

# Programme of Study for English (in Irish Speaking Schools) at Key Stage 1

# 1

KEY STAGE

## Introduction

This programme of study has been constructed to provide the framework for an introductory course in English in Year 4 in Irish speaking schools as a preparation for the Key Stage 2 programme of study for English which will begin in Year 5.

In Irish-speaking schools, Irish is the language of communication. Therefore, there will always be a clear presence of Irish in the ethos and environment of the classroom. By Year 4, pupils who have followed the programme of study for Irish will have developed competencies in Irish which should provide a foundation for the teaching of English in the following key areas:

- engagement with the listening, understanding and talking component will have initiated the process of enabling pupils to become effective talkers and listeners;
- the reading component will have encouraged a positive attitude to reading and the reading process;
- the writing component will have provided pupils with opportunities to write for different purposes and audiences.

## Approach to the teaching of English in Year 4

It is expected that pupils in Year 4 will have experience of spoken English and less experience of reading and writing in English. Consequently, a course based on this programme of study will seek to maintain and develop their attainment in talking and listening but give priority to the development of basic competencies in reading and writing in English as a preparation for Key Stage 2. The course will draw upon the formal and informal learning experiences the pupils have had in both languages.

It is essential that teaching and learning is based on schemes of work which integrate talking, listening, reading and writing so that activities based on reading and writing also provide opportunities to fulfil the requirements for talking and listening. It must also be acknowledged that the purposes and activities set out in the programme of study, particularly in reading and writing, will initially require considerable teacher guidance and assistance.

All pupils should feel relaxed, accepted and affirmed in their English classes and have opportunities for success, no matter how limited, when participating as talkers, listeners, readers and writers. Those pupils who have difficulty in expressing themselves or coping with the additional demands of reading and writing in English should be given time to develop their competence in English.

In the time set aside for English, most instruction and exchange of ideas will take place in English, although in some circumstances the transition in Year 4 from Irish to English as the language of instruction may be more gradual. However, responses from pupils in Irish should always be accepted and dealt with in a positive way.

Teachers should develop their own approaches to this programme of study taking account of the range of ability of their pupils and the school policy on the teaching of English. The fact

that this is a transitional course for Year 4 will mean that opportunities to revisit activities, purposes and contexts will be limited by the duration of the course.

### **Progression in Year 4**

The progression statements within each component provide an outline framework to assist teachers in planning progression through Year 4. The statements reflect the possible range of attainment of a 7/8 year old pupil being taught English for the first time in Key Stage 1. They are not a discrete checklist but are inter-related and interactive characteristics of attainment.

### **Presentation of the Programme of Study**

While the requirements for talking and listening, reading and writing have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete. Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

In the time set aside for English, teachers should build upon the competence in English which pupils bring to school and provide them with opportunities for using and developing this language. They should also be aware of the transferable skills and processes already assimilated in the three years of engagement with the programme of study for Irish. In that time it is to be expected that pupils will be developing the ability to:

- match response to audience and purpose;
- be effective listeners;
- take turns when talking;
- operate as members of a group;
- make appropriate use of intonation to express emotions and feelings;
- speak clearly and distinctly.

While talking and listening activities may sometimes be ends in themselves, the use of spoken English will arise mainly from engagement in reading and writing activities and through the use of English as the language of instruction.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study, and in the time set aside for English, pupils should progress:

- **from** responding bilingually **towards** talking almost entirely in English;
- **from** listening to others and responding appropriately **towards** listening with increasing concentration;
- **from** making informal comments **towards** making more considered contributions and asking questions;
- **from** conveying meaning in simple ways **towards** structuring and sequencing their talk;
- **from** showing an awareness of audience and purpose **towards** beginning to adapt what they say and how it is said to meet the needs of the audience.

## Context

Pupils should have opportunities, arising from classroom and first-hand experiences, to develop their talking and listening in English in a variety of contexts, including:

- interaction during classroom activities;
- membership of a group;
- conversations with others;
- *role-play and drama.*

## Audience

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- members of the class.

## Purpose

In the time set aside for English, pupils should engage in talking and listening for a variety of purposes mainly arising out of reading and writing activities, including:

- talking about their work in English to other pupils and the teacher;
- taking part in conversations and discussions;
- expressing thoughts, feelings and opinions;
- asking and answering questions and drawing conclusions;
- telling stories and talking about events;
- *giving instructions, information or explanations to others.*

## Talking and Listening Activities

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a listening to, telling and re-telling stories;
- b expressing thoughts, feelings and opinions in response to their reading;
- c reading aloud from a variety of sources including their own work;
- d describing and talking about real and imaginary experiences;
- e *listening to and reciting poems;*
- f *exploring stories, poems and songs;*
- g *taking part in drama activities, including role-play.*

## Expected Outcomes

In the context of these activities, pupils should develop and consolidate skills in English including the ability to:

- a take turns at talking and listening;
- b share and co-operate in pairs or groups in activities;
- c think about what they say and how it is said;
- d inflect appropriately to emphasise meaning;
- e use appropriate quality of speech and voice, speaking audibly and clearly.

## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

From the beginning, reading in both Irish and English should be an enjoyable experience. It is a dynamic, creative and active process which involves the reader in making meaning from texts. Teachers should build upon the competencies developed through three years of engagement with the programme of study for Reading in Irish. In that time it is to be expected that pupils will have developed an awareness that:

- print carries meaning;
- text reads from left to right and top to bottom;
- written language has a code;
- a range of decoding and word-attack strategies are necessary to read fluently;
- information can be retrieved;
- reading is an enjoyable activity.

