St. Patrick's NS Strangsmills

English plan

Revised: 2023

ENGLISH

Introductory Statement

This is the whole school plan for St. Patrick's National School. St. Patrick's is a co-educational rural school with 8 mainstream teachers and 3 Special Educational Needs teachers. The following plan was developed over a number of years, beginning in 2000 when in-service training was provided to schools. A collaborative approach was adopted when writing this plan to ensure that all the staff share a sense of ownership in the planning process. The plan was reviewed in 2010, 2015, 2018 and the current plan was put in place in 2023 following in-service day in the implementation of the new Primary Language Curriculum. (PLC)

Rationale

It is hoped that this school plan will be a useful tool for teachers providing them with clear guidelines in the teaching of English and ensuring consistency and continuity in practice throughout the school.

VISION AND AIMS:

(a) Vision

Our vision in St. Patrick's National School is to ensure that pupils are holistically developed in order to assist them in contributing and playing a fulfilling role in their own community. We see the development of their language skills as being central to this process. We believe that the ability of our pupils to communicate fluently, confidently and effectively will contribute greatly to the development of their self-esteem and their personal growth. We also believe that children leaving our school should have a competency in all aspects of the English language. We see the teaching of English as something which underpins all other subjects across the primary curriculum. We believe that language learning is a tool for lifelong learning.

(b) Aims:

The Primary Language Curriculum aims to support teachers to

(in relation to 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

• 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.

(in relation to Children's Communication and Connection 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

• 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

• enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

(in relation to Children's Language Learning and Development)

• 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

• 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

• support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing

• 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.

The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.

Elements

St. Patrick's N.S. recognises the centrality and unique position of English in the Curriculum. We acknowledge that children learn language and learn through language, and that language learning is an integrated process in which it is difficult to separate the functions of oral language, reading and writing. (Curriculum p.2) We recognise that teachers are expected to be familiar with the strands and elements of language. These elements are:

- Developing communicative relationships through language (Communicating)
- Understanding the content and structure of language (Understanding)
- Exploring and using language (Exploring and Using)

The elements are interdependent, and are based on the strands of

- Oral Language/ Speaking and Listening
- Reading
- Writing

Methodologies:

The following methodologies are in use in our school:

- talk and discussion
- collaborative learning
- active learning
- use of the environment
- problem-solving
- developing skills through content

Learning outcomes

Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The curriculum acknowledges that children's progress towards Learning Outcomes will be influenced by their varying circumstances, experiences and abilities. By focusing on learners, outcomes enable teachers to use a range of appropriate pedagogical approaches to support children on their learning journey. Teachers support children in the achievement of Learning

Outcomes by providing learning experiences related to aspects of the learning outcome and which are best suited to the needs of the children. Outcomes recognise that children learn and teachers teach in a variety of contexts and that the teaching/learning journeys will be different in these contexts.

The language programme is taught through the three strands:

1. Oral Language:

Approach to Oral Language:

Our agreed approach to Oral Language will draw on three strands of the PLC.

Content:

Developing Communicative relationships through language

- Engagement, listening and attention (intentionality, verbal memory)
- Motivation and choice
- Social conventions and awareness of others (relevance, turn-taking, extra- and para-linguistic skills)

Understanding the content and structure of language:

- Sentence Structure and grammar (syntax, morphology)
- Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills)
- Demonstration of understanding (semantics)

Exploring and using language:

- Requests and questions
- Categorisation
- Retelling and elaborating (narrative text and response)
- Playful and creative use of language (aesthetic dimension of language)
- Information giving, explanation and justification (expository text)
- Description, prediction and reflection

(a) **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 / questioning / discussion before, during & after reading
- ✓ language experience approach
- ✓ brainstorming at the pre-writing stage
- ✓ peer-conferencing and conferencing with teacher
- ✓ use of novel
- ✓ writing process, etc

In planning for oral language across the strands, we incorporate a variety of genre and text types. We have a two year plan which is taught on an integrated basis across Oral language, Reading and writing. (See appendix 3)

(b) **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 progression continua 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.

(b) **Cross Curricular and Disciplinary Literacy**

Oral language skills are part of teaching every curricular area. They are an essential part of the following:

- all strands of Drama
- describing skills in Visual Arts
- listening & responding skills in Music
- listening skills, turn taking, expressing opinions, group work
- discussions in SESE
- Understanding the language of Maths

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

Listening Skills

Listening Skills are developed across the curriculum. Direct instruction also takes place across all levels to develop listening skills and auditory memory (This is the ability to attend to information, listen to it, process it, store it and recall it when needed).

Learning takes place through a variety of games and activities. NEPS Activities to develop receptive language and comprehension skills are available online https://www.gov.ie/en/collection/84e52e-national-educational-psychological-service-neps-guidelines-tips-and-/

2. 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 involvement of parents' in children's reading

These approaches will be recognised at all stages of children's acquisition of reading We also draw on materials and ideas at: https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/

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, picture books, independent reading books, labels, name charts, written materials produced by the children, jobs chart, timetables, word charts, magnetic surfaces and magnetic letters, charts of days, months, seasons 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, labels around the room, flash cards, etc.

Sight vocabulary will be developed through selecting common words, core words, words from the reader and high interest words. The 220 words on the Dolch List are taught formally between Junior Infants and second class **(See Appendix 1)**

Phonological Awareness

Phonological awareness will be developed through:

- ✓ Syllabic awareness – syllabic blending, syllable segmentation, syllable counting, syllable isolation.
- ✓ Nursery rhymes and rhyming poems, detecting rhymes in stories, rhyme judgement, rhyme generation.
- ✓ Jolly Phonics programme is now being used in Junior and Senior Infants.
- ✓ First class to sixth class use the 'sounds in focus' programme

See the phonic plan – **Appendix 4**

A structured spiral phonological awareness programme **(Appendix 5)** has been devised by the staff for implementation. All teachers have a copy of this programme and are expected to implement it.

Assessment of individual Phonological awareness: The class teachers and SETs will use informal/ formal tests and teacher observation to identify the needs of individual children.

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, 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.

Comprehension Skills and Strategies

The following comprehension strategies are being developed throughout the school. Teachers adapt them to suit the age of the children. The strategies used for comprehension will vary according to the type of material being read. Comprehension skills are developed through oral work, teacher modelling and written work. **(see appendix 3 for our whole school literacy plan)**

- Predicting
- Making connections
- Visualising (making a movie in your head/ what can you see / hear / feel)
- Comparing and contrasting
- Self-questioning
- Skimming and scanning
- Sequencing
- Determining importance
- Summarising and paraphrasing (getting the main idea)
- Synthesising

There are also a set of picture books available in the school for introducing the strategies, as recommended in the 'building bridges' comprehension programme.

Questioning Strategies

We teach the children the following strategies in determining their answers to questions.

●Here (Literal) - answer is in the text

●Hidden (inferential) - answer in hidden within the text

●Head (Evaluative) - answer is what I think

●Heart (Feeling) - answer is what I feel

Reading recovery

During the school year 2022/2023, one of our teachers trained as a reading recovery teacher. This is wonderful opportunity for our school and is a very successful programme. Up to a maximum of 10 children per year are selected for the programme from Senior Infants and First class. Reading Recovery (RR) is a licenced, school-based, short-term, early literacy intervention. It is designed for children aged around six, who are the lowest literacy achievers after their first year in school. RR involves intensive one-to-one lessons for 30minutes a day with a specially trained RR teacher. This series of lessons is individually designed for each child, based on moment by moment observations and skilled teacher decisions. The goal is for the children to become effective readers and writers, able to work within the average band of their class at age-appropriate levels of literacy.

Reading Material

In St. Patrick's National School we aim to use a variety of reading material such as big books, class readers, PM readers, novels, extracts from novels, teacher designed reading cards/packs etc. Big Books are used in the infant classes 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. Where possible, storybooks are linked to the Aistear themes.

The class novel is used to develop reading skills such as word attack skills, vocabulary development, dictionary work, comprehension, information retrieval skills etc. Teachers ensure that their use of questioning on the class reader is differentiated to cater for the varying needs within the classroom.

PM 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. The infant, lower, and middle classes are very well stocked with PM readers.

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, talk or write about their response to material etc.

We have adopted a variety of approaches such as shared reading, independent silent reading, group reading, whole class approach, use of the class novel etc and we aim to strike a balance throughout the year.

The core list of novels for each class attached in **Appendix 9.** However this list can be added to during the year by each class teacher in order to cater for children's needs and interests.

3. 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. Through the process of writing, children will explore a selection of independently-chosen topics, write using a variety of genres and write for different audiences. We also draw on materials and ideas at https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/

 Fostering the Process of Writing

The school will provide opportunities for children to write for real purposes and real audiences, recognising 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. Free writing gives children the opportunity to express themselves without an added pressure of correct punctuation, spelling or grammar. Teachers do not correct these pieces, but rather give feedback to the children or help him to reflect on what they have written, as well as using the information for future teaching opportunities.

Genres of writing

 The purpose of the writing and the audience for whom it is written will determine the

genre. In St. Patrick's National School, we choose one genre a term & the whole school teaches that genre at the same time. We teach all the following genres. These will be developed as children progress through the school. The 7 steps approach to teaching a genre is in operation in our school.

7 steps to teaching a writing genre

Step 1: Familiarisation with the genre Integration with reading and oral language, for example, comparing samples of the genre, using sample displays, reading to and reading with students.

Step 2: Use an example to devise a framework Children analyse one effective sample of the text form. Children discover the framework of a form of a text. Create a framework with key words/prompts for the genre e.g. in Narrative: Title, Setting, Characters, Problem, Resolution.

Step 3: Modelled writing (teacher only) The teacher 'thinks aloud' as he/she writes while the class observe.

Step 4: Shared writing Teacher has the pen and continues to 'think aloud' but uses children's ideas also. Children engage in talking, writing and reading within the genre.

Step 5: Guided Writing: Children plan their writing Children can plan their writing in pairs/groups using the framework they have devised.

Step 6: Independent writing Children plan and write their own piece including drafting, editing and redrafting.

Step 7: Presentation to audience Children write for real purpose and for real audience.

The following genres of writing are taught explicitly in our school:

- *Recount writing* – school trip / Their weekend news (factual or imagined)
- *Report writing* – factual – e.g. life history of the butterfly – book review
- *Explanatory writing* – how a volcano is formed / how I made my robot
- *Procedural writing* – rules, directions, recipes
- *Persuasive writing* – debate, letters to persuade
- *Narrative writing* – story (Creative & Imaginative Writing)
- *Writing to socialise*

In teaching the genres of writing, the children will encounter the genres through reading/being read to, teacher-modelled writing, guided writing and the use of writing frameworks, all leading to independent writing.

See **Appendix 3**

Free writing

Free writing is an activity where each class should have a 10 – 15 minutes max of a writing activity of their choice twice a week. This *free writing* will be analysed later and used as a basis for identifying teaching points in regards to common mistakes. The purpose of this is to encourage freedom to write on topics of their choice, in a genre of their choice and without it being 'corrected'. It is completed in a specific free writing copy. Choice boards of ideas or a-z's can be used to give children suggestions of genres.

Planning/ Concept Mapping

Children are taught to plan their work prior to writing. Oral language is a key aspect of this process. Children are taught to use a variety of templates to plan their work.

Concept maps are visual representations students create to connect ideas, concepts, and terms. Students can use them to organise information they already know and to plan their work. They are used throughout the curriculum.

