

Whole School Plan for

English

Glynn NS
2016



English

■ Whole school plan for English in Glynn NS.

■ Introductory Statement and Rationale

- This particular document was compiled in December 2015, drawing on other documents and policies in Glynn NS in use over the past number of years. It attempts to draw the information together in a cohesive, comprehensive and concise document. The policy was initially drafted by C. Mackey and T. Crean, discussed with individual teachers and at staff meeting, discussed at Parents Association level and later discussed and ratified by the Board of Management on 25th April 2016.
- This document draws on English Curriculum and Teacher Guidelines of the Primary School Curriculum (1999) and is in response to the school's needs and current legislation (DES)
- To benefit teaching and learning in the school in the area of English
- To review existing plans in light of changed emphases and new methodologies (PDST and inspector input Ms Mary O'Regan)

Vision:

- Our school cherishes all pupils equally and aims to aid them in achieving their true potential in the area of literacy (ref. online school website)

Aims:

- To promote positive attitudes and develop an appreciation of the value of language – spoken, read and written
- To create, foster and maintain the child's interest in expression and communication
- To develop the child's ability to engage appropriately in listener-speaker relationships
- To develop confidence and competence in listening, speaking, reading and writing
- To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- To enable the child to read and write independently
- To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

■ Curriculum Planning

1. Strands and Strand Units

- Children learn language through language (Curriculum p3) All strands, strand units, content objectives/outcomes will be covered in all classes
- Language learning is an integrated process. There is linkage within English i.e. oral, reading and writing. In addition language is integrated in all curriculum areas.
- The NCCA curriculum is available on the hard drive in the office, teachers attend in service as required and new developments are discussed at staff meetings (curriculum p16-57)

ORAL LANGUAGE

Strand: Receptiveness to language. Strand unit: Oral Language

- The majority of pupils enter the school with good oral language, English is generally their first language
- Strategies are used as in curriculum to develop an appreciation of the listener-speaker relationship, learning to attend actively and responded to verbal and non-verbal cues used to convey meaning – games, rhymes, stories etc. (curriculum 16,24,36,48)
- Strategies are used to expand and develop vocabulary (Curriculum 16, 24, 36, 48) including study of class novels, shared reading, word walls, book club, library, pupil vocabulary notebooks...

Strand: Competence and confidence in using language. Strand unit: Oral Language

- Specific approaches to the development of oral fluency and expressiveness include, talk and discussion, Play and games, Poetry, Story and Improvisational Drama (Teacher Guidelines 38 to 49)
- Social use of language in the day to day life of the school is valued and nurtured. I.e. greetings, conversations, etc.
- Expressive use of language is encouraged i.e. the news, storytelling etc.
- Themes are used and relevant descriptive and subject specific language and words are taught i.e. spring, 1916, Europe...
- Pair work, team work and cooperative learning, debate and circle time are all embedded in the teaching of language.
- Children are invited to present oral work in variety of methods, including IT, audio recording, in person to other students, classes, teachers, at assembly to parents etc.
- Oral language is an integral part of all reading and writing lessons
- The school has devised a class specific grammar programme
- Specific programmes are used to support activities for oral language, Chatterbox, Prim-Ed, Up and Away, Speaking and Listening Games (Mgt. Curran) (see attached list)

Strand: Developing cognitive abilities through language. Strand Unit: Oral Language

- Strategies are used to teach the students higher order thinking skills including gaining information (both literal and implied), explaining (including seeking explanations), discussing possible solutions, debating points of view (agreeing and disagreeing), persuasive discussion, examine fact and fiction, awareness of bias and objectivity. (Curriculum, 20, 29, 41, and 53)
- Circle time, debate, class and group discussion all focus on using oral language to develop comprehension (Teacher Guidelines 13) (Building Bridges to Understanding, Martin Gleeson)

Strand: Emotional and imaginative development through language: Strand Unit: Oral Language

- Children are encouraged to explore experiences and feelings through talk, play and drama (see SPHE programme also) Poetry and stories play a part here also.
- Discrete oral language time is allocated in all classes to the teaching of oral language in addition to time from linkage and integration. Within this time aspects of language such as form, structure and use are addressed.

