Ballaghlea National School

Whole School Plan:

English

Introductory Statement

This whole school plan for English was initially formulated in consultation with teaching staff in Ballaghlea N.S. in term 3 of the 2013/2014 school year and revised in term 2 of the 2022/2023 school year.

Rationale

We prioritised this area of the curriculum because of the increasing importance placed on literacy because of the National Literacy and Numeracy Strategy 2011-2020. We also prioritised this curriculum area in light of the implementation of the new Primary Language Curriculum which came on stream in September 2016 and was revised in September 2019. Staff have engaged in training days based on the new Primary Language Curriculum and will continue to engage in these.

We believe that a consistent, structured and intensive oral language and phonics programme will improve learning and teaching in all areas of the curriculum. Therefore, we are using the **Jolly Phonics** programme to enhance the competence and confidence in phonics and blending, which will enable development in reading and writing. We are using the **Over the Moon** oral language programme from Junior Infants to Sixth Class to enhance competence and confidence in speaking and listening. A thematic approach is used to teach Oral language, Reading and Writing to further develop English comprehension we are using the **Building Bridges of Understanding** programme.

Vision

It is our vision to create a school where our pupils will communicate, read and write with and for each other, staff, parents/carers, visitors and the wider school community with clarity, confidence, fluency and respect.

Aims

We aim, through this plan, drawn up in accordance with the Primary Language Curriculum, to set out our approach to language teaching. This plan will form the basis for teachers' long and short-term planning. It will also inform new teachers of the approaches and methodologies used in our school.

We endorse the aims of the New Primary Language Curriculum, which are presented in 3 groups. The Primary Language Curriculum, and this whole-school plan, aims to support teachers to:

1. Children and their Lives

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children of different languages and cultures to be proud of and 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.

2. Children's communications and connections with others

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations.
- 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.

3. 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.

Curriculum Planning

Strands and Elements

The following table sets out the Strands and Elements of the Primary Language Curriculum:

Element 1: Communicating

Strand:	**Learning Outcome:**
Oral Language	Engagement, listening and attention (intentionality, verbal memory) Social conventions and awareness of others (relevance, turn taking, extra- and paralinguistic skills)
Reading	Engagement (intentionality) Motivation and choice (relevance)
Writing	Engagement (intentionality) Motivation and choice (relevance, purpose, audience)

Element 2: Understanding

Strand:	**Learning Outcome:**
Oral Language	Sentence structure and grammar (syntax, morphology) Acquisition and use of oral vocabulary (semantics, verbal memory, articulation skills) Demonstration of understanding (semantics)
Reading	Conventions of print (meaning and understanding of text/illustration) Phonological and phonemic awareness Phonics and word recognition (alphabetic principle, word identification strategies) Reading vocabulary (semantics)
Writing	Conventions of print and sentence structure (syntax) Spelling Vocabulary (semantics)

Element 3: Exploring and using

Strand:	Learning Outcome:
Oral 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
Reading	Purpose, genre and voice (awareness of author's purpose) Comprehension (comprehension, text organisational structure and fix-up strategies) Fluency and self-correction (accuracy, fluency and meaning)
Writing	Purpose, genre and voice (sense of voice, aesthetic dimension of text) Writing process (using processes, structures and language register) Response and author's intent (author's purpose and responding) Handwriting (legibility)

Approaches in our School

1. Oral Language

Learning Outcomes for Oral Language

- See Page 22 of the Primary Language Curriculum

Whole School Strategies for Oral Language

▪ Assemblies:

Regular whole school/year group assemblies

Appropriate and respectful language is modelled

Good listening and appropriate responses are encouraged

Common social functions are taught

Positive non-verbal behaviour is encouraged

▪ Yard:

Using words to communicate and solve problems

Model positive and respectful language

▪ School Related Functions:

Word Etiquette for children visiting classes

Grandparents day / masses / enrolment night

▪ Aistear:

Aistear activities daily in Junior and Senior Infants classes. We use a thematic approach for Aistear and ensure that an oral language/role play station is included in Aistear theme.

▪ Over the Moon

Effective use of digital resources on the Gillexplor website using a thematic approach.

Some Activities/Methodologies currently used for Oral Language The following skills will be modelled and taught in our school at all class levels:

▪ Using words for common social functions in a polite and respectful manner (on going, daily)

▪ Communicating to meet personal needs (on-going, daily)

▪ Listening (rhymes, jingles, riddles, listening activities, bingo, news) ▪ Recalling (re-telling stories, class trips/visits, news)

▪ Naming (name, address, days, months, seasons, family members, things you need for/find in)

▪ Categorising and classifying (people, places, family, clothes, weather, animals, food, pets)

▪ Describing (colour, shape, feelings, characters)

▪ Denoting Position (orientation-left/right, relational-under/beside/behind/on/in) ▪ Sequencing (alphabet, days, months, seasons, times of day, sequencing words) ▪ Reasoning (relational words-because/but, problem solving-what shall I do? 20 questions, proverbs)

▪ Giving instructions and directions (how do we make a cup of tea/go to the shop?) ▪ Reporting (reporting back from a group activity or project)

▪ Speaking out clearly (on going, daily)

▪ Predicting (hear part of a story, what do you think will happen next?, picture sequences)

▪ Projecting/empathising (picture/story, How do you think they are feeling? How would you feel if I?)

▪ Imagining (a new planet, a newly discovered species of animal)

▪ Questioning (20 questions, the Yes/No game show)

▪ Interpreting and using appropriate non-verbal language

▪ Taking turns in speaking and listening (circle-time, news time)

▪ Showing tolerance for views of others (circle-time, debating)

▪ Think Talk time (thinking and talking about questions of a philosophical nature to develop critical-thinking)

Resources/Methodologies for Oral Language

● See each class level

Teacher's planning for Oral Language

● English oral language and Gaeilge ó bhéal are integrated thematically through Aistear, through teaching topics at the same time, discussing language based on stories

● New vocabulary is displayed in the classrooms. Aistear words are displayed with pictorial clues (Infant classes) and WOW words are displayed from 1st class upwards.

● Key vocabulary for pupils is identified for all subject areas and listed in teachers' short-term planning.

• Specific vocabulary for each subject is listed in teachers short-term planning.

2. Reading

Learning Outcomes for Reading

● See Page 26 of the Primary Language Curriculum

Aims for Reading

In the area of reading development we aim to:

• promote positive attitudes and develop the appreciation of reading • develop print awareness, an understanding of the purpose of print, and a control over the different ways meaning is derived from print

• develop a range of reading skills and abilities that would include phonemic awareness, word identification strategies and a growing sight vocabulary • develop an appropriate range of comprehension strategies to help interpret text beyond the literal level (prediction, inference, etc.)

- develop an awareness of the richness and diversity of reading material reading from a variety of texts of gradually increasing complexity
- engage in and enjoy sustained silent reading
- enhance emotional and imaginative development through reading • develop cognitive ability and the capacity to clarify thinking through reading • Use the school library to increase fluency and interest in books. • Use explicit instruction of reading skills and strategies to enable at-risk children to participate more fully in literary experiences.

Whole School Initiatives for Reading

- Book Fair (Every 2nd Year)
- World Book Day
- D.E.A.R. time
- Paired/Buddy Reading
- Study of Authors and Visiting Authors
- Visits from and to Ballygar library
- Team Teaching focus on Reading Skills

Resources/Methodologies for Reading

- See each class level

Supplementary Resources for Reading

- Big Books
- Class Library
- Galway County Library / Ballygar Library
- Poetry Books / Rhyme Books /Story Books / Fairy Tales
- Books of Myths and Legends
- Scrapbooks / Posters
- CDs/Interactive whiteboard resources
- Games / Activities

Class Library

Every class has age appropriate books in a wide variety of genres - Books ar borrowed frequently by the children.

Rhymes

Children in Infant classes will learn one Nursery Rhyme per week - See Nursery Rhyme Scheme (Infant level) (check with Teacher)

Poetry

Children from First to Sixth class will learn one poem per month by heart. A poem can also be used as a stimulus for discussion and integrated with Art/SESE. See suggested Poetry Scheme at each class level from First to Sixth. Children are provided with frequent opportunities to experience poetry and are encouraged to respond to it in different ways. Children are given opportunities to write poetry after teacher modelling and immersion in the genre. Children are given the opportunity to display and read poetry.

Story

The children will explore the following types of story between Infants and Second class Fairy Tales, Fables, Myths and Legends. Picture books should not only be used merely as storybooks but as a meaningful context for teaching sight-words, phonics, fluency, comprehension, concepts of print, phonological awareness and critical thinking. Novels will be used from First to Sixth class and will be integrated with SESE where possible. See the Story Scheme at each class level.

Phonological Awareness & Phonics

Phonological Awareness and Phonics is an integral part of the acquisition of the English language and a huge emphasis is placed on its importance in the early school years. Phonological Awareness is taught explicitly using the Over the Moon programme and Jolly phonics mainly. The school uses the **Jolly Phonics** scheme primarily to teach phonics. See the Phonics scheme at each class level.

Phonological Awareness Methodologies:

- Rhyming Awareness
- Word Awareness
- Syllabic Awareness
- Phonemic Awareness - Isolation of initial/final/medial sounds
- Blending
- Segmenting
- Manipulation
- Look and Say

Alphabet

Reciting the alphabet will be taught in Junior and Senior Infants. Children will be asked to say the alphabet starting and stopping at different intervals to promote familiarity. Children will be encouraged to state the name and the sound together. Awareness of vowels will be taught from Junior Infants.

Sight Words

Sight words are taught as Tricky Words in Junior and Senior Infants as part of the Jolly Phonics programme. Dolch list is used to teach Sight words from First Class followed by Fry's list. A multi-sensory approach is used to teach all sight words. The sight word is taught in isolation initially before being taught in context.

Reading Comprehension

Comprehension Strategies are taught using the Building Bridges of Understanding Programme

Introducing strategy

Using strategy

*denotes that the book is used to teach multiple strategies over the course of the year.