Poetry

In order to develop the child emotionally and imaginatively we will encourage children to write a variety of poetry. Children will be given the opportunity to work as a whole class, in groups and pairs as well as individually when writing poetry and the writing of different types of poems will be modelled. Children will be exposed to various types of poetry for discussion and familiarisation as well as writing in the different styles.

Poetry in the school is outlined in **Appendix 8.**

Handwriting

Good habits in handwriting are developed at an early stage e.g. posture, paper position, pencil grip. Each class will build on the skills learned the previous year.

As a school we follow the 'Go with the Flow programme' across the school.

Grammar and Punctuation

In St. Patrick's National School we aim to teach grammar and punctuation in the context of the children's own writing and/or reading and we emphasise the oral aspect of teaching. The main features of grammar and punctuation needed and taught at each level are outlined in **Appendix 7.**

Spelling

Spelling is a writer's tool. As they focus on spelling in the context of writing, children are taught a systematic understanding of the way the grapho-phonic system works. In itself, spelling has no purpose and no audience, but in the context of writing, spelling becomes very important to both purpose and audience.

In St. Patrick's NS, we recognise that spelling must be viewed as a fun activity by the children, and we acknowledge that spelling activities must be written as oral spelling is of little value. To this end, a multi-sensory approach, incorporating games is adopted. Phonics and spellings are closely linked.

We understand that mastering spelling is a developmental process and when children attempt to master the complexities of English spelling they go through a number of overlapping developmental stages:

- 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.

Teachers place an emphasis on the teaching of Spelling. In keeping with this rationale, we will enable children to learn spellings through the *Look and Say, Cover, Write and Check*

method. This is implemented from Senior Infants upwards. Spelling is assessed in a variety of methods e.g. Children's own writing, teacher designed tasks, dictation and spelling tests.

Digital literacy

As new technologies continue to emerge and as a result of living in a society and culture increasingly influenced by digital technologies, digital literacy is an important aspect of children's learning. The curriculum supports children's abilities to engage with technology to acquire, comprehend and communicate knowledge to and with a variety of audiences and in a variety of contexts. Essential to the development of digital literacy is the child's ability to locate, select and critically analyse relevant information in multiple modes to include text, visual and audio. It also includes the capacity to engage with digital technology in creative and imaginative ways.

The curriculum recognises that technology can be used as a tool for literacy development and learning. The definition of 'text' in the curriculum refers to all products of language use including electronic and digital. Appropriate use of digital technologies in the classroom can help children to demonstrate knowledge, skills and understanding in accordance with the learning outcomes for all three strands of the curriculum. By enabling them to engage with digital technologies from the start of primary school, teachers can support children to foster a positive attitude towards the use of digital technologies and to use technology responsibly and appropriately. As children become digitally literate, they can use a variety of digital technologies to develop understanding and to source, critique and manage information as engaged thinkers and active learners.

Critical literacy

Meaningful and active engagement with literacy requires us to go beyond traditional conceptions of what it means to understand what we read. Critical readers not only understand what they are reading, they question it. Adopting a resistant stance helps children to identify power imbalances in the texts that shape their world and society at large.

Critical literacy involves actively identifying, analysing and challenging the perspectives offered in texts. It also involves questioning the influence of these viewpoints on our everyday lives. From a teaching perspective, it is supported by reading and listening to multiple texts, from multiple perspectives. Teachers facilitate critical literacy through

carefully considering the texts that children encounter in their classroom and helping children to analyse who and what the texts represent. Children can also be supported to produce texts that consider alternative perspectives, that challenge the norm, or that explore under-represented voices. In applying their language and literacy skills in this way, they come to be active, thoughtful and critical contributors to the world in which they live.

Organisational Planning

Assessment and Record Keeping

Assessment is integral to teaching and the learning process. In St. Patrick's National School, we value the different assessment tools that we use.

- Teacher observation
- Teacher-designed tasks and tests
- Running Records and Free Writing
- Work samples, portfolios etc
- Diagnostic tests e.g. Test2R, GL assessments
- Standardised tests eg. Drumcondra early literacy test, Drumcondra reading and spelling tests (all completed in term 3)

 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. *(Refer to our Assessment Policy for a more detailed account of assessment in our school.)*

Self-Assessment and Peer Assessment

All children are encouraged to check their own work to assure it can be understood by the reader. A variety of strategies are used across the school for self-assessment.
Children are also given opportunities to peer assess throughout the year.

Children with Different Needs

In the teaching of English in St. Patrick's National School, we aim to ensure that all children are included. Children progress at varying paces and all abilities are respected and catered

for. The SET supports language/literacy needs through team teaching/collaborative approach. Children with differing needs are identified through a number of different ways. As part of our inclusive approach, in-class support takes place at every class level at some stage of each year. This can take a variety of formats based on the needs of the class. This support may take place through team teaching methods or station teaching.

These include: Teacher Observation, Teacher Tests, Parental Consultation, Standardised Tests and Diagnostic Tests.

From October 2022, we have also been allocated 5 hours of EAL teaching hours to assist children from whom English is an additional language.

Equality of Participation and Access

All children are included and participate in all aspects of the Primary Language Curriculum. Each child's culture is valued and encouraged. We aim to have books representative of all children and their families where possible available in our libraries.

Timetabling for English

Junior and Senior Infants spend 3.5hrs and 1st to 6th classes spend 4.5hrs per week on English. This is in line with circular 0056/2011. Integrated approach to English but discrete time is allocated to Oral Language. This time may be part of the Drama timetable also on occasion.

Homework

English homework is given nightly to support the work covered in the class. Homework may be oral or written. (*Refer our homework Policy for a more detailed account of homework in our school.)*

Library

Class Libraries

In our school, there is a library in each classroom. Each class teacher ensures that there is a variety of factual and fictional texts, poetry anthologies and texts in a range of genres. Each class teacher is responsible for organising their class library.

All classes have well-stocked class libraries which were recently upgraded with the DES library grant funding and this is added to using proceeds from school book fairs. Bean bags were recently purchased to encourage greater use of the library. Teachers are also asked to incorporate DEAR time into their timetables during the school year.

Resources and Digital Learning

We are aware of the value of digital learning in the teaching and learning of English. (see Digital Literacy). Teachers use online resources, tools and apps. Examples include padlet and seesaw. This whole area is under regular review because of the rapid rate of development in I.T. worldwide.

We are very aware of the value of learning basic word-processing skills so that the writing approach advocated in the curriculum can be adopted. Our class set of chrome books is used to facilitate children to publish some of their work in order to enhance the standard of presentation of their work, giving them added pride in the final product.

Individual Teachers' Planning and Reporting

This English plan, along with the Primary Language Curriculum will inform and guide teachers in their long and short term programme of work in English. Teachers will refer to https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/ for additional resources. Each teacher will keep a Cúntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in English.

Staff Development

Staff development needs are identified through review and discussion at staff meetings. When needs are identified, an action plan is devised to ensure that such needs are adequately addressed.

Our staff are participating in the new Primary Language Curriculum training (started in 2018). Teachers regularly complete additional CPD based on their own needs through the Education Centre network. Croke Park hours have been allocated to facilitate individual CPD needs. Teachers are encouraged to share information/skills acquired at courses with other members of staff during staff meetings when appropriate.

Parental Involvement

Parental involvement is considered an integral part to effectively implementing English. In St. Patrick's National School, we appreciate that parents are the primary educators and that therefore play a crucial role in the language development of their children. Parents are involved in reading for homework in the junior classes as well as through the 'Reading Eggs' programme.

Community Links

St. Patrick's National School believes that the local community has an important role to play in supporting the programme in English. Children may be taken on a trip to a local library in Ferrybank on occasion for different events.

Children's written work may be published for an audience outside of the school – via the school website or local publications.

Success Criteria

We will review this whole school plan under the following headings:

- Does individual teacher's preparation, planning and teaching reflect this plan?
- Are teachers communicating their concerns to each other?
- Are teachers sharing their expertise in certain areas of the teaching of English?

The achievement of these success criteria will be assessed through feedback from teachers, pupils, inspectors and parents.

Ratification and Communication

Implementation

(a) Roles and Responsibilities

This plan will be implemented by all teachers in St. Patrick's NS Strangsmills. The curriculum leader with responsibility for English assisted by the Principal will encourage and promote English and the implementation of the plan in the school.

(b) Timeframe

The plan will be implemented from its date of ratification.

Review

(a) Roles and Responsibilities

This plan will be reviewed following ongoing consultation with all staff. Those involved in future reviews may include any of the following

- ✓ *Teachers*
- ✓ *Pupils*
- ✓ *Parents*
- ✓ *Inspector/s*
- ✓ *Board of management/DES*

(b) Timeframe

This plan will be implemented from September 2023 and will be reviewed and updated by staff as the need arises. A formal review will take place in the 2026/2027 Academic year.

This policy was ratified by the Board of Management on April 25th 2023

Signed: _____   Date: _____

Chairperson of Board of Management

English Plan - Appendices

Appendix 1

Dolch Words

Junior Infant List

List 1									
the	to	and	he	a	I	you	it	of	in
was	said	his	that	she	for	on	they	but	had

List 2									
at	him	with	up	all	look	is	her	there	some
out	as	be	have	go	we	am	then	little	down

Senior Infant List

List 3									
do	can	could	when	did	what	so	see	not	were
get	them	like	one	this	my	would	me	will	yes

List 4									
big	went	are	come	if	now	long	no	came	ask
very	an	over	your	it's	ride	into	just	blue	red

First Class List

List 5									
from	good	any	about	around	want	don't	how	know	right
put	too	got	take	where	every	pretty	jump	green	four

List 6									
away	old	by	their	here	saw	call	after	well	think
ran	let	help	make	going	sleep	brown	yellow	five	six

List 7									
walk	two	or	before	eat	again	play	who	been	may
stop	off	never	seven	eight	cold	today	fly	myself	round

Second Class List

List 8									
tell	much	keep	give	work	first	try	new	must	start
black	white	ten	does	bring	goes	write	always	drink	once

List 9

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

List 10

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

List 11

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

Appendix 2

Social Sight Vocabulary

Junior Infants	Senior Infants	First Class	Second Class
Shopping Centre	Please knock	Pay Phones	Danger
Hot/cold Beverages	Accommodation	Showing now	Stay Away
Telephones	In/Out	High/Low	Look right
Toilets	Please wait	Keys Cut	Beware Private property
Café	Vacancies	Restaurant	Temporary Surface
Mobile phones	Vacant/Engaged	Tea/Coffee	Drive In
Entrance	Please ring	Sale	For Sale Loose Chippings
Hotel	Opening Hours	Take Away	End of hard shoulder
Calls	Private/Public	Top/Bottom	Request Stop
Office	Staff only	Pay Here	Car Park
Pub Grub	Open seven days	Menu	Bottle Bank
Open/Closed	Ladies/Gentlemen	This Way up	Traffic Lights
Enquiries	Bus Stop	Litter Bins	Disc Required

Bar/Lounge	Entertainment	Breakfast	School Patrol Ahead
Push/Pull	Women/Men	Careful	Private
Way In/Way Out	Welcome	Stairs	No Parking
Rooms en suite	Manager	Lunch	Clearway
Enter/Exit	Mná/Fir	Fragile	Wet Paint
	Next Attraction	Escalator	Day or Night Entrance No Entry
	Front/Back	Dinner	Exit
	Open here	Main Courses	Parking
	Lift	Handle with care	Gas
	Desserts	Poison	Petrol Unleaded Diesel
	Open other side	Starter	Car Wash
	No Smoking	Urgent	Self Service Air
		Keep out of reach of children	Road Works
			Town Centre
			City Centre