Examples of oral language across the curriculum: All areas of the curriculum are used to develop oral language in particular:

Maths: Subject specific language and well as guided discussion, problem solving, communicating, explaining and reporting.

P.E.: Use of terminology, inculcate interest in range of sports, rules, players....

SESE: Use of terminology, investigating, communication, discussion and reporting on findings (Science) Historical terms, talk and discussion (History), Geographical vocabulary, talk and

discussion

SPHE: Exploring the relevant themes through talk and discussion

Music: Subject specific language, descriptions of music, feelings regarding etc.

Art: Describe art works, feelings regarding, discuss lives of artists etc.

Drama: Performances formal and informal of poetry, plays. Improvisation, play and role play to improve understanding of emotions, language for explanation, resolution, requesting etc. in safe environment. Body language, pace, volume and inflection in dialogue etc.

READING

Strand: Receptiveness to Language, Strand Unit: Reading

- Children are exposed to wide range of reading, poetry, books, from an early age. Teacher reading aloud to appreciate the usefulness and pleasures of reading.(C 16, 25, 36, and 48)
- Children are exposed to the terminology and conventions of books
- Children are encouraged to develop a range of reading and comprehension skills
- Oral language development is facilitated by the schools approach to reading

Strand: Competence and confidence in using language. Strand Unit: Reading

- The teachers endeavour to have a print rich environment throughout the school and classes
- The basic reading schemes used in the school are Starways and Sunny Street. In addition Sails readers are used in Junior Infants and Oxford Reading Tree are used in Senior Infants. The Wonderland readings scheme is used in 1st Class.
- Reading is generally given for homework each day and may include reading from novels, class readers/textbooks and in some classes 'Read at Home' programme presently (Jan 2016) third, fourth and sixth classes.
- Junior Infants do grouped reading in term three.
- Senior Infants do grouped reading for the entire year.
- First class to sixth are all involved for at least a term each year in grouped reading based on novels from school library and block loans from Wexford Library school services. A list of novels suitable for the various classes is available.
- Literacy is constantly under review with particular emphases in June when provision of readers/resources is made for reading for the following year.
- Alternative reading material is sourced online including children's newspapers i.e. First News for Children, National Geographic for Kids, Wexford People newspapers, through School website and Scoilnet
- The school has an extensive library including fiction and non-fiction and graded to all reading abilities and interests. Big books are kept in the Junior classes
- Initiatives such as DEAR (Drop Everything and Read) are in use
- Two weeks of Paired reading takes place in January
- World Book Day is celebrated – Dress up, interviews about books, teachers swop classes to do fun and educational reading related activities
- Parent talks will often include help for parents, in addition reading groups will often have children reading record booklets for parents to sign and comment on.
- Learning support and resource teachers assist the class teachers in administering reading tests, sourcing new materials/strategies, identifying individuals and groups for extra support/intervention and teaching groups and individuals.
- Poetry is studied in all classes and individual and group recitation is practised and are regularly a feature of monthly assemblies

Key elements of emergent reading in infant classes

- Jolly Phonics scheme is followed in Infants
- The library has extensive books in large format stored and used in junior classes
- The Reading Zone reading scheme is used in Junior Infants.
- Reading readiness is an important aspect of reading instruction in Glynn

- Dolch words are taught with use of flashcards, word walls, Bingo etc
- Folens Reading Zone posters are used.
- Children are taught to use a variety of strategies for word identification including phonics, sentence method, visual (Look/Say) and use of picture/context
- Approaches to develop phonological and phonemic awareness include teacher led games, board games, stories, use of IT, nursery, number, finger, dancing and letter rhymes and play activities. Specific programmes include: Sounds Abound, Sounds Linkage
- Jolly Phonics is enhanced with the use of other programmes such as PAT, Sounds at Work, Newell,