	Comprehension Strategy	**Over the Moon**
Junior Infants	Predicting	-*Dear Zoo* -*Peepo*
	Visualising	-*We're going on a bear hunt*
	Connecting	-*Five Minutes Peace* -*The Rainbow Fish*
Senior Infants	Predicting	-*The Tiger Who Came to Tea* - *Tiddler*
	Visualising	-*Where the Wild Things are*
	Connecting	-*Can't you sleep little bear?*
	Questioning	-*Zoo* -*Silly Billy*
First Class	Predicting	-*Piper* -*The Lamb who came for Dinner*

	Visualising	-Ratty Tatty -Grandfather Twilight
	Connecting	-Emma's Lamb
	Questioning	-Lost & Found -Alexander & the terrible, horrible, no good, very bad day
	Monitoring comprehension: declunking	No suggested titles
Second Class	Predicting	-Gentle Giant -Killer Gorilla
	Visualising	-Bat Loves the Night
	Connecting	-Camille & the Sunflowers
	Questioning	-Amelia's Road
	Monitoring comprehension: declunking	No suggested titles

	Determining Importance	-The Emperor's Egg -Grandma Elephant is in Charge
Third Class (listed books used in conjunction with class novels/read alouds)	Predicting	-The Mozart Question *
	Visualising	-The Morning I met a Whale -Something Beautiful*

	Connecting	*-Henry's Freedom Box** *-Something Beautiful**
	Questioning	*-The Lotus Seed** *-The Mozart Question **
	Monitoring comprehension: declunking Clarifying	*-Henry's Freedom Box** *-The Lotus Seed**
	Determining Importance	*-The Big Blue Whale* *-Walk with a Wolf*
	Inferring	*-Gentle Giant** *-The Mozart Question **
Fourth Class **(listed books used in conjunction with class novels/read alouds)** *To be added upon purchase of more reading materials*	Predicting	*-When Jessie Came Across the Sea**
	Visualising	
	Connecting	*-When Jessie Came Across the Sea** *-Her Mother's Face*
	Questioning	*-Star of Fear, Star of Hope**
	Monitoring comprehension: declunking Clarifying	
	Determining Importance	*-Grandma Elephant's in charge*
	Inferring	*-Voices in the Park*
	Synthesising	*-Star of Fear, Star of Hope* -Henry's Freedom Box*

Fifth Class *To be added upon purchase of more reading materials*	Predicting	*-A Bad Case of the Stripes**
	Visualising	*-A Bad Case of the Stripes**
	Connecting	*-The Tunnel**

	Questioning	*-The Tunnel**
	Monitoring comprehension: declunking Clarifying	*-A Bad Case of the Stripes**
	Determining Importance	*-Helen Keller*
	Inferring	*-The Tunnel**
	Synthesising	
Sixth Class *To be added upon purchase of more reading materials*	Predicting	
	Visualising	
	Connecting	*-Thank you, Mr. Falker*
	Questioning	*- Dandelions*
	Monitoring comprehension: declunking Clarifying	*-Amazing Grace*
	Determining Importance	

	Inferring	
	Synthesising	

3. Writing

Learning Outcomes for Writing

- See Page 30 of the Primary Language Curriculum

Aims for Writing

In the area of writing development, we aim to:

- develop competent and confident writers in all First Steps writing genres
- develop print awareness and an understanding of the purpose and conventions of print
- promote a growing sight vocabulary
- utilise the various comprehension strategies
- write for different purposes and different audiences
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and use appropriate levels of formality
- share writing experiences with others
- use computer technology in learning to write

Resources for Writing

See each class level

Writing Skills: First Steps Writing

Class Level:	New Genre:	Consolidation of Genre::
Junior Infants	• Recount • Narrative	N/A
Senior Infants	• Procedure	• Recount • Narrative

First Class	• Report	• Recount • Narrative • Procedure
Second Class	• Explanation	• Recount • Narrative • Procedure • Report
Third Class	• Persuasive	• Recount • Narrative • Procedure • Report • Explanation
Fourth Class	• Persuasive - exposition focus	• Recount • Narrative • Procedure • Report • Explanation
Fifth Class		• Recount • Narrative • Report
Sixth Class		• Narrative • Procedure • Explanation • Persuasive

Spelling

We recognise that, as a whole school, a multi-dimensional approach to spelling is essential. Every class has varying levels of spelling ability and the pupils are differentiated and assessed accordingly. Some children struggle to move from the phonetic to transitionary stage of spelling. The Jolly Grammar and words their way programme will be employed as pupils begin to learn spellings formally, from 1st class.

Objectives for Spelling

▪ Equip all pupils with strong phonological awareness skills incorporating awareness of syllables, rhyme and phonemes in words

▪ Spelling must be taught

▪ Spelling must be fun

▪ Realisation that not all spelling is phonetically based

▪ Spelling activities should be written

▪ Spelling lessons should be daily; short and snappy

▪ Spelling strategies are taught to all children especially those who experience difficulty

▪ Self-checking is continuously encouraged to foster a more independent approach ▪ Spelling must never be a barrier to children's writing as it is vital not to dampen a child's enthusiasm to write by always insisting on accurate spelling ▪ Children are encouraged to take risks and attempt unknown words ▪ Provide opportunities for children to 'problem-solve' the rules themselves ▪ Children begin spelling informally in Senior Infants through exposure to phonics. Formalised spelling is introduced in First Class and continues throughout the remainder of the pupils' years in the school.

Source of Spellings

▪ Dolch list

▪ Brendan Culligan's Corewords 1 & 2

▪ Phonics Scheme

▪ Children's Writing Needs

▪ Extension Work: Themed Spelling

▪ Dictionary Book/Folder

▪ Jolly Grammer

▪ Words Their way

Our Approach to the Teaching and Learning of Spelling

▪ As spelling is visual, learning to spell cannot follow a completely phonics-based programme. The pattern in words must be visual so that words that look alike are grouped together although they may not sound alike. e.g. caught, daughter, taught

▪ Children are taught to look at words, see words within words and compare letter strings regardless of sound

▪ Spelling is taught with emphasis on the type of spelling errors rather than the number of errors

▪ The use of mnemonics and other strategies are encouraged to help children who struggle with spelling

▪ Look, Say, Cover, Write, Check Methodology (Look, Write & Check are all visual which emphasises the importance to spelling being a visual endeavour) ▪ Using Sound Letter Relationships
▪ Using Pattern
▪ Continuation from class to class
▪ Linking with onset and rime
▪ Print Rich Environment
▪ Class Based Incentives

Assessing Spelling

The children are encouraged to improve their spelling in writing rather than an over emphasis on 'the Friday spelling test'. Children may perform well in their spellings tests but unless there is an improvement in the child's writing, it is pointless. Children are assessed by way of a spelling/dictation test every day/Friday/Monday. This will consist of a selection of words from their spelling list of that week and/or sentence dictation. This is combined with regular assessment of the child's independent writing.

Correcting Spelling

▪ Teachers will correct the spelling/dictation tests and return them to the children. ▪ Teachers are encouraged to avoid marking every spelling wrong, instead to underline the part of the word that is incorrect.
▪ We do not make public any child's results
▪ Teachers are encouraged to avoid asking children to write out corrections several times
▪ The children must have their test signed periodically by parents/carers

Spelling and the Learning Support/Resource Teacher

Arrangements may be made under the direction of the class teacher.

Parental Involvement and Spelling

Parents are encouraged to ensure that their children learn their spellings each night as part of their homework using a multisensory approach. This can be done by using the Look, Say, Cover, Write, Check Method and by practising sentence dictation.

Grammar & Punctuation

Grammar and punctuation are introduced formally from first class through the Over the Moon programme and supplemented by the Jolly Grammar programme See each class level for resources

Handwriting/Penmanship

As per the primary language curriculum, children will be encouraged to write legibly and fluently in a chosen script using a personal style, ensuring correct formation of lower and upper-case letters. As children have been taught to form letters in cursive script they will be encouraged to write in this script. Throughout the school there is an emphasis on penmanship.Throughout the year during assembly, children are rewarded for consistent or extra effort in handwriting as a Handwriter of the week. A sample of their handwriting will be displayed weekly on the Handwriter notice board. The pupils begin cursive script from 1st class and continue this style of writing through all classes.

In Junior Infants, the pupils begin by learning one lower-case letter per week. As their fine-motor skills develop, the pupils continue learning 1 letter per week until the formation of all letters is taught. In Senior Infants they will learn how to form upper case letters.

The importance of precision and presentation is constantly reiterated and encouraged in copies, worksheets, free writing and otherwise. Children will present copies neatly always using a date, title and ruling margins where necessary. An emphasis will be placed on this from second class up.

Our Approach to Handwriting:

▪ The best way to ensure good handwriting is to learn it correctly from the beginning
▪ A good cursive style of handwriting will ultimately improve the speed and fluency of writing, which in turn will assist the child's written expression. ▪ Good penmanship also improves spelling since letter strings are connected when the child is writing a word.
▪ Good posture, pencil-grip and how the children form their letters are explicitly taught
▪ Children with poor motor control or little stamina need a cursive model that makes minimum demands on their physical abilities – when the brain has a visual image of the word then the hand takes over.
▪ Pre-writing patterns are taught before separate letter formations at infant level
▪ Children are encouraged to practise common letter strings after learning how to form an isolated letter, e.g. 'a' – ate, at, eat, etc…
▪ On completion of a page of the workbook 'Handwriting Today' the children are to copy that same letter into their handwriting copies to reinforce the formation of that letter.
▪ A multi-sensory approach to handwriting is adopted in the school ▪ Where appropriate, all teachers will follow the same style/format of cursive handwriting throughout the school.

▪ Where appropriate, all teachers are encouraged to use cursive script on classroom displays, on the Smartboards/whiteboards and when correcting the children's work, etc.
▪ Cursive script is encouraged for all written activity and not just English alone.
▪ Excellent handwriting or significant improvements in handwriting is awarded in assembly weekly with a 'Handwriter of the week" certificate.

Approach Used to Introduce Letters

▪ Air pencil
▪ Tracing: on table, on each other's backs
▪ Márla
▪ Sandpaper letters
▪ Large Letter in Crayon
▪ In Sand
▪ In paint bags

Pencil Grip & Position of body

▪ Tripod Grip with 'frog legs'
▪ Helper hand to hold page in place

Provisions for Left Handed Children

▪ Sit at the desk on the left hand side
▪ Letter writing worksheets designed for children who are left handed in infants when they are practising handwriting if required E.g. writing the example of the letter on the right hand side of the page
• The pupils will use handwriting pens first before progressing to biro's in 5th/6th class. -**Check this**

Parental Awareness of Handwriting

▪ Parents will be informed of the handwriting style in the school at parent/class meetings. They will also see it as part of homework.
▪ Guidelines/instruction for parents will be provided at the teacher's discretion

Creative Writing

Children begin Creative Writing informally in the infant classes. This is stimulated and developed in many ways such as through Aistear and through the use of free drawing (Infant Classes) and free writing copies. Creative Writing is introduced formally in First Class and continues throughout the remainder of the children's years in the school.

Selecting Topics for Creative Writing

Sources of topics for children's writing include:

- Topic Tree in Over the Moon programme
- Print-Rich Environment
- Story boxes
- Story cubes. The childrens' own interests

Strategies for Planning Creative Writing

- Narrative Genre strategies and ideas
- Oral Discussion: Whole Class, Teacher/Pupil, Pupil/Pupil
- Brainstorming / Webbing
- Story Board / Story Plans / Story Templates
- Poetry/Drama/Story as stimulus

Whole School Approaches to Writing and Drafting

- Planning, Drafting, Editing, Re-drafting Method through the medium of 'Seven Steps' from First Class
- Encouraging Self Correction and Self Checking
- Publishing in /"Write-a-Book" competition / Short story competitions

Correcting Creative Writing

For incorrect grammar, punctuation and spelling the teacher places a dot under the mistake and the children correct it. Constructive comments are used by teachers when correcting the children's work.