Third Class	Fourth Class	Fifth Class	Sixth Class
House for Sale	Reception	Deaths	Horoscope
Sale Agreed	Emergency Exit	Holiday Guide	Central Video
Sold	Garda Checkpoint	Hair Salon	Crossword
House to let	Caution Children Crossing	In Memoriam	Park Bank
Warning	Traffic Signals Ahead	Sports Fixtures	Bureau de Change
Ramps Ahead	Train Station	Boutique	Dry Cleaners
Site for Sale	The Examiner	Acknowledgements	Tourist
Taxi	Property to let	Sports	Railway Station
Taxis Only	Chemist	An Post	College School
Stop Go	The Independent	Advertisement	Tourist Attraction
Wait	Property Wanted	Court Report	Wanted
Cross Now	Launderette	Post Office	Services Available
Keep Out	Evening Echo	News Features	Church
Look Left	Property for Sale	Road Service	Lawn Surgery
Fire Exit	Newsagent	Editorial	Customer Service
Fire Alarm Information	The Irish Times	Street Repairs	Auctioneers
Stand Clear of Gates	Flats	Social and Personal	Photographer

Fire Extinguisher	Dental Surgery	Square	Book Shop	
Bus Station	Births	Footwear	Toys Crèche	
Yield Right of Way	Lost and Found	Foreign News	Shoes	
	Food Store	Drive	Clinic	
	Marriages	Arcade	Factory	
	Personal Barber	Business News	Industrial Park	
		Avenue	Library	
		Appointments	Airport	
		Crescent	Hospital	
		Florist	Bus Station	
		Gardens	Weather	
		Travel Agent	Leisure Centre	
		Hotel Golf Club	Stars Hostel	
			Theatre	
			Garage	
			Supermarket	
			Hardware	
			Butcher	
			Banklink	

Whole School Literacy Plan

Comprehension / Writing Genres / Oral Language

Junior & Senior Infants - Year 1 & Year 2

Comprehension

- Predicting
- Making Connections
- Questioning
- Visualising

Writing Genres	**Oral Language**
• Recount	• Conversations
• Report	• Oral Reports
• Narrative	• Storytelling & Anecdotes
• Procedure	• Giving Instructions / Procedures
• Writing to Socialise	

1st – 6th Class

Year 1

Term 1

- **Writing Genre** – Narrative
- **Comprehension** – Creating Images & Self - Questioning
- **Oral Language** – Storytelling & Anecdotes

Term 2

- **Writing Genre** – Explanatory
- **Comprehension** – Scanning & Skimming
- **Oral Language** – Questioning & Interviews

Term 3

- **Writing Genre** – Recount
- **Comprehension** – Connecting
- **Oral Language** - Conversations

Writing to Socialise – This genre should be completed at some stage during **Year 1**.

Year 2

Term 1

- **Writing Genre** – Persuasive / Exposition
- **Comprehension** – Summarising / Paraphrasing & Inferring

- **Oral Language** – Arguments & Debates

Term 2

- **Writing Genre** – Procedure
- **Comprehension** – Predicting
- **Oral Language** – Giving Instructions / Procedures

Term 3

- **Writing Genre** – Report
- **Comprehension** – Determining Importance & Comparing
- **Oral Language** – Oral Reports

Writing	
Junior Infants	1-3 lines
Senior Infants	3 – 6 lines
1st Class	6 – 10 lines
2nd Class	13 – 15 lines
3rd Class	15 – 18 lines
4th Class	Minimum 1 Page
5th Class	Minimum 1 Page
6th Class	Minimum 1 Page

- Checklist – File in folder

- Middle Group Assessment

- Assess @ the beginning and @ the end of teaching each new genre.

- Record where the middle group of the class are @ the start and @ the end of the term.

- Two pieces of writing to be filed in the box in individual student files. One from the start and from the end.

- 1st – 6th Class – **Writing to Socialise** to be completed at some stage during **Year 2**.

Comprehension

- Checklist – To be filed in folder at the front of the box.

- Comprehension strategies should be assessed at the start and end of teaching the strategy

- Middle Group Assessment

Oral Language
- Rubric – To be filed in individual student files in box.   - Oral Language should be assessed each month for the three months the topic is being focused on.   - Individual Assessments
Note on Cúntas Míosúil as part of English (S.I.P.)

Appendix 4

Phonics

Junior Infants	Senior Infants
Jolly Phonics ▪ All initial sounds and names. ▪ Blends: sh/ ch/ oa/ ie/ ai / ee/ or / qu	**Jolly Phonics** ▪ Revision of all JI sounds ▪ Introduction of remaining Jolly Phonics digraphs oo/ou/th/ue/er/ar
Phonics Overview 1st–6th Class	

Sounds in Focus

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
Getting Started	**Week 1**	The first week of every year is used to refresh and develop the building blocks of the phonemic approach to spelling Carefully constructed activities are used to revise and develop understanding of the sounds of English language. Pupils explore phonemes, graphemes, sound blends, sound boxes and how to segment words.					
	Week 2	Graphemes: b, bb Blends: bl, br Focus concept: Capital Letters	Graphemes: b, bb Blends: bl, br Focus concept: Adding ed	Graphemes: b, bb Blends: bl, br Focus concept: Adding ed, Alphabetical order, Past tense, Antonyms: white/black, sell/ buy, sold/bought, ended/ began, worse/better, worst/ best, after/before, ugly/	Graphemes: b, bb Blends: bl, br Focus concept: Adding ed, Alphabetical order, Past tense, Prefixes: sub (BLMs P1 and WL4), un, up, over, super, mid, pre, re, ex	Graphemes: b, bb Focus concept: Word building/ Word families, Homophones: buy/bye, beet/beat, bored/ board, border/boarder, broach/ brooch, beech/beach, banned/ band, bury/ berry, build/billed, boy/buoy, Verb	Graphemes: b, bb Focus concept: Adding to words ending in the letter e, Word building/ Word families (BLMs GM2–3), Correct word usage/Vocabulary, Greek and Latin roots: bios (BLM

					beautiful (BLM GM1)		tense (present and past) (BLMs GM1–2), Suffixes: able, ible (BLM S1)	R1), Synonyms: obey/conform, bury/entomb, brilliant/dazzling, cupboard/cabinet, resemblance/likeness, combination/ mixture, rubbish/garbage, celebration/ party, describe/explain, tremble/shake, responsible/dependable, abbreviated/ shortened
		sh, ch,				**Unit 1: anti**		
	Week 3	Grapheme: a Patterns: an, ad, at, and, ack **th, ng,**	Grapheme: a Patterns: ack, and, amp, ank, ang, atch, ash Focus concept: Rhyming, Onset/Rime	Grapheme: a Patterns: amp, ang, and, atch Focus concept: Adding ed, Adding s or es, Rhyming	Grapheme: a Focus concept: Adding ed, Rhyming, Synonyms: glad/ happy, occur/happen, earth/land, split/crack, creature/animal, spray/ splash, opportunity/chance, sports person/athlete **Unit 2: ically**		Grapheme: a Focus concept: Rhyming, Prefixes: dia, anti (BLMs P1–2), Greek and Latin roots: angulus, annus, aqua, astro (BLMs R1–4)	Grapheme: a Focus concept: Word building/Word families, Words ending with ly and lly, Correct word usage/Vocabulary, Analogies (BLM WL7), Synonyms: camouflage/disguise, accurate/correct, anticipate/expect, absolute/total, finance/money, apparent/obvious, manufacture/produce, flammable/ inflammable
	Week 4	Graphemes: k, c, q, ck, x(ks) Blends: cl, cr Patterns: ack, eck, ick, ock, uck **th, ng,**	Graphemes: k, c, q, ck, x(ks), ch Blends: cl, cr, qu, sch, squ	Graphemes: k, c, q, ck, x(ks), ch Blends: cl, cr, sch, qu, chr, squ, cks, ks Focus Concepts: Adding ed, Adding s or es, Past tense	Graphemes: k, c, q, ck, x(ks), ch Blends: cl, cr, Chr, sc, qu, squ, scr, ck, cks, cs, ks Focus Concepts: Adding ing, Adding s or es, Rhyming, Adult and baby animal names/ Families (BLM GM6), Prefix: ex (BLMs P2 and WL4) **Unit 2: ically**		Graphemes: k, c, q, ck, x(ks), ch Blends: cks, cs Extra graphemes: que, x(k) Focus Concepts: Adding s or es, Word building/Word families, Correct word usage/Vocabulary, Homophones: check/cheque, course/coarse, Prefixes: kilo, centi, milli (BLMs P3–5), Synonyms: pedal/cycle, fight/ attack, shout/scream, excluding/ except, anticipate/expect, unfortunate/unlucky, spacecraft/ rocket, reverberate/echo, outstanding/excellent, actor/ character, diminish/	Graphemes: k, c, q, ck, x(ks), ch Extra Graphemes: cq, qu Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Using a dictionary, Synonyms: weather/climate, organiser/ secretary, community/colony, argument/ quarrel, ruined/wrecked, suggest/ recommend, performance/concert, handy/convenient, peace/tranquillity, exceptionally/exceedingly, conference/ convention

						decrease, fish tank/aquarium (BLM T1)	

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 5	Grapheme: e Patterns: en, ed, et, ell, end, est, ent, eck, elp Extra graphemes: ai, a, ea **qu, ar,**	Graphemes: e, ea Patterns: end, est, ent, ell, ess, ead Extra graphemes: ie, ai, a Focus concept: Rhyming, Onset /Rime	Graphemes: e, ea Patterns: ell, end, eck, ead Extra graphemes: ai, a Focus concept: Rhyming, Past tense	Graphemes: e, ea Extra graphemes: a, ie Focus concept: Compound words: anyone, anybody, anything, anyway, anywhere, anyhow, Synonyms: man/fellow, prepared/ready, anybody/any one, numerous/many, rim/edge, weighty/heavy, gift/ present, barrier/fence	Graphemes: e, ea Extra graphemes: ay, ie, ai Focus concept: Word building/ Word families, Combining syllables, Prefixes: deca, semi (BLMs P6–7), Greek and Latin roots: terra (BLM R5), Antonyms: no one/everyone, nowhere/everyw here, irregular/ regular, full/empty, edge/centre, for/ against, unfriendly/friendly, ignore/ recognise, lethargy/energy (BLM GM11)	Graphemes: e, ea Extra graphemes: eo, ai, ay, a, ie, u Focus concept: Word building/ Word families, Words ending with er, ir and ur, Correct word usage/ Vocabulary, Suffixes: ion, ant, or (BLMs S1–3), Prefixes: ac, re, ex, pro, suc, in (BLMs P3–8), Greek and Latin roots: cedo cessus (BLM R2)
	Week 6	Graphemes: d, dd Blends: dr, nd Patterns: and, end Focus concept: Capital letters **qu, ar,**	Graphemes: d, dd Blends: dr, nd, ld Focus Concepts: Adding ed, Verb tense (present and past): do/does/ did/done/doing (BLMs GM13–14)	Graphemes: d, dd Blends: dr, nd Focus Concepts: Adding ing, Adding s or es, Rhyming, Compound words: playground, beside, weekend, ladybird, driveway, doorbell (BLM GM14), Antonyms: send/receive, dead/ live, sold/bought, dark/light, down/up (BLM GM13)	Graphemes: d, dd Blends: dr, nd, ld Focus Concepts: Adding ed or ing to words ending in e, Rhyming, Verb tense (present and past) (BLM GM12), Antonyms: dress/ undress, would/wouldn't, don't/ do, sold/bought, died/lived, expensive/cheap, different/same (BLM T1) **Unit 3: _ _ _ _**	Graphemes: d, dd Focus concept: Adding ion, Comparison, Correct word usage/ Vocabulary, Homophone: tide/tied, Prefixes: a, in, di, de, at, ad, dis, dif, Suffix: ion	Graphemes: d, dd Extra grapheme: ed Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Spoonerisms, Suffixes: ion, ee, ive (BLMs 1, 4 and 5), Prefix: ad (BLM P9), Greek and Latin roots: opto (BLM R3)