Key elements of instructional reading in the school

- Jolly Phonics is followed through to second class and beyond where needed
- Graded readers of the 'Starways', 'Sunny Street' 'Oxford Reading Tree' may be used in class (in many cases these have been replaced by use of class novels)
- The library includes fiction (picture books, poetry, novel, drama) and non-fiction which includes expository, diagrammatic and representational text.
- Word identification strategies include contextual analysis, phonetic approach and visual (Look/Say)
- Fiction (story and poetry) may be used as a springboard to the teaching of other subject i.e. historical context, science (Tom Crean weather...) geography (White Giraffe – South Africa) Art (BFG) PE (football stories) Dance (fairy books)...
- 'Read at Home' for homework

Key elements in developing independent reading in the school

- Children are encouraged to borrow from the school library, both fiction and non-fiction.
- The school runs a Readathon every spring
- The school celebrates World Book Day in March each year
- The Setanta book club is run through the school by the Parents Association
- A print rich environment in the classes and around the school is fostered
- DEAR is used in most classes
- Reading material is drawn from sources including online, textbooks, non-fiction selection of reading material in library to suit all levels and interests
- Each class visits the county library each spring and are encouraged to join and use the resources there outside of school
- Group and paired reading leads on to independent reading i.e. novels

Strand: Developing cognitive abilities through language. Strand Unit: Reading

- Use is made of Martin Gleeson's 'Bridges of Understanding'
- Group reading encompasses oral comprehension skills, predicting, connecting, questioning, summarising, ordering, reflecting, discussing and writing about text.
- Written comprehension of reading material is part of English instruction throughout the school, sources include novels, fiction, history, geography etc.
- Recitation and informal and formal drama performances based on poetry, drama, novels are a feature of all classes (include school concerts, Sing-Songs etc.)
- Reading comprehension and writing programmes in use in the school also include Better English (First class), Treasury B, Better English and Magic Emerald activity book (Second class), Treasury C, and Word wise (Third class), Treasury D (Fourth class)

Strand: Emotional and imaginative development through language. Strand Unit: Reading

- Reading of stories, poetry and drama may be used as a springboard for drama performances both formal and informal.
- Likewise reading material will inspire art work
- Reading is used as a discussion point and source for writing in the various genres
- Teacher modelled reading including story time is used to improve comprehension and enjoyment of reading. Reading aloud by children is also used in this manner. Some audio books are also available.

- Shared response to reading is fostered through the use of class novels.
- Children will achieve satisfaction through improvement in their reading standards
- Children will relate reading matter to their own lives and experiences.
- 'Reader's Theatre' will be used.

WRITING

Strand: Receptiveness to language. Strand Unit: Writing, Creating and fostering the impulse to write

- All genres of writing are encouraged and valued throughout the school.
- Glynn has a print rich environment where teachers model writing of various genres in the course of their teaching
- Children are encouraged to write for different audiences, including themselves, teachers, peers, parents... Free writing is used in all classes.
- Writing is displayed and labelled and initiatives such as Golden Pen award to encourage interest. Winners are displayed on the Golden Pen noticeboard and school website.
- A dedicated noticeboard for each writing genre is prepared and updated each term.
- Oral and reading material are sources of inspiration and inform writing.
- Teacher may act as scribe, word processor may be used as relevant to foster impulse to write. Various writing material are used pens, pencils, crayons, various papers etc.
- Collaborative writing with teacher as scribe is part of writing instruction in all classes,
- Pair and group writing are also facilitated in all classes including peer editing and self-assessment using teacher designed rubrics and checklists

Strand: Competence and confidence in using language. Strand Unit: Writing

- Writing of various genres is a regular part of the school day in all classes
- There is a whole school plan where one of the various genres is selected for 7 weeks for intensive instruction. Resource folders from Ms. Crean in the library are available and tracker children monitored.
- Children write for a variety of audiences, free writing, note taking, lists, invitations, cards, letters, poetry, plays, stories, reports, debates, recipes etc.
- Within the school plan continuity for grammar and punctuation is developed. (see attached plan)
- Children are taught a variety of strategies for planning writing, brainstorming, research, mind mapping, and planning templates and rubrics.
- Children's written work is displayed in class, on notice boards in school (Golden Pen) and on the school website
- Children are encouraged to use self-evaluation of their writing by using a rubric.
- Children are taught to write, edit and redraft their work sometimes using self-correction, peer and teacher conferencing.