Whole School Approaches to Valuing Creative Writing

- Displays
- Writer's Corner
- Newsletter
- Constructive and precise comments when possible
- Team Teaching with a focus on the Narrative Genre for creative writing

Assessment and Record Keeping

- Standardised testing: BIAP,M.I.S.T., Drumcondra Reading Tests etc.
- Teachers will hear children reading formally at least once a week. • Spelling tests (weekly from 1st class)
- Teacher checklists / observation
- Teacher designed tasks
- Work samples / Portfolios / Projects

- Diagnostic tests

Children with Different Needs

English activities will be differentiated in order to meet the needs of the children in a particular class. Children with special educational needs will receive support from our Special Education Teachers. We promote an active learning environment, with children
working in groups at their level, where the class teacher is responsible for the learning in the classroom and is assisted by the SET team. Team teaching and Station teaching blocks are arranged throughout the year.

Where a teacher recognises that a child displays a particular ability in English, this will be communicated to the parents.

E.A.L. Provision

There is a low percentage of children for whom English is an Additional Language. EAL teachers work in a withdrawal and in-class support capacity, dependent on the needs of individual classes.

Equality of Participation and Access

Equal opportunities are given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

Homework

Teachers can assign English homework at their discretion in accordance with the guidelines of the homework policy and the Department of Education. As a core subject, English homework should be assigned daily. Parents/carers are regularly reminded of the importance of oral language and reading homework.

Organisational Planning

The teaching of English will be conducted in line with the time allocation as set out by the DES and NCCA (**ref: Circular 0056/2011), as** follows:

Class Level:	Time Allocation for Language 1 (i.e. English):
Junior and Senior Infants	4 hours per week
First – Sixth Class	5 hours per week
Discretionary time may also be used for the teaching and learning of English	

The teaching of English will be organised on both a **whole-class** and **team-teaching** level. A team teaching approach will be taken to support the teaching and learning of English and will involve the input of the support staff in the classroom. Such will be organised based on the needs of each class and will focus on specific areas of the curriculum.

Resources and ICT

We endeavour to build on and develop the resources available for teaching and learning. Teachers will be encouraged to maximise resources available to them. The school will ensure that teachers' resources for school-wide programmes will be available to all teachers, including Jolly Phonics, Building Bridges of Understanding, , Oxford Reading Tree and English as an Additional Language programmes, words their way, Over the Moon.

ICT will be used in classroom and support settings to further support the teaching and learning of English in the form of Interactive Whiteboards, iPads, online programmes etc.

Individual Teachers Planning and Reporting

Class Teachers' Planning:

Individual teachers will plan their yearly English programme specifically for their own class, while at the same time ensuring that their plan coordinates with and is reflective of this overall school plan. This should ensure clear progression as children move from class to class. Teachers at each class level will collaborate on content and methodology for English from this whole school plan and it will be monitored and assessed on an on going basis.

Teachers are expected to complete yearly (or termly) plans for the teaching of English in their classes and are responsible for the implementation of such. Learning outcomes directly from the Primary Language Curriculum are included in each teachers' notes scheme, fortnightly (or weekly) plan. The Cúntas Míosúil must document what has been covered in the teaching and learning of English each month

Support Teachers' Planning:

EAL teachers must complete fortnightly plans detailing the teaching of English to such pupils. Teaching of English for pupils with special educational needs will also be documented in the planning documents of S.E.T. staff.

Staff development

If needs arise the local Education Centre will be requested to provide suitable ongoing training as the need arises. The staff will avail of training as provided by the Department of Education and Skills, particularly in relation to further training days for the implementation of the Primary Language Curriculum, and local Education Centre. .

Parental Involvement/Community Links

Parents/carers have a crucial role to play in their children's language development. Talking to adults, hearing them talk, hearing stories read and told and being encouraged to read all have an influence on children's language development that supports and compliments the school experience. Parents are informed of this at the beginning of the year at the enrolment night and other school events. .

Success Criteria

Means of assessing this plan are as follows:

- Teacher/parent/pupil/community feedback
- Children's feedback regarding their learning
- Suggestions and reports of DES Inspectorate
- Monthly records of teaching and learning

The success of this plan will be measured by teacher observation of pupil enjoyment and participation in oral language, reading and writing activities. The success of the plan will also be measured by the achievement of pupils in standardised tests. Feedback and reflection will be used as an informal method of measuring the success of this whole school plan.

Implementation and Review

(a) Roles and Responsibilities

The plan will be implemented by all members of the teaching staff. The principal will play a role in overseeing its implementation.

(b) Timeframe

This plan will be reviewed in 2025/26

Ratification and Communication

The attention of all newly appointed staff will be drawn to this whole-school English plan upon their appointment to the school by the NQT mentor. This policy will be published on the school website, Hard copies of this, and all school policies, are available at the school upon request.

Signed: _____

Signed: _____

Ratified: _____

Ballaghlea National School Language Programme

Junior and Senior Infants

Aistear Themes (Oral Language)

Junior Infants	Senior Infants
• Home	• Home
• School	• The Construction Site
• The doctor	• The optician
• The dentist	• The hospital
• Clothes shop	• The Toy shop
• A birthday party	• The restaurant
• Travel Agent/Bus stop	• Outer space
• The hairdressers	• The Garda Station
• The supermarket	• The Fire Station
• The Garden Centre	• The post office
• The Vet	• Jungle habitat
• The Farm	• Aquarium
• The New Baby	• The airport
• The Campsite	• The sea side

Nursery Rhymes (Oral Language)

Junior Infants	Senior Infants
1. Pizza on the table 2. Humpty Dumpty 3. Twinkle twinkle 4. Two little dickie birds 5. Row, row, row your boat 6. Incy, wincy spider 7. Five little ducks 8. I'm a little teapot 9. Baa baa black sheep 10. One, two, buckle my shoe 11. Mary had a little lamb 12. Hickory dickory dock 13. The queen of hearts 14. Miss polly 15. Little boy blue 16. Hey diddle diddle 17. Little bo peep 18. Rock a bye-baby 19. Mix a pancake 20.The man in the moon 21. Little miss muffet 22.Jack and Jill 23. Old King Cole 24. Hickety pickety	Revision of Junior Infant rhymes 1. See-saw Margery daw 2. Ten green bottles 3. Little jack horner 4. One for a tangle 5. Sing a song of sixpence 6. One little baby 7. A dillar, a dollar 8. Girls and boys come out to play 9. Sally go around the sun 10. I had a little nut tree 11. Pat-a-cake, pat-a-cake 12. Little Arabella miller 13. What do you suppose? 14. Diddle, diddle, dumpling 15. Terence Mc Diddler 16. The grand old Duke of York 17. Diddlety, diddlety, dumpty 18. Little tommy tucker 19. Frére Jacques 20.There was a little dog 21. I have a little toothbrush 22. Pease Pudding Hot 23. It's raining it's pouring 24.This little froggy broke his toe 25. Our Voices 26.Sitting on the Floor 27. Hands on Shoulders 28. Birthday Chant 29. My Hands upon my head I'll place 30. At the Zoo we saw a bear

25.There was a crooked man 26. Mary, Mary quite contrary 27. Polly put the kettle on 28. Pussy cat, pussy cat 29. Rub a dub dub 30. One, two, three, four, five 31. London bridge 32. Ring a ring a roses 33. One potato 34.Jelly on a plate	

Story (Oral Language and Reading)

Junior Infants	Senior Infants
Independent Reading ● Supplementary reader sent home: Decodable books 1 ● Jolly phonics readers **Picture Books:** ● The Kissing Hand ● The Pig in the Pond ● Handa's Surprise ● Peace at Last ● Owl Babies ● Rumble in the Jungle ● The Very Hungry Caterpillar ● Rosie's Walk ● Elmer ● Each Peach Pear Plum ● The Enormous Turnip (integrated with Gaeilge) ● Dear Zoo (Building Bridges) ● Peepo (Building Bridges) ● We're Going on a Bear Hunt (Building Bridges) ● Five Minutes Peace (Building Bridges) ● The Rainbow Fish (Building Bridges) **Fairytales:** ● The Three Little Pigs (integrated with Gaeilge) ● The Gingerbread man (integrated with Gaeilge) ● Goldilocks and the Three Bears (integrated with Gaeilge)	**Independent Reading** ● Supplementary reader sent home: Decodable books 2 ● Jolly phonics readers **Picture Books:** • The Gruffalo • The Snail and the Whale • The Scarecrow's Wedding • Elmer and the Rainbow • Elmer's Special Day • Where oh where is Rosie's chick? • The Day the Crayons Quit • The Day the Crayons Came Home • The Tiger who Came To Tea (Building Bridges) • Tiddler (Building Bridges) • Where the Wild Things Are (Building Bridges) • Can't You Sleep Little Bear? (Building Bridges) • Zoo (Building Bridges) • Silly Billy (Building Bridges) **Fairytales:** ● Little Red Riding Hood (integrated with Gaeilge) ● Cinderella (integrated with Gaeilge) ● Jack and the Beanstalk (integrated with Gaeilge)

	● Hansel and Gretel (integrated with Gaeilge)

Phonics (Reading)

Junior Infants	
September	● Pre-reading skills
October - April	● Teach groups 1-7 (see below) ● Teach 2 sounds per week: Monday: Teach new sound 1 Tuesday: Revise new sound 1 and illustrate in copies Wednesday: Teach new sound 2 Thursday: Revise new sound 2 and illustrate in copies Friday: Revise new sounds 1 and 2 from the week ● At the end of each group (i.e. after 6 sounds) spend 1 week blending with the sounds from that group 1. s, a, t, i, p, n 2. c/k, e, h, r, m, d 3. g, o, u, l, f, b 4. ai, j, oa, ie, ee, or 5. z, w, ng, v, oo, OO 6. y, x, ch, sh, th, th 7. qu, ou, oi, ue, er, ar
May - June	● Revision and Blending of all phonics

Senior Infants All phonics highlighted in yellow are new to this class level. All other phonics have been taught in Junior Infants	
September	• s, a, t, i, p, n • ck, e, h, r, m, d • g, o, u, l, f, b • j, z, w, v, y, x, qu
October	Numbers 1-3 make the same sound **(long a).** 1. "**ai**"- rain, pain, wait, paint 2. "**ay**"- day, way, hay, clay 3. "**a_e**"- bake, cake, game, plane Numbers 4-6 make the same sound **(long o).** 4. "**oa**"- goat, boat, coat, toast 5. "**ow**"- bow, snow, slow, crow

	6. "**o_e**"- bone, cone, home, joke
November	Numbers 1-4 make the same sound **(long i)** 1. "**ie**"- pie, tie, die, lie 2. "**igh**"- night, high, right, 3. "**y**"- spy, python, cry, sky 4. "**i_e**"- bike, time, smile, fire
December	Numbers 1-2 make the same sound **(long e).** 1. "**ee**"- tree, sweet, sheep, feet 2. "**ea**"- peas, cream, dream, clean Number 3 makes the **"or" sound.** 3. "**or**"- fork, Cork, form, morning Number 4 makes the **"ng" sound.** 4. "**ng**"- strong, long, ring, bang

January	Numbers 1-2 make the **little and long oo sound**. 1. Little "**oo**"- cook, book, look 2. Long "**oo**"- moon, soon, shoot Numbers 3-4 make the **voiced and unvoiced th sound.** 3. Voiced "**th**"- that, then, this 4. Unvoiced "**th**"- thin, thumb, thick
February	Number 1 – 2 make the same sound **("oi")** 1. "**oi**"- oil, coin, boil, join 2. "**oy**"- boy, toy, joy, enjoy Numbers 3-5 make same sound **(long u).** 3. "**ue**"- cue, fuel, barbecue 4. "**ew**"- few, skewer 5. "**u_e**"- cube, mule, fuse
March	Numbers 1-3 make the same sound **"er"** 1. "**er**"- her, sister, silver, letter 2. "**ir**"- bird, girl, dirt, stir 3. **"ur"-** turn, burn, fur, hurt Number 4 makes the **"ar"** sound. 4. "**ar**"- arm, car, park, star
April	Number 1 - 2 makes the **"ow"** sound. 1. **"ow"** – owl, how, brown, town, flower 2. **"ou"** –cloud, mouth, proud, loud, round
May - June	**Revision and Blending of all phonics**

Tricky Words (Reading)

Junior Infants	Senior Infants
Jolly Phonics tricky words 1-28 *(I-only)*	Jolly Phonics tricky words 29-61 *(old-there)*

Writing Genres (First Steps)

Junior Infants	Senior Infants
• Recount • Narrative	• Recount (revision) • Narrative (revision) • Procedure
The First Steps Writing manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.	