Week 7	Grapheme: i Patterns: it, in, ig, ill, ick, ing Focus concept: Questions **Short Vowels**	Grapheme: i Patterns: ing, int, ift, ink Extra grapheme: e Focus concept: Rhyming (BLMs GM17–18), Onset/ Rime, Singular and plural	Grapheme: i Patterns: ill, ick, ink, ift Extra graphemes: e, u, ui Focus concept: Adding ing, Adding s or es, Rhyming, Synonyms: end/finish, guest/ visitor, raise/lift, active/busy, small/little, attractive/pretty, unlike/different, construct/build	Grapheme: i Extra graphemes: e, u, ui Focus concept: Adding s or es, Rhyming, Prefixes: in, il, im, ir (BLM P3) **Unit 3: _ _ _ _**	Grapheme: i Extra graphemes: y, o, u, e, ui Focus concept: Definitions, Combining syllables, Suffix: ish (BLM S2), Prefix: in (BLM P8)	Grapheme: i Extra graphemes: e, y, u, ui, o Focus concept: Word building/ Word families, Correct word usage/ Vocabulary, Homophone: principle/ principal
Week 8	Graphemes: f, ff Blends: fl, fr, ft Focus concept: Capital letters **Short Vowels**	Graphemes: f, ff, ph Blends: fl, fr, ft Focus concept: Onset/ Rime, Compound words: girlfriend, sunflower, finger nail, afternoon, photo graph, butterfly (BLMs GM20–21)	Graphemes: f, ff, ph Blends: fl, fr, ft Extra graphemes: gh, ffe Focus concept: Adding ed, Adding ing, Suffixes: ful (BLM S1), ist, ant, ling, less	Graphemes: f, ff, ph Blends: fl, fr Extra grapheme: gh Focus concept: Adding s, es, ed and ing to words ending in y, Prefix: fore (BLMs P4, GM16 and WL4), Antonyms: dark/fair, easy/ difficult, unsafe/safe, cry/laugh, lead/follow, smooth/rough (BLM T1) **Unit 4: qu**	Graphemes: f, ff, ph Extra graphemes: gh, for Focus concept: Adding y or ly, Adding s or es (BLMs GM19–20), Rhyming, Combining syllables, Verb tense (present and past), Greek and Latin roots: facio factus, finis, fortis, frango fractus, grapho (BLMs R6–10)	Graphemes: f, ff, ph Extra grapheme: gh Focus Concepts: Word building/ Word families, Words ending with ic and **er ar or a e i o u** in the last syllable, Correct word usage/Vocabulary, Suffixes: ly, cy, al (BLMs S7–9)

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 9	Graphemes: o, a Patterns: op, ot, og, ock, ong **ff, ss, ll, zz,**	Graphemes: o, a Patterns: ock, ong, ost Focus concept: Adding s or es, Rhyming, Onset/ Rime, Comparison	Graphemes: o, a Patterns: oss, ock, ong, ost Focus concept: Adding ing, Alphabetical order, Rhyming	Graphemes: o, a Patterns: ock, ong, oss, ost Focus concept: Adding ed, Adding ing, Adding s or es, Compound words: anybody, nobody, somebody, everybody **Unit 4: qu**	Graphemes: o, a Extra graphemes: ho, au, ow, ach Focus concept: Word building/Word families, Combining syllables, Prefix: contra (BLM P9), Greek and Latin roots: oct/octa/octo, mono (BLMs R11–12), Antonyms: dishonest/ honest, outdated/modern, agree/ contradict, yesterday/tomorrow, rubbish/q uality,	Graphemes: o, a Patterns: op, ot, og, ock, ong, ost Extra grapheme: ho Focus concept: Word Building/Word Families, Similes, Greek and Latin roots: bios, astro, geo, audio, chrono, radius, crimen, arkhaiologos, logos (BLMs R1 and 4–11), Antonyms: sense/nonsense, resist/cooperate, -vacate/occupy, cheerful/solemn, familiar/forei

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
						impossible/possible, unsure/confident, right/wrong, Synonyms: pillar/column, disagree/contradict, food/sausage, life story/ biography, aircraft/monoplane, result/consequence, standard/ quality, information/knowledge, amazement/astonishment	gn, weaker/stronger, ending/origin, withholding/ offering, prepared/impromptu, dishonestly/honestly, improperly/ properly, unpopular/popular, dishonourable/honourable (BLM T3), Synonyms: alien/foreign, horned mammal/rhinoceros, workplace/ office, express regret/apologise, management of forests/forestry, convention/conference, king/ sovereign, residents/population, employment/occupation, eating place/restaurant (BLM T3)
	Week 10	Graphemes: g, gg Blends: gl, gr Patterns: ag, eg, ig, ug Focus concept: Capital letters **ff, ss, ll, zz,**	Graphemes: g, gg Blends: gl, gr Focus Concepts: Adding ing, Verb tense (present and past): go/goes/ going/gone (BLMs GM27–28)	Graphemes: g, gg Extra grapheme: gu Focus Concepts: Adding ed, Adding ing, Alphabetical order, Collective nouns (BLM GM63), Suffixes: ful, Synonyms: offer/give, chuckle/giggle, combined/together, farewell/ goodbye, entrance/gate, collect/gather (BLM T1)	Graphemes: g, gg Blends: gl, gr Extra grapheme: gu Focus Concepts: Adding ed, Adding ing, Adding ed or ing to words ending in e, Adding s or es, Alphabetical order, Homophones: great/grate, grown/groan, guest/guessed (BLMs GM20–21) **Unit 5: nch**	Graphemes: g, gg Extra graphemes: gh, gu Focus concept: Adding ed, Adding ing, Word building/Word families, Correct word usage/Vocabulary, Using a dictionary, Combining syllables, Homophones: Greece/ grease, groan/grown, Suffix: ment	Graphemes: g, gg Extra graphemes: gue, gu, gh Focus Concepts: Comparison (BLM WL8), Prefixes: dis, ir, il, in, un (BLMs P10 and GM23–24), Synonyms: brilliance/magnificence, continuing/ progressive, quench/extinguish, differentiate/distinguish, assurance/ guarantee, arrangement/ agreement, magazine/catalogue, muddled/disorganised, beautiful/ gorgeous, signed/signalled, tiredness/fatigue, unclear/vague, immigrant/migrant, agony/anguish, appealing/engaging, conversation/ dialogue, mourn/grieve, grasping/ greedy, trap/entangle, bird/eagle
Sound	**Week/ Unit**	**1st Class**	**2nd Class**	**3rd Class**	**4th Class**	**5th Class**	**6th Class**

Week 11	Graphemes: u, o Patterns: ut, un, up, ug, um, uck, ust, ump, uch **ck, y**	Graphemes: u, o Patterns: ush, ump, unch, ust, uck Extra grapheme: oe Focus concept: Adding s or es, Rhyming, Onset/ Rime	Graphemes: u, o Patterns: ust, ump, unk, unch Extra graphemes: ou, oe Focus concept: Adding s or es, Alphabetical order, Rhyming, Prefixes: un (BLM P1), up, over, super, mid, pre, re	Graphemes: u, o Extra graphemes: ou, oe, oo Focus concept: Adding s or es, Rhyming, Prefix: under (BLMs P5 and WL4), Compound words: something, somebody, somehow, sometimes, someone, somewhere, Synonyms: nation/ country, fortunate/lucky, humorous/funny, twice/double, sufficient/enough, twelve/dozen, unattractive/ugly, rush/hurry	Graphemes: u, o Extra graphemes: oo, ou, up Focus concept: Word building/ Word families, Combining syllables, Homophones: current/currant, disgust/discussed, muscles/mussels, mustard/mustered, scull/skull, trussed/trust, rough/ruff, lumber/ lumbar, Prefix: multi (BLM P10), Greek and Latin roots: circum, curro cursus, duco ductus, justus, struo structus (BLMs R13–17)	Graphemes: u, o Extra grapheme: ou Focus concept: Alphabetical order, Correct word usage/Vocabulary, Combining syllables, Verb tense (present and past) (BLMs GM26–29), Suffixes: er, ate, ity, ion (BLMs S1 and 10–12), Greek and Latin roots: publicus (BLM R12)
Week 12	Graphemes: h, j Extra grapheme: wh Focus concept: Adding ed, Adding ing **ck, y**	Graphemes: h, j, g, ge, dge Extra grapheme: wh Focus Concepts: Contractions: here's, who's, it's, he's, she's (BLMs GM34–35)	Graphemes: h, j, g, ge, dge Extra grapheme: wh Focus Concepts: Homophones: here/hear, heard/herd, whole/ hole, who's/whose (BLMs GM 28–29), Contractions: it's, where's, who's, that's, here's, how's	Graphemes: h, j, g, ge, dge Extra grapheme: wh Focus Concepts: Homophones: herd/heard, whose/who's, whole/hole, hear/here (BLMs WL13–15), Contractions: he's, he'd, he'll, who's, here's, hasn't, haven't **Unit 6: ure**	Graphemes: h, j, g, ge, dge Extra graphemes: wh; dg, gg, di Focus concept: Comparison, Word building/Word families, Combining syllables, Contractions: here's, haven't, let's, he'll, wouldn't, hadn't, we've, who's, what's, Greek and Latin roots: ergon, geo, frigus, judex (BLMs R18–21)	Graphemes: h, j, g, ge, dge Extra graphemes: wh; gg, gi, d Focus Concepts: Word building/ Word families (BLM GM32), Correct word usage/Vocabulary, Prefixes: hypo, hydr/hydro, hyper (BLMs P11–13), Greek and Latin roots: habito, hospes hospitis, hostis (BLMs R13–15)
Week 13	Graphemes: ai, ay, a_e Patterns: ate, ake, ame, ay Extra graphemes: ey, eigh **Vowels; Magic e with a**	Graphemes: ai, ay, a_e, a Patterns: ake, ate, ace, ail, ain, ame Extra grapheme: eigh Focus concept: Adding ing, Rhyming, Homophones: sail/sale, maid/made, ate/eight, male/ mail	Graphemes: ai, ay, a_e, a Extra grapheme: eigh, ea, ey Focus concept: Adding ed or ing to words ending in e, Homophones: weight/wait, tale/tail, ate/eight, break/ brake, grate/great	Graphemes: ai, ay, a_e, a Patterns: ake, ate, ace, ane, ain, ail, aid Extra graphemes: eigh, ea, ey Focus concept: Adding ed, Adding ing, Rhyming, Homophones: break/brake, grate/great, sail/sale, plane/ plain, ate/eight (BLMs WL13–15) **Unit 6: ure**	Graphemes: ai, ay, a_e, a Extra graphemes: aigh, eigh, ey Focus concept: Adding ing, Adding ion, Adding y or ly, Correct word usage/Vocabulary, Homophones: wait/weight, brayed/braid, paced/ paste, pain/pane, patience/patients, straight/strait, raise/rays, waist/ waste, stationary/stationery, Verb tense (present and past)	Graphemes: ai, ay, a_e, a Extra graphemes: ei, eigh, ai, et, ez, é/ê, ée Focus concept: Adding ing, Adding ion, Word origins, Word Building/ Word Families, Correct word usage/ Vocabulary, Homophones: reigns/ reins, lain/lane, suede/swayed, slay/sleigh, stationary/stationery, patience /patients, paced/paste, Homograph: associate (BLM WL5), Suffix: ate (BLM S11)