Key elements in the early writing stage in Glynn:

- Infants use a variety of writing tools, including chalk, markers, crayons before the use of formal pencil and writing
- Infants use triangular pencils to develop the correct pencil grip.
- Infants complete a pre-writing programme to include continuous and repeated patterns copying, fine motor activities including cutting, pasting, threading, plasticine, playdough, construction, pegboards, jigsaws and formboards, finger rhymes, primary movement and other fine motor exercises and play activities.
- Teachers model writing and acts as scribes as required.
- A free writing copy is kept in all classes and used each day for 10 minutes. A dedicated notice board on the school corridor is kept with ideas for this purpose.
- The hand-writing book used in Junior Infants is All Write Now and in Senior Infants Just

Handwriting is used.

Key elements in the development of handwriting skills in Glynn:

- Glynn has a handwriting policy, see attached
- Neatness and legibility are emphasised
- Hand-writing books such as Just Handwriting are used in Senior Infants and First Class.
- Hand preference is not interfered with
- Hand writing policy has an agreed format on the size and formation of lower and upper case letters and the order and classes in which they are taught
- Cursive writing is introduced in third class
- Parents are aware of the handwriting policy and scheme through the school website, infant introductory talk and at parent teacher meetings.
- Fifth Class children work towards earning a pen licence during the year and can begin using pen in their written work when they receive a pen licence.

Key elements in the development of spelling skills:

- Glynn is currently developing a spelling policy
- Spellings are taught systematically from Junior classes, starting with CVC and rhyming words, Dolch words, 2 syllable, words with common prefixes and suffixes, homonyms, silent letters and tricky words (see phonic programme)
- Some teachers follow Folens spelling programme, spelling tests being administered weekly in most classes (1st to 6th classes)
- Dictation is a feature of teaching spelling in Glynn. Use is made of Brendan Culligan's programme in addition to teacher designed dictation tests.
- Study of common spelling errors is used to inform teachers instruction of spelling i.e. Free writing copies
- Approximate spelling is accepted in early writing.
- Parents are made aware of how they may help their children with spellings. Introductory parent talk and parent/teacher meetings
- The school runs a spelling bee competition during the year.....
- Senior Infants keep a dictionary notebook which they are encouraged to refer to when they are writing.

Strand: Developing cognitive abilities through language. Strand Unit: Writing

- Children are enabled to write in a variety of genres – recount, report, persuasive, narrative, instructional, diaries, letters, poetry etc.
- Children are encouraged to refine, reflect on and analyse ideas through writing
- Students are taught to relate new ideas to previous learning and express and communicate new learning
- Students will learn to use notes to summarise, sketch ordered summaries and draft written assignments based on these
- Pupils will be enabled to argue for and against a point of view
- Pupils will use increasingly complex sentences and a richer vocabulary in expressing thoughts
- The various genres for writing are developed through the school by way of the school improvement plan for literacy. Copies of resources are kept in dedicated folders in the library including templates, lesson plans and teaching approaches for various genres suitable to all classes. In addition teachers use the 'Literacy Leap' programme for resources in this regard. The genres are all covered on a two year cycle with all classes.
- Writing is an important aspect of some subject areas, in particular writing reports, instructions, summaries, observations and generally communicating in areas of SESE.
- Aspects of Drama such as conscience alley are excellent for preparation in persuasive

writing. Play is useful in areas of sequencing, teaching introduction and conclusion in story writing. Character building for story can also be developed through role play and character in role.

Strand: Emotional and imaginative development through language. Strand Unit: Writing

- Increasingly the child will be enabled to express personal reactions to ideas, emotions and images encountered in literature, music, art, films and television programmes etc.
- Stories, poems, debates, reports, recounts will improve in richness, complexity and imagination
- Children will be given the opportunity to read their own written work and that of others with expression and emotion as relevant.
- Senior classes are encouraged to keep vocabulary and phrase notebooks, particularly in group reading sessions, to use as relevant to enrich their own writing. Particular emphasis is on interesting adjectives and adverbs.
- The school improvement plan for literacy encourages the use of alternatives to 'said', 'went', 'big', 'small', 'nice'. A dedicated noticeboard is kept for this purpose.
- A free writing copy is kept to encourage creativity and inform teaching in aspects of interests, spelling, grammar, punctuation and layout.