Comprehension Strategies

Junior Infants	Senior Infants
• Predicting • Connecting • Creating Images	• Predicting (revision) • Connecting (revision) • Creating Images (revision) • Summarising
The school has invested in a number of appropriate books for each of the comprehension strategies. They are stored according to the comprehension strategy to which they relate in Building Bridges of Understanding dividers in the staff resources area.	

Handwriting (Writing)

Junior Infants	Senior Infants
● Cursive Script (lower case letters only)	● Cursive Script (revise lower case and teach upper case letters)

Grammar and Punctuation

Junior Infants	Senior Infants
● Full stop ● Question Mark ● Exclamation Mark ● Capital Letters (All taught informally at Junior Infants level)	● Question Mark ● Exclamation Mark ● Capital Letters: Names, Days, Months, Beginning Sentences ● Full Stop ● Rewriting sentences and putting the words into the correct order ● Agreeing/Disagreeing with statements, e.g. The dog flew away (yes/no) ● Filling in the missing words in sentences ● Selecting the correct word to complete a sentence, e.g. The cat was ___ the table (up/on) ● Selecting the correct word to complete a sentence, using pictorial clues

Cursive Writing Rhymes for Letter Formation

Lower Case Letters

Group 1: Rockin' Round Letters

a: Starting tail up, rock back around, straight up, straight down and finishing tail out c: Starting tail up, rock back around, finishing tail out

d: Starting tail up, rock back around, straight up tall, straight back down and finishing tail out

o: Starting tail up, rock back around all around and finish with a bendy bridge q: Starting tail up, rock back around, straight up, all the way down and finishing tail out

g: Starting tail up, rock back around, straight up, all the way down, loop around and finishing tail out

Group 2: Looping Letters

e: Starting tail up, small loop back down, finishing tail out

l: Starting tail up tall, loop back down, finishing tail out

h: Starting tail up tall, loop back down, up over the hump and finishing tail out k: Starting tail up tall, loop back down, straight up around, in and touch the ground and finishing tail out

b: Starting tail up tall, loop back down, curve around and finish with a bendy bridge f: Starting tail up tall, loop back down, under the ground, curve around, finishing tail out

Group 3: Straight Letters

i: Starting tail up, straight down, finishing tail out, dot on top.

j: Starting tail up, straight down under the ground, curve around for finishing tail out, dot on top

r: Starting tail up, straight down, back up, over the little hump and finishing tail out

n: Starting tail up, straight down, back up, over the hump, down and finishing tail out m: Starting tail up, straight down, back up, over the hump, back up, over the hump and finishing tail out

p: Starting tail up, straight down, under the ground, back up, curl all the way round

Group 4: Curly Letters

v: Starting tail up, down and curl, go up and finish with a bendy bridge u: Starting tail up, down, curl around and up, straight down and finishing tail out w: Starting tail up, down, curl around, up down, curl around and finish with a bendy bridge

y: Starting tail up, down, curl around, up, straight all the way down, loop around and finishing tail out

t: Starting tail up, curve up, straight down and finishing tail out. The short line out.

Group 5: Tricky Letters

s: Starting tail up, curl around

x: Starting tail up, curl around, lift, rock back around

z: Starting tail up, curl around, curl down and loop back up for finishing tail out

Upper Case Letters

Group 1: Rockin' Round Letters

A: Start at the top, rock around, straight back up, straight down and finishing tail out C: Start at the top, rock around and finishing tail out

O: Start at the top, rock around back to the top

Q: Start at the top, rock around back to the top, lift, and add a wiggly tail **Group 2: Looping Letters**

E: Start halfway up, loop around and loop around again, finishing tail out G: Starting tail up, loop around, straight down, curl back up, straight down under the ground, loop back up, finishing tail out

L: Start halfway up, loop around, straight back down, little loop and a finishing tail S: Starting tail up all the way to the top, little loop back down to the bottom and curve

Group 3: Straight Letters

B: Start halfway up, straight down, straight back up, loop around, loop around again D: Start at the top, straight down, little loop, big loop to the top and little loop F: Start with a bendy bridge, all the way down, curve. Lift and across. H: Start halfway up, straight down and curve. Lift, straight down, back up and loop and out

I: Start halfway up, straight down and curve.

J: Start halfway up, straight down under the ground, loop back up, finishing tail out. K: Start halfway up, straight down and curve. Lift, slide to the middle, slide out to the bottom and finishing tail out

M: Start halfway up, straight down, back up, over the hump, back up, over the hump and finishing tail out.

N: Start halfway up, straight down, back up, over the hump and finishing tail out P: Start halfway up, straight down, back up, loop around.

R: Start halfway up, straight down, back up, loop around, slide out to the bottom and finishing tail out.

T: Start with a bendy bridge, all the way down and curve.

Group 4: Curly Letters

U: Start halfway up, straight down, curl around and up, straight down and finishing tail out.

V: Start halfway up, down and curl, go up and finish with a bendy bridge W: Start halfway up, straight down, curl around and halfway up, curl back down, straight up to the top, finish with a bendy bridge.

Y: Start halfway up, straight down, curl around and up, straight down under the ground, loop around and finishing tail out.

Group 5: Tricky Letters

X: Start halfway up, curl around. Lift, rock back around.

Z: Start with a bendy bridge, slide down and finish with a wiggly tail.

First and Second Class

Poetry (Oral Language)

First Class	Second Class
Each class teacher can choose poems from this list but the list is not compulsory or exhaustive and class teachers are encouraged to select poems from other sources if they so wish.	
Writing Poetry • Alphabet poems • Acrostic poems • Colour Poems *Selection of rhymes/poetry* *Starlight* • 'Seasons' by Kerri Ward • 'My Brilliant Friend' by Roger McGough • 'Charlotte's Dog' by Kit Wright • 'Eletelephony' by Laura Elizabeth Richards • 'Eight Tentacles' by Julia Donaldson	*Writing Poetry* • Rhyming Couplets • Pyramid Poems • Group Poems *Selection of poetry* *Starlight* • 'Taking one for the team' by Sarah Holbrook • 'With a friend' by Vivian Goulad • 'The Sloth' by Theodore Roethke • 'The Crocodile' by Lewis Carroll • 'If You Should Meet A Crocodile' by Christine F Fletcher

• 'Battling Fire' by Mary E. Cronin • 'Fireworks' by Gareth Lancaster • 'The Worm' by Robert Bergengren • 'Ben' by Collin West • 'A Spike of Green' by Barbara Baker • 'The Spaghetti Challenge' by Leslie D. Perkins • 'The Friendly Cinnamon Bun' by Russell Hoban • 'Camping' by Karen McGuigan Brothers • 'Sunflakes' by Frank Asch *Misc.* • Sing Sing Rhyme • Way Down South Poem • Old Mother Hubbard Rhyme • Peter Piper Poem • I saw a ship a sailing Rhyme • Simple Simon Rhyme • Baby and I Rhyme *<u>Selection of poems for poetry response</u>* • I had a Box of Crayons	• 'Sir's a Secret Agent' by Tony Langham • 'I'm a Pirate Ballerina' by Ken Nesbitt • 'The Dragon's Birthday Party' by Ian McMillan • 'I Opened a Book' by Julia Donaldson • 'My Teacher took my iPad' by Ken Nesbitt • 'Globetrotting' by Kerri Ward • 'Penguin' by June Creddin • 'Greedy Dog' by James Hurley • 'This is just to say' by William Carlos Williams • 'The Writer of this Poem' by Roger McGough • 'Auntie Betty thinks she's Batgirl' by Andrea Shavick *<u>Selection of poems for poetry response</u>*

Phonics (Reading)

First Class	Second Class
● Revision of Vowel Digraphs ● 'ff' ● 'll' ● 'wh' for/w/ ● 'ss' and 'zz' ● 'y' for /ee/ ● Initial Blends – st, cr, tr, fr, sp, sm, dr, sk, sn, gr, sw, fl, cl, bl, sl, gl ● Final Blends – mp, nt, nk, nd, sk, lt, lk, st, nd, ld	● Silent letters – k, b, w, h, c ● Soft 'c' for /s/ ● Soft 'g' for/j/ ● 'wa' for /wo/ ● 'ou' for /u/ ● 'wh' for /w/ ● 'ph' for /f/ ● 'ey' for /ee/ ● 'ear' for /ear/ or /air/ ● 'are' for /air/ ● 'ti' for /sh/ ● 'si' for /sh/ and /zh/ ● 'ei' and 'eigh' for /ai/ ● 'o' for /u/

	● 'ture' ● 'ie' for /ee/ ● 'ore' for /or/ ● /le/

Story (Reading)

First Class	Second Class
cture Books (Building Bridges) • Piper • The Lamb Who Came To Dinner • Ratty Tatty • Emma's Lamb • Lost & Found • Alexander & The Terrible, Horrible, No Good, Very Bad Day Myths, Legends and Fables • The Shamrock and St. Patrick • The Salmon of Knowledge • The Story of Icarus • The Tortoise and the Hare (integrated with Gaeilge) • The Ant and the Grasshopper Fairytales • The Little Red Hen (integrated with Gaeilge) • The Three Billy Goats Gruff (integrated with Gaeilge) • Sleeping Beauty Novels • Fireman Sinead • The Baby Giant • Mad Grandad and the Kleptoes	cture Books (Building Bridges) • Gentle Giant • Killer Gorilla • Bat Loves the Night • Camille & The Sunflowers • Amelia's Road Myths, Legends and Fables • Fionn and the Dragon (integrated with Gaeilge) • Gráinne Ní Mháille • Fionn and the Giant's Causeway • Óisín in Tír na nÓg • The Ant and The Dove • The Wind and the Sun (integrated with Gaeilge) • The Lion and The Mouse • The Boy Who Cried Wolf Fairytales • Snow White and the Seven Dwarfs • Rapunzel • The Princess and the Pea Novels • The Owl that was Afraid of the Dark • The Twits

Reading Comprehension Strategies

First Class	Second Class
• Predicting (Revision) • Visualising (Revision)	• Predicting (Revision) • Visualising (Revision)
• Connecting • Questioning • Monitoring comprehension: declunking	• Connecting (Revision) • Questioning • Monitoring comprehension: declunking • Determining importance
The school has invested in a number of appropriate books for each of the comprehension strategies. They are stored according to the comprehension strategy to which they relate in Building Bridges of Understanding boxes in th staff resources area. *The Prim Ed Comprehension/Literacy box will be used for supplementary teaching on Reading Comprehensions.*	

Writing Genres (First Steps)

First Class	Second Class
• Recount (Revision) • Narrative (Revision) • Procedure (Revision) • Report	• Recount (Revision) • Narrative (Revision) • Procedure (Revision) • Explanation
The First Steps Writing manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.	