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 14	Graphemes: l, ll Blends: bl, cl, fl, gl, ld, lf, lk, lp, lt Patterns: ill, ell, all, old, ilk, elt, elp, elf, ilt Focus concept: Capital letters **Vowels; Magic e with a**	Graphemes: l, ll Blends: ld, lf, lk, lp, lt Focus concept: Rhyming, Contractions: it'll, you'll, we'll, they'll (BLMs GM41–42)	Graphemes: l, ll Blends: ld, lf, lt Focus concept: Rhyming, Past tense, Word building/Word families, Adult and baby animal names/Families (BLM GM36), Contractions: they'll, I'll, he'll, you'll, who'll, what'll, we'll, where'll, it'll, Suffixes: let, less, ling (BLMs S2–3 and GM37)	Graphemes: l, ll Blends: bl, cl, fl, gl, pl, lm, ld, lk, lp, lt, lf Patterns: ill, ell, all, old, ilk, elt, elp, elf, ilt Focus concept: Word building/ Word families, Contractions: you'll, I'll, he'll, we'll, Suffixes: ly (BLMs S1 and WL5), less, ful, let, ant, ling, ist, en **Unit 7: or**	Graphemes: l, ll Extra grapheme: le Focus concept: Comparison, Word building/Word families, Words ending with al, el, il, ol and le, Correct word usage/Vocabulary, Homophones: bridal/bridle, medal/ meddle, pedal/peddle, petrel/petrol, symbol/cymbal, naval/navel, idle/ idol, pistol/pistil	Graphemes: l, ll Extra grapheme: le Focus concept: Words ending with **ir ur or er** ; **er ar or a e i o u** in the last syllable and le, al and el, Correct word usage/Vocabulary, Contractions: they'll, we've, there's, didn't, they're
	Week 15	Graphemes: ee, e, ea Patterns: eed, eep, een, eat Extra grapheme: y **Magic e with i; Magic e with o**	Graphemes: ee, e, ea, y, ey Patterns: een, eat, eed, eet, each Extra grapheme: ese Focus Concepts: Adding s or es, Rhyming, Onset/Rime, Homophones: week/weak, meet/meat, been /bean	Graphemes: ee, e, ea, y, ey Extra graphemes: ie, eo, i Focus Concepts: Adding s or es (ending with a vowel or consonant and y)	Graphemes: ee, e, ea, y, ey Patterns: eed, eek, een, eep, eak, eam, ean, eat Extra graphemes: ie, eo Focus Concepts: Rhyming, Singular and plural, Homophones: piece/peace, metre/meter, need/knead, storey/story, Synonyms: guide/ lead, neat/tidy, tale/story, miniature/tiny, leader/chief, portion/ piece **Unit 7: or**	Graphemes: ee, e, ea, y, ey Extra graphemes: ie, ei, i, e_e Focus concept: Rhyming, Singular and plural (BLMs GM48–50), Comparison, Correct word usage/ Vocabulary, Combining syllables, Homophones: cheep/cheap, scene/ seen, peace/piece, beet/beat, real/ reel, Suffixes: ee (BLM S3), y, ty, ity, y (BLMs S4–6)	Graphemes: ee, e, ea, y, ey Extra graphemes: i, ie, ei Focus Concepts: Singular and plural, Correct word usage/Vocabulary, Combining syllables, Analogies (BLM WL17), Homograph: axes, Suffixes: ary, ery, ory, ury (BLMs GM43–44)

	Week 16	Graphemes: m, mm Blends: sm, mp Patterns: ump, amp Focus Concepts: Capital letters, Adding ed, Adding ing **Magic e with i; Magic e with o**	Graphemes: m, mm, mb Blend: sm Patterns: amp, imp, omp, ump Extra grapheme: me Focus concept: Adding ing, Rhyming, Homo phones: sail/sale, maid/m ade, ate/eight, male/ mail	Graphemes: m, mm, mb Blends: sp, mp Extra grapheme: me Focus Concepts: Adding ed, Adding ing, Adding s or es, Alphabetical order, Prefixes: mid, mis (BLMs P3–4 and GM39), Compound words: sunbeam, campsite, sometimes, mouthwash, minefield, bookmark	Graphemes: m, mm, mb Focus Concepts: Rhyming, Homophones: meet/meat, male/ mail, maid/made, mind/mined, Verb tense (present and past): (BLMs WL1–2), Suffix: ment (BLMs S2 and WL5) **Unit 8: Revision / Assessment**	Graphemes: m, mm, mb Extra grapheme: mn Focus Concepts: Singular and plural, Word building/Word families, Combining syllables, Prefix: com, Compound words: thumbnail, motorcycle, meanwhile, honeycomb, chimneysweep, lemongrass, Synonyms: horde/swarm, delegation/ committee, crucial/important, unite/ combine, tradition/custom, recall/ remember, tower/column, part of hand/thumb, fraction/decimal, visitors/compa ny, foe/enemy, vie/ compete, assure/promise, fruit/ lemon, balanced/symmetrical, acknowl edge/mention, appreciation/ admiration	Graphemes: m, mm, mb Extra graphemes: me, mn Focus Concepts: Alphabetical order, Comparison (BLM WL8), Combining syllables, Greek and Latin roots: magnus, manus, memor, migro, minor (BLMs R16–20), Synonyms: cloth/material, escorted/ accompanied, extraordinarily/ extreme, burning/combustion, unspoile d/undamaged, inspect/ examine, most/majority, zoo/ menagerie, dissatisfaction/ complaint, contest/competition, restart/r ecommence, introductory/ preliminary, graveyards/ cemeteries, assessment/estimation, unspe akable/unmentionable, awkwa rdness/embarrassment, similar ity/resemblance, seriously/ solemnly, huge/immense, full grown/mature, tummy/stomach, generally/co mmonly (BLM T1)

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 17	Graphemes: i_e, y Patterns: ine, ide, ind, ice, ike, ipe, ight Extra graphemes: i, igh **Magic e with u; wh**	Graphemes: i_e, y, igh, i, ie Patterns: ind, ite, ight Extra grapheme: uy Focus Concepts: Adding ing, Adding s or es, Rhyming, Contractions: I'm, I'll, I've, Prefixes:	Graphemes: i_e, y, igh, i, ie Extra grapheme: uy Focus Concepts: Adding ed or ing to words ending in e, Adding s, es, ed and ing to words ending in y	Graphemes: i_e, y, igh, i, ie Patterns: ice, ide, ile, ine, ite, ize, ind, ight Extra graphemes: eye, is Focus Concepts: Adding s, es, ed and ing to words ending in y, Homophones: I/eye, hi/high, died/dyed, die/dye, tide/tied, Prefix: bi (BLMs P6 and WL4)	Graphemes: i_e, y, igh, i, ie Pattern: ire Extra graphemes: eigh, ei Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: wind, live (BLM WL5)	Graphemes: i_e, y, igh, i, ie Pattern: ire Extra grapheme: ir Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homop hones: licence/license, sight/ site, Suffixes: ise, yse

			un, over, under, mid, re		**Unit 8: Revision / Assessment**		
	Week 18	Graphemes: n, nn, ng Blend: sn Patterns: ing, ang, ong **Magic e with u; wh**	Graphemes: n, nn, kn, ng, n Focus Concepts: Rhyming, Homophones: new/knew, knights/nights, no/know (BLMs GM56–57)	Graphemes: n, nn, kn, ng, n Focus Concepts: Adding ed, Adding s, es, ed and ing to words ending in y, Suffix: en (BLM S4), Rhyming	Graphemes: n, nn, kn, ng, n Extra grapheme: ne Focus Concepts: Rhyming, Homophones: no/know, knot/not, nun/none, need/knead (BLMs WL13–15), Verb tense (present and past) (BLMs WL1–2), Contractions: wasn't, can't, couldn't, don't, won't, wouldn't, Compound words: nothing, anything, something, everything **Unit 9: ue, u_e,ui, ew , oo**	Graphemes: n, nn, kn, ng, n Extra grapheme: ne Focus Concepts: Word building/Word families, Homophones: aunt/aren't, ring/wring, Homograph: minute, Contractions: where's, aren't, you'll, let's, it's, couldn't, they'd, we've, we'd, I'm, would've, she'll, won't, he's, I'll, Suffix: en (BLMs S7–8), Prefixes: en (BLM P11), con (BLM P12)	Graphemes: n, nn, kn, ng, n Extra graphemes: ne, pn, ngue Focus Concepts: Correct word usage/Vocabulary, Verb tense (present and past) (BLMs GM52–55), Suffixes: ance, ence (BLM S18), Prefix: in (BLMs P14–15)
	Week 19	Graphemes: oa, o_e, o Patterns: old, one, ope, ose, oke Extra graphemes: oe, ow Focus Concepts: Homophones: know/ no, road/rode, knows/ nose **ay, ea**	Graphemes: oa, o_e, ow, o Patterns: oat, oad, low Focus Concepts: Prefixes: un, over, pre, re, Compound words: overcoat, rainbow, notebook, sandstone, tightrope, snowball, backbone, postman	Graphemes: oa, o_e, ow, o Extra graphemes: oe, ough Focus Concepts: Adding ed or ing to words ending in e, Adding s or es to words ending in o, Rhyming, Homophones: rode/road, no/know, hole/ whole, nose/knows, Prefix: over (BLM P2)	Graphemes: oa, o_e, ow, o Extra graphemes: oe, ough Focus concept: Adding ed, Adding ing, Adding s or es, Adding s or es to words ending in o **Unit 9: ue, u_e,ui, ew , oo**	Graphemes: oa, o_e, ow, o Extra graphemes: ough, ou Focus Concepts: Adding s or es, Rhyming, Word building/Word families, Homophones: wholly/holy, lone/loan, boulder/bolder, mown/ moan, brooch/broach (BLMs WL3–4), Homographs: bow, sow, project (BLM WL5), Prefix: pro (BLM P13), Greek and Latin roots: phono, phos, pono positus (BLMs R22–24)	Graphemes: oa, o_e, ow, o Extra graphemes: ou, oe Focus Concepts: Singular and plural, Comparison (BLMs GM60 and WL8), Word building/Word families, Similes, Homographs: appropriate, Greek and Latin roots: donum, phono, skopeo, voco, prope, socius, totus, proprius