3. Assessment and Record Keeping

(Refer to school's assessment and Record Keeping Policies and the Curriculum pp 60-67)

- Methods of assessment include: Teacher observation, teacher designed tasks and tests, Portfolios of work, Checklists, Rubrics, KWL charts, Standardised tests (Micra T) Diagnostic Tests, (Diaphon, Jackson)
- Oral – Assessment is by way of teacher observation, Show and tell exercises, project feedback, debates, discussion regarding novels, etc. may all be assessed informally or formally as deemed necessary
- Reading – Micra T tests are administered in May each year to all children first to sixth. In addition, word and letter checks are part of the infant programme. Jackson word lists are used in classes Senior Infants to fourth and older students as required. Fluency is assessed by teacher observation. Likewise teacher observation is used to indicate understanding and to inform future teaching.
- Spelling- Weekly spelling tests are given in first class to sixth class. In addition standardised tests such as Daniel's and Diach's may also be administered prior to parent teacher meetings at the end of year or at other times when required. Schonell Spelling test is administered prior to the parent teacher meetings.
- Writing – All children have a free writing copy. These contribute towards 'Assessment of Learning' and 'Assessment for Learning'.
- Three tracker children have been identified in each class to monitor the teaching of writing throughout the classes. Samples of work from these children are assessed regularly as indicative of progress and to assist towards planning. (before and after each session of teaching a writing genre – 8 weeks)
- Teachers keep their own records (spelling tests etc.) In addition, records of all standardised tests are kept in class files in the school office until the student is 21 years of age. Records of words tests etc. are kept on spread sheets on the hard drive in the office also.
- All teachers have access to these records and a class file is given to each teacher at the beginning of each year with all relevant results.
- Parents are informed of their children's test results at parent teacher meetings and at end of the year reports.
- In some classes the children's weekly spelling tests are signed by their parents.

4. Children with Different Needs – refer to Glynn NS Special Needs Policy

Children with learning disabilities

- Specific difficulties that students with special needs display in Glynn NS include, speech and language disorders, behavioural difficulties, hearing, sight, ASD, dyslexia, dyspraxia and mild and moderate learning disabilities.
- Inclusion is embedded in Glynn NS's policies and there is a commitment from all staff to the implementation of this with regard to limited resources and varying abilities of the children involved.
- The curriculum is adapted as practicable and expectations are kept in line with the students' abilities as relevant. This may involve pre-teaching and differentiated work.
- The child may have access to a Special Needs Assistant who works under the class teacher's direction to give extra help, follow complementary or child specific programmes.
- Likewise the child may get extra tuition on a one-to-one or small group basis with a learning support or resource teacher
- The resource teacher/learning support teacher, class teacher, Special Needs Assistant (where applicable) and the child's parents and sometimes the child themselves collaborate in devising an Individual Education Plan where required.
- Children with special educational needs have access to IT for word processing and educational material including Lexia, Tables Challenge, Quiz Pa Maths, Literacy, Jolly Phonics games, Steps to Reading and access to educational material on the internet.
- Audio books are also available to all pupils but particularly those with special needs.
- Soundfield system has been installed in all classes particularly for the benefit of pupils with auditory difficulties

Children with exceptional ability:

- Children with exceptional ability may be given differentiated work in line with their abilities. This may include projects, reading (the school library has an extensive range of material to a wide range of abilities)
- These children may be directed to work on computers including research and use of packages such as word processors, PowerPoint, Scratch etc.
- These students will be directed to the Centre for Talented Youth

5. Equality of Participation and Access

- Boys and girls are given equal opportunities to participate in discussions, presentations, use of and access to IT, and may borrow any book they wish from the library.
- Reading material is chosen to show both men and women in all walks of life equally i.e. women doctors and farmers, men in child care situations etc.
- Reading material for class and group work is chosen to appeal to both boys and girls alike, although the library would have a selection of books with mainly boy or girl appeal
- Teachers are aware of developmental differences between boys and girls in terms of reading and writing readiness and endeavour to encourage all to reach their potential.
- Provision will be made when necessary for members of the travelling community, children with disabilities and disadvantage, children from families with literacy problems and those where English is not the first language.