Grammar and Punctuation (Writing)

First Class	Second Class
● Capital Letters ● Sentence writing ● Proper Nouns ● Common Nouns ● Alphabetical Order ● 'A' for 'An' ● Plurals ● Pronouns ● Conjugating Verbs ● Past tense ● Future tense	● Alphabetical Order ● Sentence Writing ● Speech Marks ● Questions ● Commas in Lists ● Exclamation Marks ● Proper Nouns ● Adjectives ● Plurals -s, -es, -ies ● Possessive Adjectives ● Homophone Mix-Ups ● Adverbs

● Doubling rule – before adding – ed ● Adjectives ● Compound Words ● Adverbs ● Plurals –es ● Antonyms ● Speech Marks ● Questions	● Present Tense Verbs ● Regular Past Tense Verbs ● Irregular Past Tense Verbs ● Using a Dictionary ● Proofreading Sentences ● Expanding a sentence ● Conjunctions ● Prefixes ● Apostrophe 's' ● Contractions ● Prepositions ● Suffixes -ing, -er, -est

Handwriting (Writing)

First Class	Second Class
• Cursive Script • Revise lower case and upper case letters. • Practise joining words.	• Cursive Script • Revise lower case and upper case letters. • Practise joining words.

Third & Fourth Class

Poetry (Oral Language)

Third Class	Fourth Class
Each class teacher can choose poems from this list but the list is not compulsory or exhaustive and class teachers are encouraged to select poems from other sources if they so wish.	
Writing Poetry • Limericks • Shape/Sausage poems • Up and Down poems *Selection of poetry* *Starlight* 1. 'I like to go Camping' by Ken Nesbitt 2. 'The Witch' by Percy H. IIot 3. 'Michael Built a Bicycle' by Jack Prelutsky 4. 'The Quarrel' by Eleanor Farjeon	*Writing Poetry* • Character poems • Riddle poems • Adjective poems *Selection of poetry* *Starlight* • 'Elephant' by Alan Brownjohn • 'Computer Games' by Lee Dallow • 'The Can-Can' by Mandy Coe • 'Dear Santa, Did You Get My Tweet?' by Kenn Nesbitt

5. 'Message from a Mouse, Ascending in a Rocket' by Patricia Hubbell

6. 'This year I will stay awake' by Paul Cookson

7. 'Bob's Sled' by Kenn Nesbitt 8. 'Boy's Game' by Eric Finney

9. 'Rapunzel, Rapunzel' by Kenn Nesbitt

10. 'A Dragon in the Classroom' by Charles Thomson

11. 'Be Glad Your Nose is on your Face' By Jack Prelutsky

12. 'The Old Brown Horse' by W. F. Holmes

Misc

13. 'Egyptian Afterlife' by Roger Stevens

14. 'Elbow Grease' by Elizabeth Fleming

15. 'The Sound Collector' by Roger McGough

16. 'Limerick' by Jack Ousbey

17. Limericks by Edward Lear

18. 'What am I' by Jo Peters

Selection of poems for poetry response

1. 'Electric Guitars' by James Carter (Starlight - Shape poem)

2. 'The Sound Collector' by Roger McGough (Starlight)

- 'Your Dresses' by Carol Ann Duffy
- 'Immigration Trap' by John Foster
- 'The Wicked Stepmother' by Lindsay MacRae
- 'The Day I Fell Down the Toilet' by Steve Turner
- 'Hlep' by Gerard Benson
- 'Give and Take' by Roger McGough

Selection of poems for poetry response

1. 'Teaser' by Tony Mitton (The Works - Riddle poem)

2. 'Riddle' by John Cotton (The Works_

3. The Wind by Gareth Owens /The Whisper-Whisper Man by Anonymous (Starlight)

4. Weather by Eve Merriam/ Rain Poem by Elizabeth Coatsworth (Starlight)

Phonics (Reading)

Third Class	Fourth Class
● Digraphs ● AI, ay , a _e ● EE, EA, e_e ● IE, y, IGH, i_e ● Oa, ow, o_e ● Ue, ew, u_e ● E_e	● ch, sh, th ● Homophones ● nch ● se for s ● ve for v ● ves ● Schwa: a
● N for ng ● Soft c ● Soft g ● Tch ● Dge ● Le ● Qu ● S for z ● Se and ze for z ● Suffix – less ● Suffix -able ● A for ai ● E for ee ● I for ie ● O for oa ● -o for oa ● U for ue ● A for ar ● Ie for ee ● Y for i ● A for o ● Aw, au, al ● Ear, eer, ere ● Ure ● Gn for n ● Ph and gh for f ● Air, are, ear, ere ● ex	● Schwa: o ● Schwa: u ● Schwa:ar ● Schwa: or ● Schwa: er ● or for er ● ear for er ● u for long /oo/ ● gh, ough, augh, ive, for iv ● suffix: -ic ● st for s ● silent letters ● Suffix: -ically ● Schwa: al ● Schwa: el ● Schwa: il ● Suffix: -ery ● Suffix: -ary ● Suffix: -ory ● Suffix: -ant ● Suffix: -ent ● Suffix: -ist ● Prefix: pre- ● Prefix: sub- ● Prefix: anti- ● Prefix: trans- ● Prefix: inter- ● Prefix: tele

Story (Reading)

Third Class	Fourth Class
Novels available in Cabra Library (To be integrated with SESE) ● Tom Crean The Ice Man by Michael Smith ● Fantastic Mr. Fox Picture books (Building Bridges) ● The Mozart Question ● This Morning I met a Whale ● Something Beautiful ● Henry's Freedom Box ● The Lotus Seed ● The Big Blue Whale ● Walk with a Wolf ● Gentle Giant Myths, Legends and Fables ● The Cattle Raid of Cooley	Novels available in Cabra Library (To be integrated with SESE) • War Horse • Wilderness cture books (Building Bridges) • When Jessie Came Across the Sea • Her Mother's Face • Star of Fear, Star of Hope • Grandma Elephant's in charge • Voices in the Park • Henry's Freedom Box Myths, Legends and Fables ● The Children of Lír ● The Naming of Cúculainn
• Tuatha Dé Danann • Atalanta's Race • The Salmon of Knowledge (Integration with Gaeilge)	• The Legend of Golem • The Old Man and The Figs • Cú Culainn (Integration with Gaeilge)

Reading Comprehension Strategies

Third Class	Fourth Class
● Predicting ● Visualising ● Connecting ● Questioning ● Clarifying ○ monitoring comprehension ○ declunking ● Determining Importance ● Inferring	● Predicting ● Visualising ● Connecting ● Questioning ● Clarifying o monitoring comprehension o declunking ● Determining Importance ● Inferring

	• Synthesising
The school has invested in a number of appropriate books for each of the comprehension strategies. They are stored according to the comprehension strategy to which they relate in Building Bridges of Understanding dividers in the staff resources area. The Prim Ed Comprehension/Literacy box will be used for supplementary teaching on Reading Comprehensions.	

Writing Genres (First Steps)

Third Class	Fourth Class
• Recount • Narrative • Procedure • Report • Explanation • Persuasive	• Recount • Narrative • Procedure • Report • Explanation • Persuasive
The First Steps Writing manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.	

Grammar and Punctuation (Writing)

Third Class	Fourth Class
• Capital Letters • Punctuation - question marks, exclamation marks, full stops • Parts of speech	• Verb tenses • Identifying Verb tenses • The Subject and Object of a Sentence

- Parts of the sentence - parsing
- Pronouns
- Commas in lists
- Plurals
- a, an, the
- Speech marks
- Comparative adjectives
- Prepositions of place and time
- Contractions - he is/ he's
- Common nouns
- Proper nouns
- Homophones
- Suffixes/Prefixes - linked with Tom Crean novel
- Conjunctions
- Apostrophes - possession
- Proofreading
- Past tense
- Future tense
- Its and it's
- Revision - syllables and parsing
- Simple tenses
- 3rd person singular verbs ending in Y
- verb to be -past, present, feature
- Syllables
- present participle
- present continuous
- Past continuous
- Proper adjectives
- Future continuous
- Contradictions
- Comparatives and superlatives
- Adverbs
- Irregular plurals
- Subject/object of a sentence
- Homophones: 'Your' and 'You're'
- Antonyms
- Grammatical Agreement (1): Plural Nouns
- Synonyms
- Concrete Nouns
- Abstract Nouns
- Possessive Nouns: Singular
- Present Participles as Adjectives
- Comparatives and Superlatives:More/Less
- Changing Verb Tenses
- Homophones: Its and It's
- Grammatical Agreement (2):Subject and Verb
- Comparatives and Superlatives: 'Good' 'Bad'
- Homophones: To, Two and Too
- HomophonesWhere, Wear, Were
- Suffix -al: Making Nouns into adjectives
- Possessive Nouns: Plural
- Root Words, Prefixes and Suffixes
- Grammatical Person
- Changing Grammatical Person
- Parsing Verbs
- Questions and Statements
- Changing a Statement into a Question
- Simple and Compound Sentences
- More Homophone Mix-Ups (1)
- Noun Phrases
- Phrases, Clauses and Sentences
- Infinitives
- Onomatopoeia
- Hyphens

	• Antonyms and Synonyms • More Homophone Mix-Ups (2) • Changing Verb Tenses (2)

Fifth & Sixth Class

Poetry (Oral Language)

