videos
Socio-Dramatic Play to Support Oral Language and Early Literacy	English	Stage 1	No
Teaching for Transfer of Skills Across Languages	English/Irish	Stages 1 and 2	No

Suíomheanna Idirlíne chun cabhrú le múineadh na Gaeilge.	
www.seideansi.ie	Scéalta agus cluichí Gaeilge
http://www.nicurriculum.org.uk/snas_ar_sceal/	Cluichí idirghníomhach
www.robo.ie	Scéalta as Gaeilge dearth do scoileanna T1.
www.leighleat.com	Roinnt scéalta agus dánta
https://sites.google.com/a/pdst.ie/pdst/home/spreag-an-ghaeilge-le-spraoi	"Spreag an Ghaeilge le Spraoi"
https://www.youtube.com/results?search_query=cluich%C3%AD+cl%C3%B3is	"Cluichí Clóis"
https://www.maynoothuniversity.ie/froebel-department-primary-and-early-childhood-education/eleathanach	Nuachtlitir oiriúnach do na hardranganna. Lorg "e-leathnach" ar "Google".
www.gaelchultur.ie	Físeáin ghramadaí – Fís agus foghlaim (R5/6)
www.scoilnet.ie	Áiseanna agus ceachtanna Gaeilge
http://www.cogg.ie/bain-sup-as/	Acmhainn Gramadaí
http://www.cula4.com/ga/baile	Cartún ar TG4
http://www.nicurriculum.org.uk/microsite/pl/irish/index.asp	Cluichí idirgníomhach

www.saolfaoishraid.ie	"Na Muppets" as Gaeilge
http://www.scoildramaiocht.ie/scripteanna/	Amharclann léitheoireachta agus scéitsí drámaíochta
www.tearma.ie	Foclóir ar líne
www.teanglann.ie	Foclóir agus bunachar gramadaí ar líne
www.duolingo.com	Suíomh chun tabhairt faoi.
www.irishforparents.ie	Tacaíocht do thuismitheoirí
http://www.toporopa.eu/ie/	Tráth na gceist Thíreolaíochta
www.cic.ie	Cló-Iar Chonnachta – foilsitheoirí leabhair.
www.padlet.com/lisanicd/tob	Coicís na Gaeilge

https://padlet.com/lisanicd