■ Organisational Planning

6. Timetable

- English is given the allocated time of 3 hours in Junior classes and 4 hours in Senior classes.
- Extra time can be taken from the 2 discretionary hours as necessary.
- Extra time is allowed for integration
- Discrete time is allocated to the teaching of oral language, reading, spelling, handwriting and writing (the genres) in all classes
- Where a class is involved in group reading for a term additional time may be given to English teaching for that time.
- Every effort is made to use linkage and integration to achieve greater opportunities and time

7. Homework

Refer to Glynn NS homework policy

- Homework will generally involve some element of English in particular exercises in oral, reading and written work.
- Children with special needs may be given differentiated homework for English
- The learning support/resource teachers and the class teacher coordinate with regard to setting and correcting homework.

8. Library

- Glynn NS has an extensive library including sets of class novels, a selection of books (fiction and non-fiction) suitable to all ages. Books may be borrowed at any time by any students and left back when finished. In addition each class teacher may take selections of books for use in their classes.
- All classes go to the county library in Wexford at least once a year and are encouraged to go there and borrow books in their own time.
- Big books are stored in the junior classes
- Audio books are available
- There are many sets of graded reading material i.e. Ladybird, Read it Yourself, Wellington Square readers, Jolly Phonic readers, Wonderland series, Oxford Reading Tree, Sails, Panda, for use of the Learning support and resource teachers
- Likewise there are social story type books and books dealing with feelings useful to resource teaching.
- Fiction is organised according to age/ability. Non-fiction is organised by subject area.
- Ms Crean has responsibility for the library, stocking, organising, returns...
- The Parents Association organise a book club from which the school orders books. Other sources of books include donations (sixth class children donate their favourite book on leaving the school) Money allocated by the Board of Management is also used to add to the library after consultation with staff as to what is required.
- Children do book reviews and draw pictures etc. based on their reading. These may be displayed on school corridor and in the library.

9. Resources and ICT

- Textbooks are used as on attached sheet. These are reviewed constantly, particularly in June.
- The school has a well-stocked library including class sets of novels, big books audio books fiction and non-fiction. Ms T Crean has overall responsibility for the library and English resources, cataloguing, replacing and ordering. Resources are well maintained and easily sourced by staff.
- At times, the children type up their written work/stories using Microsoft Word and they are displayed in the classroom etc.
- The writing genre folders are kept in Ms. Crean's room.
- There is an English folder on the hard-drive with resources for teachers to use.
- In senior classes the children often engage in project work and they use the internet to research information for these projects.
- Junior and Senior Infants teachers use the Jolly Phonics whiteboard scheme to teach phonics. The school has access to laptops and the children in Junior and Senior Infants have earphones to engage in phonic practice in school by using the Jolly Phonics pupil's games during their allocated laptop time.
- The school is well supplied with IT, interactive white boards, laptops and broadband connection is good. IT is the responsibility of Mr J Ryan.

10. Individual Teachers' Planning and Reporting

- Teachers are aware of this plan and use it in their long and short term planning in conjunction with phonics, handwriting, grammar and writing plans.
- Teachers report by way of Cuntas Miosuil which serve in reviewing and developing the whole school plan and teacher planning for future years.
- Teachers report to parents at parent/teacher meetings and with end of year reports and at other times if requested

11. Staff Development

- Teachers attend all in-service in the area of English as provided by the DES
- In addition teachers attend after school courses in Wexford Education Centre relevant to English
- Teachers attend summer courses on Jolly Phonics, 'Write to Read', literacy and IT and many others based on English
- Teachers may relay information/advice to other teachers in an informal manner or at staff meetings. In addition resources may be saved on the external hard drive or hard copies in staff room as suitable
- Literacy is on the agenda for all staff meetings, a sub-committee leads developments in this area, accesses resources, encourages participation, monitors progress and reports regularly at staff meetings. This is particularly in relation to the School Improvement Plan for literacy, emphasises on Writing.
- There is an open approach to group and team-teaching of English, (oral and reading) and teachers are open to sharing resources and reviewing current practices and new developments co-operatively and individually sharing knowledge and insight into good practices.
- The school inspectorate and school psychological service assist in staff development also.