Fifth Class	Sixth Class
Each class teacher can choose poems from this list but the list is not compulsory or exhaustive and class teachers are encouraged to select poems from other sources if they so wish.	
Writing Poetry • Alliteration poems • Kennings • Free poems *Selection of poetry* *Starlight* • 'Empty House' by Gareth Owen • 'Hunter Trials' by John Betjeman • 'The Hero of the Match' by Neil Adams • 'Thumbprint' by Even Merriam • 'Little Tree' by E.E Cummings • 'The Kwackagee' by James Reeves • 'From a Space Rocket' by Raymond Wilson • 'The All-Purpose Children's Poem' by Roger McGough • 'A Slash of Blue' by Emily Dickinson • 'What Is the Pond Doing?' by Diana Hendry • 'The Pool' by Andrew Fusek Peters *Selection of poems for poetry response* • Jabberwocky by Lewis Carroll (Starlight) • A Dragon's Lament by Jack Prelusky (Starlight)	*Writing Poetry* • Cinquains • Diamante poems • Haiku *Selection of poetry* *Starlight* • 'The Toe Wrestler' by Kerri Ward • 'Mashed Potato Love Poem' by Sidney Hoddes • 'Colonel Fazackerley' by Charles Causley • 'A Martian Sends a Postcard Home' by Craig Raine • 'The Visitor' by Ian Serraillier • 'The Magic Box' by Kit Wright • Extract from 'The Rime of the Ancient Mariner' by Samuel Taylor Coleridge • 'Flint' by Christina Rossetti • 'In Flanders Fields' by John McCrae • 'Growing Up' by Gareth Owen • 'The Road Not Taken' by Robert Frost *Selection of poems for poetry response* • Prince Kano by Edward Lowbury (Starlight) • The Listeners by Walter De La Mer (Starlight)

Phonics/Spelling (Reading)

Fifth Class	Sixth Class
● <age>, <ege> ● <nge> ● Suffix: <-ance>	● Numerical Prefixes for 1 ● Numerical Prefixes for 2 ● Numerical Prefixes for 3

● Suffix: <-ancy> ● Suffix: <-ence> ● Suffix: <-ency> ● Prefix: <multi-> ● Prefix: ,auto-> ● <mega-> <micro-> ● Prefix: <super-> ● <cen-> <kilo-> <milli-> ● Prefix: <post-> ● Suffix: <-tion> ● Suffix <sion> ● <ssion> ● <cian> ● Suffix: <-ation> ● <ch> and <che> for /sh/ ● <sure> ● <ture> ● Suffix: <-ible> ● Suffix: <-ate> ● Suffixes: <-ise> <-ize> ● Suffix <-ify> ● SuffixL <-ous> ● Suffix: <-ious>	● Numerical Prefixes for 4, 5, 6 ● Numerical Prefixes for 7, 8, 9 ● Numerical Prefixes for 10: <dec-> ● <ei> and <eigh> for /ai/ ● <ei> and <ie> for /ee/ ● <ei>, <eigh> and <eir> ● <ci> for /sh/ ● <cious> ● <-eous> ● Double Letters ● <cc> for /k/ ● Doubling Rule for <fer> ● Spellings for Long /oo/ ● Spellings for /ai/ ● Silent <h> Digraphs ● <bt>, <te>, <tte>, <th>, <cht> for /t/ ● <mb>, <mn>, <me> for /m/ ● Silent <p> Digraphs ● <ui> and <u> for /i/ ● <gh> and <gue> ● <gu> ● <ough> ● Schwa: <ure> ● Schwa: <our> ● Suffixes: <-ity>, <-ety> ● Suffix: <-ial> ● Suffix: <-able> ● <que> for /k/ ● ,ne. for /n/ ● Word Mix-Ups ● Suffix: <-ly> ● <ere> and /oa/

• <tious> • <cial> • <tial> • Words ending in <-i> • <graph> • Suffix: <-ology> • Suffix: <-ment> • Suffix: <-ship> • Suffix: <-ward> • <sch>	• Schwas

Story (Reading)

Fifth Class	Sixth Class
cture Books (Building Bridges) • The Tunnel • A Bad Case of the Stripes • Helen Keller Myths, Legends and Fables • The Shepherd and The Daughters of the Sun • The Children of Lír (Integration with Gaeilge)	Picture Books (Building Bridges) • Thank you, Mr. Falker Myths, Legends and Fables • The Epic of Sunjata • The Story of Anansi and Turtle • Tír na nÓg (Integration with Gaeilge)

Novels • Book based on the Famine; Under the Hawthorn Tree (integration with SESE) **or** similar • Wonder	Novels (integration with SESE) • Book based on World War II; The Diary of Anne Frank **or** The Boy in the Striped Pyjamas **or** Goodnight Mr. Tom **or** similar • Book based on 1916 rising; Guns of Easter **or** Winter of Spies **or** Friend or Foe **or** similar • Book based on Titanic; Spirit of the Titanic **or** similar

Reading Comprehension Strategies

Fifth Class	Sixth Class
• Predicting • Visualising • Connecting • Questioning • Monitoring comprehension ○ Declunking ○ Clarifying • Determining Importance • Inferring • Synthesising (All revision)	• Predicting • Visualising • Connecting • Questioning • Monitoring comprehension o Declunking o Clarifying • Determining Importance • Inferring • Synthesising (All revision)
The school has invested in a number of appropriate books for each of the comprehension strategies. They are stored according to the comprehension strategy to which they relate in Building Bridges of Understanding dividers in the staff resources area.	

Writing Genres (First Steps)

Fifth Class	Sixth Class
• Recount • Narrative • Report (All revision)	• Narrative • Procedure • Explanation • Persuasive (All revision)
The First Steps Writing manuals are stored in the staff resources area. Staff are also encouraged to use the PDST website for resources in this area.	

Grammar and Punctuation (Writing) Grammar and Punctuation (Writing)

Fifth Class	Sixth Class
• Parts of Speech and Parsing • One Word: Different Parts of Speech • Sentence Walls • Simple and Continuous Tenses • Verb 'To Have': Past, Present, Future • Past Participles (1): Regular • Perfect tenses: Past, Present, Future • Contractions and the Verb 'To Have' • Past Participles (2): Irregular • Identifying Verb Tenses • Adverb Placement • Proofreading • Prepositions • Prepositional Phrases	• Homophone Mix-Ups • Simple, Continuous and Perfect Tenses • Definite and Indefinite Articles • Countable and Uncountable Nouns • Parts of Speech • Direct and Indirect Objects • Indirect Objects and Sentence Walls • Linking Verbs: 'To Be' • Prepositional Phrases as Adverbs • Prepositional Phrases as Adjectives • Relative Clauses • Relative Clauses in Sentences • Coordinating Conjunctions

• Noun Phrases as Subjects and Objects • Transitive and Intransitive Verbs • Prepositional Phrases as Adverbs • Phrasal Verbs • More Phrasal Verbs • Making Verbs from Nouns and Adjectives • Nouns and Verbs: <-ce>, <se>, <- cy>, <-sy> • Adjective Order • Writing Adjectives in the correct order • Adverbs of Manner • Adverbs of Degree and Place • Adverbs of Time and Frequency • Adverbs Describing other Adverbs • Adverbs Describing Adjectives • Irregular Plurals: <-i> • Using a colon and Bullet Points in a List • Parentheses (Round Brackets) • Homophone Mix-ups • Homographs and Homonyms • Homographs and Heteronyms • Antonyms and Synonyms	• Semicolons and Compound Sentences • Colons in Sentences • Subordinating Conjunctions • Complex sentences • Simple, Compound and Complex Sentences • Adverbials • Past Participles as Adjectives • The Active and Passive Voice • The Passive Voice • Gerunds • Idioms

Reading schemes for all classes

The school has invested in a variety of reading schemes for use in both team teaching and for homework.

1. Jolly phonics readers

The Jolly Phonics readers will be used in Junior Infants and Senior Infants as the pupils begin blending sounds they know.

2. Over the Moon

3. Oxford Reading Tree

The Oxford Reading Tree readers will be used for team teaching in Senior Infants. Children who receive S.E.T. support will avail of these books for homework. They may also be used for differentiation in team-teaching in first and second class.

4.Other Levelled Readers

PM+ levelled readers are for use in team-teaching. All pupils are tested for their starting level on the PM+ readers. This reading scheme will be used from First Class upwards.

5. Collins Big Cats

Non-fiction readers are used for Peer tutoring and Guided Reading from 3rd class to 6th class.

6. Novels - available from Cabra library

Poems to integrate with other subjects

Green - Irish poet

Red - International Woman poet

Black - International Male poet

	Term 1	Term 2	Term 3
1st class	The Recipe for Happiness by Grace Wells	Spreading love through Acts of Kindness by Lenora McWhorter	The Rainbow by Christina Rossetti
2nd class	The Crayon Box that Talked by Shane DeRolf	I Am by Lucinda Jacobs	Ants at a glance by Shiju Sugunan
3rd class	Colours by Sheldon Silverstein	A Dream of a Plastic Bag by Lucinda Jacob	Imagination by Gabriel Fitzmaurice
4th class	I Will Soar By Annette R. Hershey	Fox by Leanne O'Sullivan	The Moon by Robert Louis Stevenson
5th class	Me in a Tree by Julie O'Callaghan	I Love the Look of Words by Maya Angelou	Waiting at the Window by AA Milne
6th class	Make Me A Garden by Sylvia Stults	Drum Dream Girl by Margarita Engle	Words by Olivia Barabanchuk

A Happy Child by Anonymous

My house is red - a little house
A happy child am I.
I laugh and play the whole day long,
I hardly ever cry.

I have a tree, a green, green tree,
To shade me from the sun;
And under it I often sit,
When all my play is done.

I had a Box of Crayons

I had a box of crayons,

all shiny, straight and new.
I lent a friend my crayon,
and oops! it broke in t w o.
my friend said she was sorry,
but I said, "*I dont care*!"
'cause now we both can color
with one crayon - we can share!

Now We Are Six by A.A. Milne

When I was One,
I had just begun.
When I was Two,
I was nearly new.
When I was Three
I was hardly me.
When I was Four,
I was not much more.
When I was Five,
I was just alive.
But now I am Six,
I'm as clever as clever,
So I think I'll be six now for ever and ever.

THE RECIPE FOR HAPPINESS by Grace Wells

The recipe for happiness in our house is
to take a cup of flour,
and milk, two eggs, a pinch of salt,
and whisk for half an hour.

Then take the creamy mixture
to the steaming frying pan,
ladle little circles in,
as many as you can.

Watch them all turn gold and brown,
then sit down to eat,
sugar and lemon on one side,
pour maple syrup to complete.

Spreading Love Through Acts Of Kindness by Lenora McWhorter

K - Kindness is shown by what we say and do.
I - It says to the other person, "I care about you."
N - Never neglect to show kindness to
everyone you see. D - Day or night, young or
old, whoever it may be.
N - Nothing touches the heart like a big,
warm smile. E - Everyone needs to feel loved,
whether adult or child.
S - So smile at someone to show them that you care.
S - Show kindness and love to everyone everywhere.

The Rainbow by Christina Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

The Crayon Box That Talked by Shane DeRolf

While walking in a toy store,
the day before today,
I overheard a crayon box
with many things to say.

"I don't like red!" said yellow. And Green said,
"Nor do I! And no one here like orange, but no
one knows just why."
"We are a box of crayons that doesn't get along,"said Blue to all
the others, "Something here is wrong!"

Well I bought that box of crayons and took it
home with me. And laid out all the crayons so the
crayons could all see.

They watched me as I coloured with Red and Blue and
Green, And Black and White and Orange, and every color
in between. They watched as Green became the grass
and Blue became the sky. The Yellow sun was shining
bright on White clouds drifting by.