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
ay, ea	Week 20	Graphemes: p, pp, r, rr Blends: pl, pr, sp, pt Pattern: ept Focus concept: Capital letters	Graphemes: p, r, rr, wr Blends: spl, spr, pl, scr Focus concept: Adding ed, Adding ing (BLMs GM66–67)	Graphemes: p, pp, r, rr, wr Blends: spl, spr, scr, str, shr, thr Focus Concepts: Adding ed, Adding ing, Adding s or es, Past tense, Prefixes: up, pre, re (BLMs P5–7), Antonyms: wrong/ right, back/front, leave/arrive, caged/free, poor/rich, laughed/ cried (BLM T1), Synonyms: splash/squirt, spread/stretch, sprang/leapt (BLM T1)	Graphemes: p, pp, r, rr, wr Blends: pl, pr, spr, spl, scr, str, shr, thr Focus concept: Comparison, Homophones: poor/pour, passed/past, piece/peace, pain/ pane (BLMs WL13–15), Prefixes: fore, im, ex, under, bi, Antonyms: poor/rich, right/wrong, false/ true, curl/stretch, fake/real, wide/narrow, back/front, jog/ sprint, leave/arrive, forget/ remember, wonderful/terrible, whisper/scream (BLM GM49) **Unit 10: Silent Letters**	Graphemes: p, pp, r, rr, wr Extra grapheme: pa Focus Concepts: Alphabetical order, Suffixes: ary, ery, ory (BLM S9), Prefixes: post (BLM P14), re (BLM P14), Greek and Latin roots: pono positus, porto, primus, pars partis, pello (BLMs R24–28)	Graphemes: p, pp, r, rr, wr Extra grapheme: rh Focus Concepts: Correct word usage/Vocabulary, Homophones: practice/p ractise, principal/ principle, Prefixes: pro, pre (BLMs P6 and 14–16)
igh, y	Week 21	Graphemes: ar, a Patterns: ard, ark, ast Extra grapheme: are Focus Concept: Questions	Graphemes: ar, a Patterns: art, ass, ast, arge Extra grapheme: are Focus Concept: Comparison	Graphemes: ar, a Patterns: art, ark, ast, ass Extra graphemes: are, al, all, ear Focus Concepts: Adding s or es, Alphabetical order, Rhyming, Antonyms: cry/laugh, slow/fast, before/after, small/large	Graphemes: ar, a Patterns: ard, arp, alf, ass, ast, alm, ark, art, ath, eart, aft, arn, alp Extra graphemes: al, au, ear Focus Concepts: Adding s to words ending in f or fe, Alphabetical order, Rhyming, Antonyms: cry/laugh, future/ past, can/can't, before/after **Unit 10: Silent Letters**	Graphemes: ar, a Extra graphemes: al, au Focus Concepts: Alphabetical order, Singular and plural, Using a dictionary	Graphemes: ar, a Extra graphemes: al, ear, ir Focus Concepts: Comparison (BLMs WL8–9), Correct word usage/ Vocabulary, Using a dictionary, Contractions: aren't, they're, we're, you're (BLM WL6)

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 22 **igh, y**	Graphemes: s, ss, se, x(ks), c Blends: sk, sc, sl Focus Concepts: Adding ed, Adding s or es	Graphemes: s, ss, se, ce, x(ks), c Blends: sk, sl, pl, st, nt Focus Concepts: Adding ed, Adding ing, Alphabetical order, Compound words: skylight, something, sometimes, sleepwalk, horseshoe, outside, skyscraper, icebox, somehow, breakfast, somewhere, surfboard	Graphemes: s, ss, se, ce, x(ks), c Focus Concepts: Adding s or es, Alphabetical order, Suffixes: ful, less, let, en, ling (BLMs S1–4), Prefixes: mid, mis, pre, re, Compound words: outside, postcard, crossword, classroom, desktop, icepack	Graphemes: s, ss, se, ce, x(ks), c Extra grapheme: st Focus Concepts: Rhyming, Suffixes: ness (BLMs S3 and WL5), ous (BLMs S4 and WL5) **Unit 11: el / al**	Graphemes: s, ss, se, ce, x(ks), c Extra grapheme: sw Focus Concepts: Word building/Word families, Homophones: cellar/ seller, cereal/serial, soared/sword, Contractions: there's, he's, he'd, they've, Antonyms: attic/cellar, weak/forceful, unadorned/fancy, failure/success, fail/succeed, stay/ escape, hold/release, happiness/ sadness, continue/cease, send/ receive, equilateral/scalene, nephew/niece, tight/loose	Graphemes: s, ss, se, ce, x(ks), c Extra graphemes: st, sw, sc, ps Focus Concepts: Alphabetical order, Word building/Word families, Correct word usage/Vocabulary, Homophones: licence/license
Sound	**Week/ Unit**	**1st Class**	**2nd Class**	**3rd Class**	**4th Class**	**5th Class**	**6th Class**
	Week 23 **ow, ew**	Graphemes: ir, ur Extra graphemes: er, ere, or	Graphemes: ir, ur, or, er Extra graphemes: ear, ere Focus Concept: Suffixes: er, less, ful	Graphemes: ir, ur, or, er Extra grapheme: ere, ear Focus Concepts: Adding s or es, Alphabetical order	Graphemes: ir, ur, or, er Extra graphemes: ere, ear, our Focus Concepts: Rhyming, Antonyms: last/first, best/worst, late/early, keep/return, useless/ worthwhile, Synonyms: soil/dirt, mix/stir, earth/world/dirt, trip/ journey, watch/observe	Graphemes: ir, ur, or, er Extra graphemes: ear, err Focus Concepts: Adding ed or ing to words ending in er, Comparison (BLM GM83), Word building/Word families, Correct word usage/ Vocabulary (BLMs WL3–5), Verb tense (present and past) (BLMs WL1–2), Greek and Latin roots: circum, circ (BLMs R13 and 29)	Graphemes: ir, ur, or, er Extra graphemes: ear, urr, our Focus Concepts: Comparison (BLMs GM60 and WL9), Word building/Word families (BLMs GM70–72), Using a dictionary, Homophones: birth/berth, colonel/kernel, tern/turn, verses/versus, were/whirr, whirred/word,

					Unit 11: el / al		whirled/world (BLMs WL3–4)
	Week 24	Graphemes: t, tt; ng Blend: st, tr, ur Focus concept: Capital letters **ow, ew**	Graphemes: t, tt; ng Blend: st, tr, str Focus Concepts: Adding ing, Contractions: weren't, wasn't, aren't, don't, didn't, Antonyms: stand /sit, taking/giving, left/right, best/worst,first / last, fast/slow, Synonyms: post/send, little /small, cost/price, start /begin, street/ road, string/twine (BLMs GM78–79)	Graphemes: t, tt, Blends: st, tr, str, tw, ft, nt Focus Concepts: Adding ing, Singular and plural (BLM GM63), Contractions: don't, haven't, that's, wasn't, weren't, couldn't, Suffixes: ant, ent, ist (BLMs S5–6 and GM62)	Graphemes: t, tt Blends: tr, tw, st, nt, ct, ft Focus Concepts: Alphabetical order, Past tense (BLMs WL1–2), Contractions: don't, can't, doesn't, wasn't, won't **Unit 12: ant / ent**	Graphemes: t, tt Extra grapheme: te Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Combining syllables, Prefixes: trans (BLM P16), Greek and Latin roots: tele (BLM R30)	Graphemes: t, tt Focus Concepts: Word building/ Word families, Proverbs (BLM WL10), Contractions: wasn't, won't, don't, can't, isn't, mustn't, wouldn't (BLM WL6), Greek and Latin roots: tempus, tendo tensus, teneo, veneo vent, mitto missus (BLMs R27–31)
	Week 25	Graphemes: or, a Patterns: all, orn, ork Extra graphemes: ore, aw, our, au **ou, ow**	Graphemes: or, ore, a, aw, au Patterns: all, orn, ork Extra graphemes: our, al, aughr, ar Focus Concept: Comparison	Graphemes: or, ore, a, aw, au, Extra graphemes: al, our, oor, o, ure, ar, augh, ough Focus Concepts: Rhyming, Past tense, Homophones: for/four, shore/sure, caught/court, saw/ sore, poor/pour/paw	Graphemes: or, ore, a, aw, au Extra graphemes: al, ure, oo, our, augh, ough Focus Concepts: Rhyming, Homophones: pour/poor, caught/ court, sure/shore, bought/brought **Unit 12: ant / ent**	Graphemes: or, ore, a, aw, au Extra graphemes: ure, oa, o, ough, ar, ou, augh Focus Concepts: Singular and plural, Comparison, Correct word usage/ Vocabulary, Homophones: sure/shore, boar/bore, alter/altar, hoarse/horse, forth/fourth, bored/ board, forward/ foreword, you're/your, Homograph: record, Verb tense (present and past), Prefix: auto (BLM P17), Greek and Latin roots: audio, applaudo (BLMs R31–32)	Graphemes: or, ore, a, aw, au Extra graphemes: oa, augh, our, hau, or, aor Focus Concepts: Singular and plural (BLM WL11), Comparison (BLMs WL8–9), Word building/Word families, Homograph: alternate, Synonyms: as needed/accordingly, genuine/authentic, extreme /extraordinary, beginning/source, widen/broaden, fatigued/exhausted, agree ment to repay a

							loan/mortgage, safety measure/precaution, acts by itself/ automatic, band to stop flow of blood/ tourniquet, believable/plausible, warm and friendly/cordial, fine china/porcelain, creator usually of books/author

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
ou, ow	**Week 26**	Graphemes: v, ve, w, wh, u Blends: sw, tw, qu Focus Concept: Questions	Graphemes: v, ve, w, wh, u Blends: qu, sw Focus Concepts: Adding ed, Adding ing, Alphabetical order, Correct word usage/Vocabulary (BLMs GM89–90), Contractions: you've, they've, I've, haven't	Graphemes: ir, ur, or, er Extra grapheme: uy Focus Concepts: Adding ed or ing to words ending in e, Adding s, es, ed and ing to words ending in y	Graphemes: v, ve; w, wh, u, Patterns: qu, squ Focus Concepts: Adding er and est to words ending in y, Singular and plural, Comparison, Verb tense (present and past), Contractions: I've, we've, you've, you're, they've, haven't, Suffixes: ward/wards (BLMs S5 and WL5) **Unit 13: pre**	Graphemes: ir, ur, or, er Pattern: ire Extra graphemes: eigh, ei Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: wind, live (BLM WL5)	Graphemes: ir, ur, or, er Pattern: ire Extra grapheme: ir Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homophones: licence/licen se, sight/site, Suffixes: ise, yse
oi, oy	**Week 27**	Graphemes: ood Extra grapheme: oul Focus Concept: Adding ing	Graphemes: oo, u Patterns: ood, ull, ook, Extra grapheme: oul Focus Concepts: Adding ing, Rhyming, Homophones: would/ wood, Contractions: wouldn't, couldn't, shouldn't	Graphemes: oo, u Patterns: ood, ook, oot Extra graphemes: oul, o Focus Concepts: Past tense, Homophone: wood/would, Contractions: couldn't, wouldn't, shouldn't, Suffixes: ful (BLM S1)	Graphemes: oo, u Patterns: ull, ush, ood Extra graphemes: oul, o Focus Concepts: Past tense, Contractions: wouldn't, shouldn't, couldn't (BLM L3), Suffix: hood (BLMs S6 and WL5), Compound words: football, goodbye, cookbook, footpath, bookmark, barefoot, firewood, footprint, bookcase (BLMs WL6–7) **Unit 13: pre**	Graphemes: oo, u Extra graphemes: o, oul Focus Concepts: Singular and plural, Using a dictionary, Homograph: crooked, Contractions: wouldn't, should've, couldn't, where's, there'll, you're (BLMWL6), Compound words: understood, wolfhound, bullfrog, policewoman, driftwood, pincushion, lambswool, woodwind, bulldozer	Graphemes: oo, u Extra grapheme: ou Focus Concepts: Correct word usage/ Vocabulary, Using a dictionary, Spoonerisms