Pupils should be taught to read with understanding, fluency and accuracy. They should learn the alphabet and be made aware of the sounds of spoken English. Whilst not wishing to limit pupils' experiences, it is acknowledged that, in this preparatory course, pupils will require a structured introduction to reading in English and that a large percentage of the time spent on reading will be concerned with developing reading strategies and building up a sight vocabulary. Many of the purposes and activities outlined in the programme of study will initially require considerable teacher intervention and support.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study and, in the time set aside for English, pupils should progress:

- **from** knowing that text carries meaning **towards** reading with some understanding;
- **from** following a text which is being read to them **towards** beginning to read aloud with some fluency;
- **from** making a guided response to some texts **towards** beginning to explore meaning in texts;
- **from** recognising significant words and phrases **towards** developing a sight vocabulary and using a range of strategies to identify words;
- **from** recognising letters of the alphabet **towards** using that knowledge to locate information.

## Context

Pupils should have opportunities, arising from classroom and first-hand experiences, to develop their reading in English in a variety of contexts, including working:

- as individuals, silently and aloud;
- in pairs, engaged in shared and paired reading;
- as members of a group;
- as members of a class.

## Range

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- poems;
- picture books;
- straight-forward information material;
- *songs;*
- *plays;*
- *audio, visual and audio-visual materials.*

## Purpose

Pupils should have opportunities to read in English for a variety of purposes, including reading:

- to develop their competence and confidence;
- for their own amusement and enjoyment;
- to learn about themselves and others;
- for information.

## Audience

Pupils should read aloud for a variety of audiences, including:

- themselves;
- the teacher;
- parents and other adults whom they know well;
- other pupils.

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities in English, including:

- a taking part in shared and paired reading;
- b reading silently for enjoyment;
- c *composing, reading and sharing their own books of stories and poems.*

## Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a build a sight vocabulary of English words;
- b use, with help when necessary, a range of strategies to identify unfamiliar words in texts;
- c show awareness of how words in English are constructed and spelled;
- d read aloud from familiar texts;

and, with the help of the teacher,

- e make use of picture dictionaries, personal word banks, dictionaries, information books and data on computer for reading and writing, and learn to use lists of contents and indexes;
- f make choices for themselves by browsing in the book area or library.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

When developing pupils' skills in writing in English, teachers should build upon the competencies already developed through engagement with the writing component in the Irish programme of study. It is to be expected that pupils will have developed an awareness that:

- writing carries meaning;
- sentences need to follow a logical order and structure;
- letters have particular shapes and sounds associated with them;
- the spelling of words follows certain patterns;
- punctuation is necessary to make meaning clear;
- their writing needs to be adapted to different forms, audiences and purposes;
- writing can be an enjoyable and rewarding process.

In English and Irish, the communication of meaning is central to writing. Pupils must know why they are writing and for whom. They should be encouraged to develop fluency and accuracy in their written work.

Whilst not wishing to limit pupils' experiences, it is acknowledged that a large percentage of time spent on writing in this preparatory course in Year 4 will be concerned with developing competencies in syntax, punctuation and spelling, as well as building up the pupils' written vocabulary in English. Many of the purposes and activities outlined in the programme of study will initially require considerable teacher intervention and support.

Teachers will also provide a readership for pupils' written work in English and actively facilitate writing by making a variety of tools, *for example, pencils, pens, crayons and word processing* available to pupils.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study and, in the time set aside for English, pupils should progress:

- **from** beginning to use familiar words to express their ideas **towards** writing with some independence;
- **from** attempting to spell common and familiar words **towards** spelling such words recognisably or correctly;

- **from** having some control over handwriting **towards** handwriting which is accurately formed and consistent in size.

## Planning

*Pupils should be encouraged, if they have reached an appropriate level of competence and when it is appropriate to the task, to plan their written work, in the same way as they do in Irish. Such planning may be done through:*

- *discussion with the teacher;*
- *discussion with other pupils;*
- *sequencing of ideas.*

## Purpose

Pupils should have opportunities to write in English for a variety of purposes, including:

- for their own amusement and enjoyment;

and to

- express their thoughts, feelings and imaginings;
- describe;
- narrate;
- *inform and explain;*
- *report.*

## Context

Writing will arise from a variety of experiences and contexts, including:

- first-hand experiences;
- stories and poetry that they are reading and hearing;
- other aspects of their study of English.

## Audience

Pupils should be aware of who will read their written work. The audiences should include:

- themselves;
- the teacher;
- parents and other adults whom they know well;
- other pupils.

## Range

Pupils should have opportunities to write in English in a variety of forms, including:

- written responses to questions on familiar texts;
- descriptions of people or places;
- stories;
- lists;
- *labels*;
- *greetings cards*;
- *invitations*;
- *diaries*;
- *letters*;
- *instructions*.

## Expected Outcomes

Pupils should, within a meaningful context and arising out of their own work, develop the ability to:

- a use English to express thoughts, feelings and imaginings;
- b present ideas and information in English;
- c form, in conventional ways, upper and lower case letters;
- d recognise the names and order of the letters of the alphabet;
- e develop an awareness of the most common letter strings and patterns;
- f begin to spell, recognisably, a range of familiar, important and regularly occurring words;
- g structure their sentences;
- h use the names of the forms their writing may take.