Colours changing as they touched, becoming
something new. They watched me as I coloured, they
watched 'til I was through. And when I'd finally
finished, I began to walk away.
And as I did, the crayon box had something more to say.

"I do like Red!" said Yellow, And Green said, "So do I!
And Blue, you were terrific so high up in the sky!"
"We are a box of crayons, each one of us unique,
but when we get together, the picture is complete!"

I AM by Lucinda Jacobs

I am a tortoise crawling out of bed in the morning
I am a cat lapping up my milk at breakfast
I am a puppy tumbling in the
classroom door I am an ant
pushing my load uphill all day
I am an eagle diving on my snack at
breaktime I am a lizard snoozing in
the sun of story time I am a
cheetah racing in the afternoon
park
I am a lion roaring at the top of the hill
I am a bear with my honey at teatime
I am an owl blinking in the twilight
I am a salmon swimming upstream
against sleep I am the dreamer with
dreams deep as the ocean.

Ants At A Glance by Shiju Sugunan

Here's a rant

About the tiny ant.

We see them parade in an orderly line,
A habit that sounds just fine.

Carrying weights heavier than them,
Showing us how hard work turns into beautiful gems.

They work as a team to get work done,
Making us believe that together we can even reach the sun.

The ants come out after a rain,
Teaching us survival and overcoming pain.

They're always fond of sugar and sweets,
Reminding us to cover food and be neat.

Sometimes they will give us a tiny prick,
Alerting us that violence is as bad as being sick.

Hard to believe this tiny creature
Is full of wisdom in miniature.

Colours by Sheldon Silverstein

My skin is kind of sort of brownish.
Pinkish yellowish white.
My eyes are greyish blueish green,
But I'm told they look orange in the night.
My hair is reddish blondish brown,
But it's silver when it's wet.
And all the colors I am inside.
Have not been invented yet.

Limericks By Edward Lear

There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'

There was an Old Person of
Ischia, Whose conduct grew
friskier and friskier; He dance
hornpipes and jigs,
And ate thousands of figs,
That lively Old Person of Ischia.

There was an Old Man in a boat,
Who said, 'I'm afloat,
I'm afloat!' When they
said, 'No! you ain't!'
He was ready to faint,
That unhappy Old Man in a boat.

There was a Young Lady of Hull,
Who was chased by a
virulent bull; But she
seized on a spade,
And called out, 'Who's afraid?'
Which distracted that virulent bull.

There was an Old Person of Ems,
Who casually fell in the Thames;
And when he was found
They said he was drowned,
That unlucky Old Person of Ems.

There was an Old Man who
said, 'Hush! I perceive a
young bird in this bush!'
When they said, 'Is it
small?'
He replied, 'Not at all!
It is four times as big as the bush!'

There was a Young Lady of Russia,
Who screamed so that no one

could hush her; Her screams were
extreme,
No one heard such a scream,
As was screamed by that lady of Russia.

There was an Old Person of Ewell,
Who chiefly subsisted on gruel;
But to make it more nice
He inserted some mice,
Which refreshed that Old Person of Ewell.

There was an old man in a tree,
Whose whiskers were
lovely to see; But the
birds of the air,
 Pluck'd them perfectly bare,
To make themselves nests on that tree.

There is a Young Lady
whose nose Continually
prospers and grows;
When it grew out of sight,
she exclaimed in a fright,
"Oh! Farewell to the end of my nose!"

There was an Old Person
of Dean, Who dined on
one pea and one bean;
For he said,
"More than that would make
me too fat," That cautious
Old Person of Dean.

There was an Old Person of
Dover, Who rushed through a
field of blue Clover; But some
very large bees,
Stung his nose and his knees,

So he very soon went back to Dover.

There was an Old Man of Peru,
Who watched his wife
making a stew; But once
by mistake,
In a stove she did bake,
That unfortunate Man of Peru.

There was a Young Lady
whose bonnet, Came untied
when the birds sate upon it;
But she said: 'I don't care!
All the birds in the air
Are welcome to sit on my bonnet!'

Imagination by Gabriel Fitzmaurice I magination
is the thing that
M akes you magic
A nd
G ives you
I nspiration to make everything
N ew,
A nd
T o
I nvent things that are
O nly seen by you, where
N othing is impossible.
Imagine!

I Will Soar By Annette R. Hershey

If I were a birdie,
I'd head up to the sky.
I'd spread my wings
like sunshine. I know I
could fly mighty high!

If I were a birdie,

My feathers would be bright.
Every color would be striking.
I'd soar and reach new heights.

If I were a birdie,
I'd sing a lovely song.
Everyone would stop and listen;
They would begin to sing along.

If I were a birdie,
I'd follow all my dreams.
Small streams to vast oceans,
Under golden bright sunbeams.

If I were a birdie,
I'd flit about from tree to tree
With many different flocks
of birdies. We would be
free to be free.

If I were a birdie,
I'd head up to the sky.
I'd spread my wings
like sunshine. I know I
could fly mighty high!

FOX by Leanne O'Sullivan

Halfway along the way a fox
appeared out of the perishing
hedgerows and stopped on the
road in front of him,

the lines of her breast straight
and clear, fear having fallen
away from there. What is she
doing? he thought. She said,

I am waiting to see what you will
do next. That's funny, he said,
beginning to follow, I am doing
the very same thing.

And that was the way they went,
morning after morning, the
hedgerows turning their infinite
colours, the body with its one fire.

The Moon by Robert Louis Stevenson

The moon has a face like the clock
in the hall; She shines on thieves
on the garden wall, On streets and
fields and harbour quays, And
birdies asleep in the forks of the
trees.

The squalling cat and the
squeaking mouse, The howling
dog by the door of the house,
The bat that lies in bed at
noon,
All love to be out by the light of the moon.

But all of the things that belong
to the day Cuddle to sleep to be
out of her way; And flowers and
children close their eyes Till up
in the morning the sun shall
arise.

ME IN A TREE by Julie O'Callaghan Unfortunately
it wasn't
a luxury tree house
with hot and cold running cocoa
or with a robin

bringing me breakfast in bed.
A squirrel didn't toss acorns
at me when I needed to wake up.
No – that wasn't how it was.

I hid high up in the leaves.
So many thoughts were floating.
I speared them on to twigs

to see them twinkle in the sun.

But now I realise
I named this poem the wrong thing.
It's not me in a tree.
It's the tree in me.

I Love the Look of Words by Maya Angelou

Popcorn leaps, popping
from the floor of a hot
black skillet
and into my mouth.
Black words leap,
snapping from the white
page. Rushing into my eyes. Sliding
into my brain which gobbles them
the way my tongue and teeth
chomp the buttered popcorn.

When I have stopped reading,
ideas from the words stay stuck
in my mind, like the sweet
smell of butter perfuming my
fingers long after the popcorn
is finished.
I love the book and the look of
words the weight of ideas that
popped into my mind I love the
tracks
of new thinking in my mind.

Waiting At The Window by AA Milne

These are my two drops of rain
Waiting on the window-pane.

I am waiting here to see
Which the winning one will be.

Both of them have
different names. One is
John and one is James.

All the best and all the worst
Comes from which of them is first.

James has just begun to ooze.
He's the one I want to lose.

John is waiting to begin.
He's the one I want to win.

James is going slowly on.
Something sort of sticks to John.

John is moving off at last.
James is going pretty fast.

John is rushing down the pane.
James is going slow again.

James has met a sort of smear.
John is getting very near.

Is he going fast enough?
(James has found a

piece of fluff.) John

has quickly hurried by.

(James was talking to a fly.)

John is there, and
John has won! Look! I
told you! Here's the
sun!

Make Me A Garden by Sylvia Stults

Help me design my
garden of life Full of
iris, crocus, and lily
With daffodils that
shine so bright Like the
sun of the greater
deities.

Make me a path that curves
around trees Of stepping
stone, wood chip, and moss
Varying in array of colors
Causing one's mind to venture in thought.

Make me a garden so rich in hue
That the sun will fight
not to set, Where
merely viewing its
beauty All differences
one will forget.

Make me a garden like people of
the world, All different in
culture and view, Contributing
to the person I am
Without your prejudicial few.

A garden of only one
color, it seems Would be
dull and so very alone.
I want my garden of life
to be filled With every
color known.

Drum Dream Girl by Margarita Engle On an
island of music
in a city of drumbeats
the drum dream girl
dreamed

of pounding tall conga drums
tapping small *bongó* drums

and boom boom booming
with long, loud sticks
on big, round, silvery
moon-bright *timbales*.

But everyone
on the island of music
in the city of drumbeats
believed that only boys
should play drums
so the drum dream girl
had to keep dreaming
quiet
secret
drumbeat
dreams.

At outdoor cafés that looked
like gardens she heard drums
played by men
but when she closed her eyes
she could also hear
her own imaginary
music.

When she walked under
wind-wavy palm trees
in a flower-bright park
she heard the whir of
parrot wings the clack
of woodpecker beaks
the dancing tap
of her own footsteps
and the comforting pat
of her own
heartbeat.

At carnivals, she listened
to the rattling beat
of towering

dancers
on stilts

and the dragon clang
of costumed drummers
wearing huge masks.

At home, her fingertips
rolled out their own
dreamy drum rhythm
on tables and chairs…

and even though everyone
kept reminding her that girls
on the island of music
have never played drums

the brave drum dream girl
dared to play
tall conga drums
small *bongó* drums
and big, round, silvery
moon-bright *timbales*.
Her hands
seemed to fly
as they
rippled
rapped
and pounded
all the rhythms
of her drum dreams.

Her big sisters were
so excited that they
invited her to join
their new all-girl
dance band

but their father
said only boys
should play drums.

So the drum dream girl
had to keep dreaming
and drumming
alone

until finally
her father offered
to find a music teacher
who could decide if
her drums
deserved
to be heard.

The drum dream girl's
teacher was amazed.
The girl knew so much
but he taught her more
and more
and more

and she practiced
and she practiced
and she practiced

until the
teacher
agreed that
she was
ready
to play her small
bongó drums
outdoors at a
starlit café that
looked like a
garden

where everyone
who heard her
dream-bright
music
sang
and danced

and decided
that girls should always
be allowed to play
drums

and both girls and boys
should feel free
to dream

WORDS by Olivia Barabanchuk

Words
Hurt more
Than paper cuts
And slaps across the face

They sting
More than
Lemon juice
On open wounds defaced

They litter
Our bodies
Like awful scars
Reminding of the fights

We try
To hide
Them through the days
And heal on lonely nights

Free To Be You! by Lavonna N. Sinclair (not included)

I see you there, hiding in the dark.
Don't be afraid, I am here to help.
Look closely, don't you know me?
You see how I walk and talk; I am Unique!
You see my face; I am Beauty!
You see my smile; I am Wonderful!
You see how I Believe; I am Proud too!

Yes, I am you!
Here, take my hand.
For when the dark tries to enter,
Hold on as tight as you can,
For your Strength is your Heart's defender.
I won't lie to you, there may be some sad days,
But it's okay to cry.
It's okay to fail.
Just get up again throw all those bad things and feelings into the garbage pail. Hold your head up, smile and give it another try.
Remember to always do Your best!
No matter what you choose to do,
Don't worry about any negativity from the rest.
Just be You!