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
oi, oy	**Week 28**	Grapheme: y Focus Concepts: Capital letters, Adding ed, Adding ing	Graphemes: y, u(yoo) Blend: yoo Extra graphemes: ew(yoo), u_e(yoo) Focus Concepts: Alphabetical order, Contractions: you're, you've, you'll (BLMsGM93–94)	Graphemes: y, u(yoo) Blend: yoo Extra graphemes: ew(yoo), eau(yoo), i, u_e(yoo) Focus Concepts: Alphabetical order, Past tense, Homophone: you're/your, Contractions: you've, you'll, you'd, Suffixes: ful, let, ling, less, en, ent, ant, ist (BLMs S1–6)	Graphemes: y, u(yoo) Blend: yoo Extra graphemes: ew(yoo), eau(yoo), u_e(yoo), ue(yoo), iew(yoo) Focus Concepts: Verb tense (present and past), Suffixes: ly, ful, ward, ness, ment, ous, hood (BLM GM70), Prefixes: fore, im, in, out, sub, pre, ex, ir, Compound words: yourself, useless, viewpoint, pointless, campfire, fireplace, paperwork, workforce, freshwater, waterfall, weekday, daylight lighthouse (BLMs WL6–7) **Unit 14: ve**	Graphemes: y, u(yoo) Blend: yoo Extra graphemes: ew(yoo), u_e(yoo), ue(yoo) Focus Concepts: Word building/ Word families, Correct word usage/6Vocabulary, Using a dictionary, Combining syllables	Graphemes: y, u(yoo) Blend: yoo Extra graphemes: ui(yoo), u, ue(yoo), eu(yoo) Focus Concepts: Using a dictionary, Proverbs, Synonyms: blend/union, desire/yearn, produce/yield, use/utilise, tool/utensil, outfit/uniform, chase/pursuit, inquisitive/curious, well–known/ familiar, invasion/occupation, assemble/ manufacture, unevenness/irregularity (BLM T1)
al, or	**Week 29**	Grapheme: o,wo, ou, ew Extra graphemes: o, ou, ew Focus Concepts: Questions, Homophone: to/two/too	Graphemes: oo, ew, ue, u_e, u Extra graphemes: wo, ou, o Focus Concept: Suffixes: er, less, ful	Graphemes: oo, ew, ue, u_e, u Blend: yoo Extra graphemes: wo, o, ui, eau (yoo), ough Focus Concepts: Past tense, Homophones: blue/blew, new/ knew, who's/whose, through/ threw, Prefix: super (BLM P8)	Graphemes: oo, ew, ue, u_e, u Blend: yoo Extra graphemes: oe, eau(yoo), ui, ough Focus Concepts: Adding to words ending in the letter e, Compound words: shoelace, wetsuit, toothpaste, classroom, moonlight, suitcase, overdue, newspaper, whoever **Unit 14: ve**	Graphemes: oo, ew, ue, u_e, u Blend: yoo Extra graphemes: ew(yoo), ue(yoo), ui, o, oe, u(yoo), u_e(yoo) Focus Concepts: Rhyming, Word building/Word families, Correct word usage/Vocabulary, Combining syllables, Homophones: dew/due, bruise/brews, Greek and Latin roots: fugio, insular, lumen, luna, unus (BLMs R33–37)	Graphemes: oo, ew, ue, u_e, u Blend: yoo Extra graphemes: o, eu(yoo), ui(yoo), ou, oeu Focus Concepts: Comparison (BLMs GM60 and WL9), Word building/Word families, Words ending with ly, able, al, ity and ation, Correct word usage/ Vocabulary, Synonyms: neutral/impartial, unique/unmatched, avenue/street, mature/developed, exclude/omit, influence/effect, renewable/replaceable, poll

							ution/contamination, insecurity/ uncertainty, manoeuvre/manipulate, en thusiastic/ebullient, continuation/ extension, crucial/vital, approval/ blessing, nuisance/hassle, individual/ separate, unanimous/complete, opportunity/chance (BLMs WSS and T16)

Week 30	Graphemes: z, zz, s; s, si Focus Concept: Capital letters **al, or**	Graphemes: z, zz, s, se; s, si, Focus Concepts: Alphabetical order	Graphemes: z, zz, s, se; s, si, Focus Concepts: Adding s or es, Alphabetical order, Rhyming, Homophone: whose/who's, Contractions: who's, Prefixes: un, over, mid, mis (BLMs P1–8), Antonyms: unzip/zip, unused/ used, open/close, difficult/easy, never/always, straight/frizzy, Synonyms: none/zero, cook/ sizzle, simple/easy, active/busy, trophy/prize, fluffy/frizzy	Graphemes: z, zz, s, se; s, si Focus Concepts: Adding s or es, Homophone: who's/whose **Unit 15: gh, ough, augh**	Graphemes: z, zz, s, se; s, si Extra graphemes: ze, x, ss, ge Focus Concepts: Word building/Word families, Using a dictionary, Combiningsyllables, Homographs: grease, desert	Graphemes: z, zz, s, se; s, si Extra graphemes: x(gz); x(gs), ge Focus Concepts: Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: sion, ism

	Week 31	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 31	Graphemes: ou, ow Pattern: own Revision: a_e, i_e, o_e, u_e **nk, er**	Graphemes: ou, ow Patterns: own, ound, oud, out Extra graphemes: ough, hou Focus Concept: Onset/ Rime, Word building	Graphemes: ou, ow Patterns: own, ound, ower, ow Extra grapheme: hou Focus Concepts: Rhyming, Compound words: outside, blackout, lighthouse, household, stormcloud, ourselves, countdown, playground, Synonyms: noisy/loud, circular/ round, yell/shout, permit/allow, dwelling/house	Graphemes: ou, ow Patterns: own, ound, outh, out, oud, ount Extra graphemes: ough, hou Focus Concepts: Rhyming, Prefix: out (BLMs P7 and WL4), Antonyms: inside/outside, sweet/ sour, north/south, flood/drought, weak/powerful, Synonyms: noisy/ loud, mob/crowd, permit/allow, bitter/sour, 60 minutes/hour **Unit 15: gh, ough, augh**	Graphemes: ou, ow Extra graphemes: ough, oub Focus Concepts: Past tense, Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: row, house, wound (BLM WL5), Prefix: pro (BLM P13)	Graphemes: ou, ow Extra graphemes: o, ough, oub Focus Concepts: Singular and plural, Correct word usage/Vocabulary, (BLMs WL3–4), Proverbs, Homophones: bow/ bough, coward/cowered, foul/fowl, council/counsel, browse/brows, aloud/ allowed, Prefix: counter (BLM P17)

Sound	Week/ Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 32	Graphemes: ch; sh **nk, er**	Graphemes: ch, tch; sh, ch, ti, ci Blend: shr Focus Concept: Alphabetical order	Graphemes: ch, tch; sh, ch, ti, ci Blend: shr Extra graphemes: t; s Focus Concepts: Adding s or es, Suffixes: ful, less, ling, let, en (BLMs S1–6), Prefixes: up, pre, re, super (BLMs P1–8)	Graphemes: ch, tch; sh, ch, ti, ci Extra grapheme: t Focus Concepts: Singular and plural, Suffix: ship (BLMs S7 and WL5) **Unit 16: ist**	Graphemes: t, ti; s, ss, xi, ssi Extra graphemes: t, ti; s, ss, xi, ssi Focus Concepts: Adding s or es, Adding to words ending in the letter e, Word building/Word families, Correct word usage/Vocabulary	Graphemes: ch, tch; sh, ch, ti, ci, Extra graphemes: t, te, ti; ss, si, s, sc, ce Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Verb tense (present and past) (verb agreement)

	Week 33	Graphemes: oy, oi; eer, ear Patterns: oin, oil Extra grapheme: ere Focus Concept: Homophone: here/hear **ir, ur**	Graphemes: oy, oi; eer, ear Patterns: oin, oil Extra grapheme: ere Focus Concepts: Onset/Rime, Homophones: hear/here, dear/deer, Word building	Graphemes: oy, oi; eer, ear, Extra grapheme: ere Focus Concepts: Antonyms: girls/boys, silence/noise, dislike/ enjoy, Synonyms: link/join, damp/moist, dirt/soil, ruin/ destroy, option/choice	Graphemes: oy, oi; eer, ear Extra graphemes: ere, ier Focus Concepts: Adding ed, Adding ing, Adding s or es, Suffixes: ance, ly, Prefixes: dis, re, Synonyms: tip/point, like/enjoy, demolish/destroy, sound/noise, option/choice, dampness/ moisture **Unit 16: ist**	Graphemes: oy, oi; eer, ear Extra graphemes: ea, ere, ier, e Focus Concepts: Rhyming, Comparison (BLM GM83), Word building/Word families, Homophones: peer/pier, shear/sheer, tear/tier, serial/cereal (BLM WL4), Antonyms: repairs/destroys, employee/employer, lower/hoist, quiet/noisy, blunt/ pointed, uncoil/coil, Synonyms: dampness/moisture, pleasant/enjoyable, position/appointment, regal/royal, slippery/oily, stop/foil, selection/choice, together/jointly, journey/voyage	Graphemes: oy, oi; eer, ear Extra graphemes: uoy; ere, ea, ier, e, ir, ee Focus Concepts: Collective nouns, Correct word usage/Vocabulary, Verb tense (present and past) (verb agreement) (BLM WL12), (verb tense) (BLMs GM102–105)
	Week 34	Graphemes: th; th Focus Concept: Homophone: their/there **ir, ur**	Graphemes: th; th Focus Concept: Rhyming	Graphemes: th; th Blend: thr Focus Concepts: Homophone: there/their/they're, Suffixes: ant, ent, ist (BLMs S1–6)	Graphemes: th; th Blend: thr Focus Concepts: Alphabetical order (BLMs GM87), Homophone: their/they're/there **Unit 16: ist**	Graphemes: th; th Focus Concepts: Word origins, Word building/Word families, Correct word usage/Vocabulary, Compound words: thunderstorm, earthquake, thornbill, thickset, thumbnail, throughout, throwaway, thoroughfare (BLM T2)	Graphemes: th; th Extra graphemes: the Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, (BLMs WL3–4), Proverbs (BLM WL10), Synonyms: length/swathe, respire/breathe, beat/rhythm, encircled/wreathed, serenely/smoothly, twist/writhe, detestable/loathsome, enveloped/smothered, approximately/ thereabouts