12. Parental Involvement

- Students get their first experiences of language oral, reading and writing from the home and Glynn N S recognises the huge contribution of parents in this area. Mutual support and co-operation by school and home is pivotal in the success of the English curriculum.
- Parents are encouraged to be involved in the English programme by way of meetings in June for parents of new entrants for September, Parent-Teacher meetings, informal meetings, homework journal and through the school website
- The Parents Association may organise talks from time to time related to the English Programme
- Writing is displayed on the school website and along the school corridor for parental perusal. There is a dedicated notice board for the Golden Pen awards.
- Parents are made aware of programmes in use such as phonic, handwriting, novels, and are asked to assist children with homework.
- Special programmes such as 'Toe by Toe' for use with children with learning needs will be explained to parents who may be requested to implement much of same.
- Extra oral language programmes may be given to some students with difficulties in these areas for parents to assist with.
- Library books may be borrowed by any child or parent for extra reading
- Links to English websites are on the school website. These include phonic, spelling, reading and comprehension exercises and games.
- Glynn NS is open to other possibilities for parental involvement as they present and appear beneficial
- Parents are encouraged to sign their children up to the local library in Wexford.

13. Community Links

- Glynn NS will endeavour to welcome local storytellers, authors, poets who may read to the students and talk about their writing experiences. This may be organised as part of World Book Day etc.
- Students visit the county library annually in the second term and are encouraged to partake in events run by the library.
- Students may partake in competitions, writing, poetry, debates etc. organised by local organisations such as GAA, INTO, Credit Union, Banks etc. where they may benefit and learn from the experience
- Glynn NS are open to other possibilities to forge community links in this manner as they become evident i.e. local writers, display of work outside school...
- Students interview their parents, grandparents and local community members to research topics such as school long ago, toys in the past etc.
- Children who are in Communion and Confirmation classes handwriting is displayed in the local church.

■ Success Criteria

- It is hoped that teachers will find this plan helpful in their planning, and the plan will help ensure a comprehensive coverage of the English programme
- The plan will encourage an agreed and consistent approach to the teaching of areas such as phonics, handwriting, writing, reading and oral work.
- The school welcomes feedback from teachers/parents/pupils/community on this plan
- Likewise feedback from inspectors will inform future planning.
- A positive attitude and an appreciation of language – spoken, read and written amongst students will indicate success.
- Likewise an interest, confidence and competence in expression, communication and engagement in listener-speaker relationships will indicate success
- Students will engage in various genres of writing with emphases on process as well as product with increasing competence
- Comprehension and higher order thinking skills will be evident through oral language, reading and writing
- Children's emotional, imaginative and aesthetic development will be enhanced through oral, reading and writing experiences

■ Implementation

- (a) Roles and Responsibilities – The principal teacher has overall responsibility for co-ordinating and progressing the implementation of this plan. He will encourage and accept feedback and recommendations on its implementation from all concerned parties and report on findings.
- (b) Timeframe -This plan is for immediate implementation March 2016 following ratification by BOM

■ Review

- (a) Roles and Responsibilities This policy was initially formulated by M. O'Leary, C Mackey and T Crean in December 2015 having studied what was currently available in school. It was presented to the principal for discussion at a Staff meeting March 2016 who will continue to co-ordinate and progress the plan. The Principal Mr Joe Ryan has overall

responsibility for its implementation and review.

- (b) Timeframe – It will be reviewed in March 2018 or earlier if necessary taking into account new developments in this area including the new revised language programme (DES)

■ Ratification and Communication

This policy was discussed at a staff meeting March 2016 and ratified by the BOM at their following meeting. The plan will be communicated on the school website to parents and community. In addition the plan will be available on the school hard drive under school plans and a paper copy will be kept in a folder in the staff room

Signed Patrick Stafford 11
Rev. P. Stafford PP
Chairperson BoM

Date 29/4/2016