A Daydream by Lolo T. Frenchie (not included yet)

A daydream
A world of extreme
A fantasy place
Or even outer space
A place for you
Where you can pass through
When you're feeling blue and alone
A place of your own
Where anything goes
And there's no shadows
A place where smiles gleam
And everyone is a team
This is my daydream
My place of joy and hope

Being Brave At Night by Edgar Guest (not included yet)

The other night 'bout two o'clock, or maybe it was three, An elephant with shining tusks came chasing after me. His trunk was wavin' in the air an' spoutin' jets of steam An' he was out to eat me up, but still I didn't scream Or let him see that I was scared - a better thought I had, I just escaped from where I was and crawled in bed with dad.

One time there was a giant who was horrible to see,
He had three heads and twenty arms, an' he came after me And red hot fire came from his mouths and every hand was red And he declared he'd grind my bones and make them into bread. But I was just too smart for him, I fooled him might bad, Before his hands could collar me I crawled in bed with dad.

I ain't scared of nothin that comes pesterin' me at night. Once I was chased by forty ghosts all shimmery an' white. An' I just raced 'em round the room an' let 'em think maybe I'd have to stop an' rest awhile, when they could capture me. Then when they leapt onto my bed, Oh Gee! But they were mad To find that I had slipped away an' crawled in bed with dad.

No giants, ghosts or elephants have dared to
come in there 'Coz if they did he'd beat 'em up
and chase 'em to their lair. They just hang 'round
the children's rooms
an' snap an' snarl an' bite
An' laugh if they can make 'em yell
for help with all their might.
But I don't ever yell out loud. I'm not that
sort of lad, I slip from out the covers and I
crawl in bed with dad.

Wind On The Hill by A.A. Milne (not included yet)

No one can tell me,
Nobody knows,
Where the wind comes from,
Where the wind goes.

It's flying from somewhere
As fast as it can,
I couldn't keep up with it,
Not if I ran.

But if I stopped holding
The string of my kite,
It would blow with the wind
For a day and a night.

And then when I found it,
Wherever it blew,
I should know that the wind
Had been going there too.

So then I could tell them
Where the wind goes…
But where the wind comes from
Nobody knows.

My Shadow by Robert Louis Stevenson (not included yet)

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can
see. He is very, very like me from the heels up to
the head; And I see him jump before me, when I
jump into my bed. The funniest things about him is
the way he likes to grow Not at all like proper
children, which is always very slow; For he
sometimes shoots up taller like an India rubber ball,
And he sometimes gets so little that there's none
of him at all. He hasn't got a notion of how children
ought to play, And can only make a fool of me in
every sort of way. He stays so close beside me, he's
a coward you can see; I'd think shame to stick to
nursie as that shadow sticks to me! One morning,
very early, before the sun was up, I rose and found
the shining dew on every buttercup; But my lazy
little shadow, like an arrant sleepy-head, Had stayed
at home behind me and was fast asleep in bed.

Allie by Robert Graves (not included yet)

Allie, call the birds in,
The birds from the sky.
Allie calls, Allie sings,
Down they all fly.
First there came
Two white doves
Then a sparrow from his nest,
Then a clucking bantam hen,
Then a robin red-breast.

Allie, call the beasts in,
The beasts, every one.
Allie calls, Allie sings,
In they all run.
First there came
Two black lambs,
Then a grunting Berkshire sow,
Then a dog without a tail,
Then a red and white cow.

Allie, call the fish up,
The fish from the stream.
Allie calls, Allie sings,
Up they all swim.
First there came
Two gold fish,
A minnow and a miller's thumb,
Then a pair of loving trout,
Then the twisted eels come.

Allie, call the children,
Children from the green.
Allie calls, Allie sings,
Soon they run in.
First there came
Tom and Madge,
Kate and I who'll not forget
How we played by the water's edge
Till the April sun set.

Every Time I Climb a Tree by David McCord (not included yet) Every time I climb a tree
Every time I climb a tree
Every time I climb a tree
I scrape a leg
Or skin a knee
And every time I climb a tree
I find some ants

Or dodge a bee
And get the ants
All over me.

And every time I climb a tree
Where have you been?
They say to me
But don't they know that I am free
Every time I climb a tree?

I like it best
To spot a nest
That has an egg
Or maybe three.

And then I skin
The other leg
But every time I climb a tree
I see a lot of things to see
Swallows rooftops and TV
And all the fields and farms there be
Every time I climb a tree
Though climbing may be good for ants
It isn't awfully good for pants
But still it's pretty good for me
Every time I climb a tree.

The Dragon by Nicole Q. Wong (not included yet)

A misunderstanding I've had
Was that a dragon was bad.
With his sharp claws, his look of death!
Not to mention his fiery breath,
How could he not be?
I was wrong, you see.

One day, I was skipping happily in the meadow, When I came across a rather upset old fellow. "Good day," said he,

Bowing down to me,
And I was too shocked to speak.

Yes, with his breath and his
sharp talons, I had met a real
live dragon.
"What's wrong?" I asked him,
bowing too, As he seemed
conspicuously blue.

Then, without warning, he burst
into tears And was unmistakably
trembling with fear! "Oh, spare
me!" he cried, covering his face.
"I just want to leave this
miserable place!"

He told me how princes had killed
his brothers, And how they were
after him too. His mother Saved him
by taking a princess hostage,
And that made her seem savage.

After my encounter with him,
I realized what matters is within.
Yes, I learned something you can't learn
from books, And it's that you can't judge
anything by its looks.

Listen To The MUSTN'TS by Shel Silverstein

Listen to the MUSTN'TS, child,
Listen to the DON'TS
Listen to the SHOULDN'TS
The IMPOSSIBLES, the WONT'S
Listen to the NEVER HAVES
Then listen close to me
Anything can happen, child,
ANYTHING can be

The Dolly by Jeanette Cheal

The dolly sat upon the shelf
in the toy maker's shop all by herself.
The dolly only had one eye,
so all the children passed her by.

They scoffed at the dolly;
they weren't very kind
Then a child came in
with a dolly in mind.

Her mother led her around the shop.
At the shelf with the dolly her mother did stop.

The child reached out and felt for the
dolly. The toy maker shouted, "Dear
child, I'm so sorry, this dolly is blind;
she only has one eye.
I've a dolly right here you might like to buy."

"No, this is the one," the child said to
her mother. "If I can't have her, I
don't want any other." So off dolly
went with the child who was kind, and
just like the dolly, this child was blind.

The Blade And The Ax By Abimbola T. Alabi

On a bench, in Joe's little shed,
lying not too far apart,
were his ax and his switchblade,
having a quiet heart-to-heart.
"How small and
weak you look," said
the ax to the
blade.
"You will never be able to do
those deeds for which I'm made."

"For it's me that
Joe will use to cut

the boughs of
trees.
You should see me at work
sometime, how I split a
log with ease."

"A great help you are around
performing these hefty
tasks, but stuff I do
for Joe, you can't,"
replied the blade to
the ax.

"Would he ever count on you
to cut or strip a wire bare?
Try slicing open packages
too. I'd love to see just
how you'd fare."

"We're designed in
unique ways; you're not
superior as you claim."
The mighty ax and the
nifty blade needed by
Joe all the same.

In the end, they both
agreed about their
weaknesses and strengths.
Neither of them, they
could see, was truly a
hundred percent.

From then on, they
became pals, got along and
learned to relax. Never
again was there pride or
strife between the blade
and the ax.

Imagination by Gabriel Fitzmaurice

I magination
is the thing that M akes
you magic
A nd
G ives you
I nspiration to make
everything N ew,
A nd
T o
I nvent things that are
O nly seen by you, where
N othing is impossible.
Imagine!

I AM by Lucinda Jacobs

I am a tortoise crawling out of bed in the morning
I am a cat lapping up my milk at breakfast
I am a puppy tumbling in the classroom door
I am an ant pushing my load uphill all day
I am an eagle diving on my snack at breaktime
I am a lizard snoozing in the sun of story time
I am a cheetah racing in the afternoon park
I am a lion roaring at the top of the hill
I am a bear with my honey at teatime
I am an owl blinking in the twilight
I am a salmon swimming upstream against sleep
I am the dreamer with dreams deep as the ocean.

I'VE NEWS FOR YOU by Unknown (Translated by Seán Hutton from ninth century Irish)

I've news for you;
the stag bellows,
winter's snow, summer's gone;
high cold wind sun low in sky,
short days,
heavy seas;
deep red bracken's
skeletal form,
barnacle goose's

customed call;
cold has seized
the bird's wings,
icy season;
that's my news.

THE RECIPE FOR HAPPINESS by Grace Wells
The recipe for happiness in our house is
to take a cup of flour,
and milk, two eggs, a pinch of salt,
and whisk for half an hour.

Then take the creamy mixture
to the steaming frying pan,
ladle little circles in,
as many as you can.

Watch them all turn gold and brown,
then sit down to eat,
sugar and lemon on one side,
pour maple syrup to complete.

THE JELLYLEG GERM by Catherine Ann Cullen

No way out of taking your medicine
whether your name is Evans
or Edison, with those bugs
you must be firm,
or you'll get caught by the jellyleg germ.

No matter if under the covers you
slip, dressed in your jammies or all
in the nip, the Jellyleg Germ will
catch hold of your toe, and greener
and greener and greener you'll go!

So open up wide for the medicine
spoon. And the Jellyleg Germ will be
gone very soon. When he sees the
bottle, he'll leg it for sure, 'cause
his jelly legs shiver when he sees a
cure!

FOX by Leanne O'Sullivan

Halfway along the way a fox
appeared out of the perishing
hedgerows and stopped on the
road in front of him,

the lines of her breast straight
and clear, fear having fallen
away from there.
What is she doing? he thought. She said,

I am waiting to see what you will
do next. That's funny, he said,
beginning to follow, I am doing
the very same thing.

And that was the way they went,
morning after morning, the
hedgerows turning their infinite
colours, the body with its one fire.

ME IN A TREE by Julie O'Callaghan

Unfortunately
it wasn't
a luxury tree house
with hot and cold running cocoa
or with a robin

bringing me breakfast in bed.
A squirrel didn't toss acorns
at me when I needed to wake up.
No – that wasn't how it was.

I hid high up in the leaves.
So many thoughts were floating.
I speared them on to twigs
to see them twinkle in the sun.
But now I realise
I named this poem the wrong thing.
It's not me in a tree.
It's the tree in me.

WHATEVER by Marc Gijsemans

Whatever country we came from
Whatever country we are in now
Whatever language we used to speak
Whatever language we speak now
The sound of our children crying remains the same

A Dream of a Plastic Bag by Lucinda Jacob The plastic bag in the gutter
looked up at the moon
and said, 'Yes,
I'd rather be a balloon.

'Perhaps if I could be rounder,
puffier, stronger tighter, airier,
just a lovelier vision of me …'

A breath, a gust of air
bounced it along the pavement,
lifted it, bobbing and tumbling
lightly along the wall top

and way into the night sky.