Sound	Week/Unit	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
	Week 35	Grapheme: air Extra graphemes: ere, eir Revision: Consonant Bl ends, Homophone: their/there **au, aw**	Graphemes: air, are Extra graphemes: ear, eir, ere, ey're, e're Focus Concepts: Homophones: hare/hair, bare/bear, pair/pare, there/they're/their, where/wear, fare/fair, Suffixes: less, ful	Graphemes: air, are Extra graphemes: ere, eir, ey're, ear, e're Focus Concepts: Adding ed, Adding ing, Adding s or es, Homophones: there/their/they're, bear/bare, hare/hair, pair/pear, stair/stare, Contraction: they're Compound words: haircut, downstairs, everywhere, upstairs, wheelchair, airport, Synonyms: uncommon/rare, steps/stairs, couple/pair, uncovered/bare, cautious/careful, plan/prepare	Graphemes: air, are Extra graphemes: ere, eir, ey're, ear, a, ai, ar Focus Concepts: Word building/ Word families, Homophones: their/there, pear/pair, bare/ bear, wear/where, fair/fare, hair/hare, Compound words: upstairs, anywhere, fairground, downstairs, somewhere, hairbrush **Unit 17: inter**	Graphemes: air, are Extra graphemes: ear, ey're, ere, a, ar, ayer, ayor Focus Concepts: Adding ed, Adding ing, Adding y or ly, Word building/Word families, Homophones: stairs/stares, hair/hare, pare/pair/pear, mayor/mare, flare/flair, where/wear/we're, bear/bare, fare/fair, they're/their/there, heir/air (BLMs WL3–5), Homograph: tear	Graphemes: ai, are Extra graphemes: a, ayer, ai, ayo, ea, aire, ae, ere, ar Focus Concepts: Word building/Word families, Suffixes: aire, ian (BLMs S17– 18), Greek and Latin roots: aero (BLM R36), Synonyms: event/affair, request/ prayer, breezily/airily, antenna/aerial, misery/despair, cautiously/warily, announce /declare, shortage/scarcity, imperfect /impaired, broken/disrepair, opening performance/premiere, intolerable/unbearable, test/ questionnaire, clear/transparent, change/variation
	Week 36	Grapheme: er Revision: ar, ir, or, ur **au, aw**	Graphemes: er, ar, or, a, e, i, o, u	Graphemes: er, ar, or, a, e, i, o, u Extra graphemes: re, ure Focus Concepts: Alphabetical order, Suffixes: er, or (BLM S7)	Graphemes: er, ar, or, a, e, i, o, u Extra graphemes: our, re, ure, ai Focus Concepts: Alphabetical order, Suffixes: er, or, ant, ent, ist (BLMs S8–10), Prefixes: inter (BLM P8) **Unit 17: inter**	Graphemes: er, ar, or, a, e, i, o, u Extra graphemes: ou, ai, ure, re Focus Concepts: Using a dictionary, Greek and Latin roots: capio captus, caput capitus, decem, natalis (BLMs R38–41)	Graphemes: er, ar, or, a, e, i, o, u Extra graphemes: ai, ei, ou, eur Focus Concepts: Correct word usage/ Vocabulary, Similes, Homophones: forward/foreword, licence/license (BLMs WL3–4), Suffixes: ist, ian, ician (BLM GM114), Synonyms: housing/ accommodation, breathtaking/ exhilarating, moral sense/conscience, now and then/occasional, usually/ ordinarily, absurd/ridiculous, interpreter/ translator, help/assistance, easy/ effortless, driver/chauffeur, aware/

							conscious, well–mannered/courteous, misgiving/suspicion, fine china/porcelain, particular/specific, examine/analyse, unfamiliar/foreign, rogue/villain, small plate/saucer, employment/career

Appendix 5

<u>Programme for Phonological Awareness Development</u>

In the Infant classes, children will be enabled to:

- Blend syllables e.g. post/man, black/bird, win/dow, doc/tor, vid/e/o et……
- Clap, stamp, tap out the syllables in 2 and 3 syllable words
- Recite rhymes, songs, tongue twisters and alliteration sentences
- Understand the meaning of terms such as word, letter, letter names, letter sound,
- Identify words that rhyme
- Supply a rhyming word for another
- Supply a word that has the same initial sound as another
- Recognise and name the letters of the alphabet
- Associate initial sounds in words with letters
- Tap a rhythm in response to the syllables in a word
- Divide spoken cvc, ccvc words into onset and rime
- Identify first and last sound in a spoken word
- Identify the medial vowel in spoken cvc words
- Blend 2 or 3 phonemes e.g. a-t, i-f, c-a-l.
- Begin to delete initial sound/phoneme from words e.g. gold/old, bus/us,

In First and Second Classes, children should be enabled to

- Use analogy to spell unfamiliar words (take, rake bake…)
- Identify and blend onset and rhyme in phonetically regular words (t-ill, b-un, s-old etc….)
- Blend 2,3 or 4 phonemes to make real words and nonsense words
- Identify constituent syllables in multi-syllabic words
- Recognise common endings (-ed, -ly, -ing, -er, -est)

In Third to Sixth Classes, children should be enabled to

- Continue to refine their ability to encode and decode words phonemically
- Identify common prefixes and suffixes and how they affect meaning
- Become proficient in learning to recognise and pronounce words by using root words, prefixes, suffixes and syllabication
- Use the pronunciation key in the dictionary.

Appendix 6

<u>Symbols to be used when editing written work</u>

Teachers use these abbreviations when correcting children's work. A chart showing the relevant symbols should be displayed in each classroom.

First Class	Second Class	Third Class
SP – Spelling **C –** Capital Letters **FS –** Full Sentence **^ –** Missing Word	**SP –** Spelling **C –** Capital Letters **FS –** Full Sentence **GR –** Grammar **SS –** Sentence Structure **^ –** Missing Word	**SP –** Spelling **C –** Capital Letters **FS –** Full Sentence **GR –** Grammar **SS –** Sentence Structure **R –** Repetition **TS -** Tenses **^ –** Missing Word **[ ]** – New Paragraph

Fourth Class	Fifth Class	Sixth Class
SP – Spelling		
C – Capital Letters	**SP –** Spelling	**SP –** Spelling
FS – Full Sentence	**C –** Capital Letters	**C –** Capital Letters
GR – Grammar	**FS –** Full Sentence	**FS –** Full Sentence
SS – Sentence Structure	**GR –** Grammar	**GR –** Grammar
R – Repetition	**SS –** Sentence Structure	**SS –** Sentence Structure
TS - Tenses	**R –** Repetition	**R –** Repetition
^ – Missing Word	**TS -** Tenses	**TS -** Tenses
[ ] – New Paragraph	**^ –** Missing Word	**^ –** Missing Word
	[ ] – New Paragraph	**[ ]** – New Paragraph

Punctuation / Grammar

Punctuation	Grammar
Senior Infants	
▪ Capital Letters ▪ Full stops ▪ Question Marks ▪ Editing	▪ Nouns ▪ Verbs ▪ Adjectives ▪ Word order Sentences ▪ Finishing Sentences ▪ Joining Sentences: Conjunctions
First Class	
▪ Capital Letters ▪ Full stops ▪ Question Marks ▪ Editing ▪ Commas	▪ Nouns ▪ Verbs ▪ Verb Tenses ▪ Pronouns ▪ Adjectives ▪ Writing Sentences- Word Order ▪ Joining Sentences- Conjunctions
Second Class	
▪ Capital Letters ▪ Full stops ▪ Question Marks ▪ Editing ▪ Commas	▪ Nouns ▪ Verbs ▪ Verb Tenses ▪ Pronouns ▪ Adjectives

	▪ Writing Sentences- Word Order ▪ Joining Sentences- Conjunctions ▪ Complex Sentences ▪ Overused Words

Third Class

▪ Capital Letters ▪ Full stops ▪ Question Marks ▪ Editing ▪ Commas ▪ Exclamation Marks ▪ Quotation Marks ▪ Apostrophes ▪ Paragraphs	▪ Nouns ▪ Verbs ▪ Verb Tenses ▪ Pronouns ▪ Adjectives ▪ Conjunctions ▪ Prepositions ▪ Sentences ▪ Sentences-Compound & Complex ▪ Overused Words ▪ Direct & Indirect Speech ▪ Word Usage ▪ Review ▪ Editing

Fourth Class

▪ Capital Letters ▪ Full stops ▪ Question Marks ▪ Editing ▪ Commas ▪ Exclamation Marks ▪ Quotation Marks	▪ Nouns ▪ Verbs ▪ Verb Tenses ▪ Pronouns ▪ Adjectives ▪ Conjunctions ▪ Prepositions

▪ Apostrophes ▪ Apostrophe for ownership ▪ Paragraphs	▪ Sentences ▪ Sentences-Compound & Complex ▪ Overused Words ▪ Direct & Indirect Speech ▪ Word Usage ▪ Review ▪ Editing

Fifth Class

▪ Capital Letters ▪ Sentence Endings ▪ Question Marks ▪ Editing ▪ Commas ▪ Quotation Marks ▪ Apostrophes ▪ Colons ▪ Semi Colon, Dashes, Hyphens ▪ Brackets, Ellipses & Forward Slashes	▪ Nouns ▪ Verbs ▪ Verb Tenses ▪ Pronouns ▪ Adjectives ▪ Adverbs ▪ Conjunctions ▪ Prepositions ▪ Elements of a Sentence ▪ Phrases & Clauses ▪ Sentences- Compound & Complex ▪ Paragraphs ▪ Review ▪ Editing

Sixth Class

▪ Capital Letters ▪ Sentence Endings ▪ Editing	▪ Nouns ▪ Verbs ▪ Verb Tenses

▪ Commas ▪ Quotation Marks ▪ Apostrophes ▪ Colons ▪ Semi Colon, Dashes, Hyphens ▪ Brackets, Ellipses & Forward	▪ Pronouns ▪ Adjectives ▪ Adverbs ▪ Conjunctions ▪ Prepositions ▪ Elements of a Sentence ▪ Phrases & Clauses ▪ Sentences ▪ Paragraphs ▪ Review ▪ Editing

Appendix 8

Poems to be Taught

Junior / Senior Infants	First / Second Class
• Rhyming • Nursery Rhymes	• Pyramid • Adjective • Acrostics • Group • Shape • Begin Rhyming Couplets
Third / Fourth Class	**Fifth / Sixth Class**
• Alphabet • Free • Sausage • Colour • Up & Down	• Character • Limericks • Alliteration • Cinquain • Diamante • Haiku • Sense • I am

5th & 6th to decide on which poems will be covered by each level at the beginning of the year.

Novels

The following novels are available in school. This list can be added to during the year by each class teacher to cater for children's needs and interests. Sets of novels may also be sourced from the library. A novel to be covered each term (At least 2 per year - 1st & 2nd) (At least 3 per year - 3rd - 6th)

(Number of Copies Available)

First Class	Second Class
▪ Alfie Green and the Magical Gift - Joe O'Brien (15) ▪ The Twits – Roald Dahl (15) ▪ The Owl Who Was Afraid of the Dark - Jill Tomlinson (15) ▪ The Penguin Who Wanted to Find Out - Jill Tomlinson (15) ▪ The Sheep – Pig - Dick King Smith (15)	▪ Hetty Feather - Jacqueline Wilson ▪ Fantastic Mr Fox - Roald Dahl ▪ Flat Stanley, Flat Again - Jeff Brown ▪ Flat Stanley, The Haunted House - Jeff Brown ▪ Flat Stanley, The Japanese Ninja Surprise - Jeff Brown ▪ Flat Stanley, The Big Mountain Adventure - Jeff Brown ▪ Flat Stanley, The Original Story - Jeff Brown ▪ Flat Stanley, The Great Egyptian Grave Robbery - Jeff Brown

Third Class	Fourth Class
- The Giggler Treatment - Roddy Doyle (24) - The Butterfly Lion - Micheal Morpurgo (30) - Kensuke's Kingdom - Michael Morpurgo (30) - Ratburger - David Walliams (30) - Bill's New Frock - Anne Fine (25) - Danny The Champion of the World - Roald Dahl	- The Dog that lost his Bark - Eoin Colfe (30) - Tom Crean - Ice Man -Michael Smith (30) - Headbomz- wreckin yer head by Oisín McGann (30) - Wilderness - Roddy Doyle (25)
Fifth Class	Sixth Class
- Under the Hawthorn Tree (30) - Wildflower Girl (31) - Street Child (28) - Spirit of the Titanic (32) - Fields of Home (31) - Journey to the River Sea (29)	- Black Beauty - Anna Sewell (32) - Sky Hawk - Gill Lewis - Guns Of Easter (32) - Benny and Omar (29) - Wonder (29) - A Winter of Spies (33) - The Boy in the Striped Pyjamas (32)