



Muslim National School

Seek knowledge from the cradle to the grave

19 Roebuck Road
Clonskeagh
Dublin 14

Phone: 012961340

Email: mnsclonskeagh@gmail.com

Roll Number: 19949B

www.muslimns.ie

English Policy

Introductory Statement:

This policy was reviewed in 2010/2011 and again in 2021 through a process of consultation and collaboration with teaching staff, the principal and the Board of Management, and takes into account changes which have taken place in the teaching, learning and assessment of English and the new Primary Language Curriculum. We aim, through this policy, to set out our approach to the teaching and learning of English which enables continuity and progression in teachers' long and short-term planning, teaching, learning and assessment. In December 2021 the under-review policy was shared with all school stakeholders for a two-month consultation. Opinions, thoughts, insights were welcomed by either verbal or written communication. This has informed this current plan.

Introduction:

Language is at the heart of children's learning. Through language they receive many of their skills. Language enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving them order and meaning. Language also has an important bearing on the mental, emotional and social development of the child. It is the base on which successful teaching and learning in other areas is built.

Consideration is given to the Islamic ethos of the school. This informs decisions regarding appropriate resources, topics, themes and language used in the classroom. The majority of the children in the school have English as an additional language. We endeavour to place an emphasis on oral language development throughout the school.

Vision:

We emphasise the importance of the English language, and employ a variety of age appropriate approaches to teach children how to make use of, and enjoy the language. Our school cherishes all pupils equally and we aim to aid them in reaching their full potential.

Through development of children’s language ability we aim to also develop communication skills, confidence and competency and a love of the language.

Aims and Objectives:

While reflecting on the 1999 Primary School Curriculum for English and the full implementation of the new Language Curriculum, the Muslim National School endorses the broad objectives of it. We also endorse the aims of the Primary School Curriculum for English to:

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

Expected Learning for Junior & Senior Infants			
Elements	Oral Language	Reading	Writing
Communicating	1. Engagement, listening and attention Stages 1 and 2: Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose.	1. Engagement Stages 1 and 2: Take part in and enjoy listening to, reading and talking about the meaning and interpretation of	1. Engagement Stage 1: Take part in and have fun mark-making, drawing and writing to communicate with others.

	<p>2. and 3. Social conventions and awareness of others Stage 1: Recognise that language style changes with different relationships and audiences and show understanding of the listener’s needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally.</p> <p>Stages 1 and 2: Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences.</p>	<p>written words and illustrations with others.</p> <p>2. Motivation and choice Stage 1: Choose, read and communicate about text in a range of genres for pleasure and interest.</p>	<p>2. Motivation and choice Stages 1 and 2: Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>
<p>Understanding:</p>	<p>4. Sentence structure and grammar Stages 1 and 2: Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p> <p>5. and 6. Acquisition and use of vocabulary Stages 1 and 2: Use different strategies such as a speaker’s gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words.</p>	<p>3. Conventions of print Stage 1: Identify and use basic conventions of print in text.</p> <p>4. Phonological and phonemic awareness Stages 1 and 2: Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p> <p>5. Phonics and word recognition Stage 1: Recognise, name and sound all lower- and upper- case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.</p> <p>6. Reading vocabulary Stage 1: Talk about and use new reading</p>	<p>3. Conventions of print and sentence structure Stage 1: Use basic conventions of print and sentence structure.</p> <p>4. Spelling Stage 1: Recognise, name and sound letters and use some correct spellings drawing on their sound and letter patterns to try out invented spelling.</p> <p>5. Vocabulary Stage 1: Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.</p>

	<p>Stages 1 and 2: Use sophisticated oral vocabulary and phrases including the language of text, topic and subject-specific language, and express and use decontextualized language.</p> <p>7. Demonstration of understanding Stages 1 and 2: Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case including speculating, hypothesising, justifying, negotiating, arguing and complaining.</p>	<p>vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding.</p>	
<p>Exploring and Using</p>	<p>8 and 9. Requests and questions Stages 1 and 2: Express personal needs and preferences, and make requests with confidence.</p> <p>Stages 1 and 2: Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>10. Categorisation Stages 1 and 2: Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding.</p> <p>11. Retelling and elaborating</p>	<p>7. Purpose, genre and voice Stage 1: Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing preferences and opinions.</p> <p>8 and 9. Comprehension Stages 1 and 2: Recall, discuss and sequence significant details and identify key points of information in text.</p> <p>Stage 1: Use a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively.</p> <p>10. Fluency and self-correction Stages 1 and 2: Read instructional and Independent level texts in a range of genres with fluency and understanding, and self-correct independently.</p>	<p>6. Purpose, genre and voice Stages 1 and 2: Draw and write with a sense of purpose and audience while creating texts in a range of genres, and develop an individual voice to share their thoughts, knowledge and experiences.</p> <p>7. Writing process Stages 1 and 2: Use the writing process when creating texts collaboratively or independently.</p> <p>8. Response and author's intent Stage 1: Share the meaning of their own texts and demonstrate understanding through responding to the texts of others.</p> <p>9. Handwriting Stage 1: Write upper and lower case letters as separate flowing letters.</p>

	<p>Stages 1 and 2: Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>12. Playful and creative use of language Stages 1 and 2: Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively.</p> <p>13. Information giving, explanation and justification Stages 1 and 2: Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>14. Description, prediction and reflection Stages 1 and 2: Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>		
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Expected Learning for First and Second Class

Elements	Oral Language	Reading	Writing
Communicating	<p>1. Engagement, listening and attention Stages 1 and 2: Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for</p>	<p>1. Engagement Stages 1 and 2: Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and</p>	<p>1. Engagement Stage 2: Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.</p>

	<p>a particular purpose, and in other languages where appropriate.</p> <p>2. Motivation and choice Stages 1 and 2: Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest.</p> <p>3. Social conventions and awareness of others Stage 2: Use language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. Stages 1 and 2: Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences.</p>	<p>illustrations with others, recognising themselves as readers. Discover and explore texts in various languages.</p> <p>2. Motivation and choice Stage 2: Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes.</p>	<p>2. Motivation and choice Stages 1 and 2: Choose appropriate tools, content and topics for their own writing and select texts for sharing with others.</p>
<p>Understanding</p>	<p>4. Sentence structure and grammar Stages 1 and 2: Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p> <p>5. Vocabulary Stages 1 and 2: Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence</p>	<p>3. Conventions of print Stage 2: Use conventions of print and sentence structure to help understand text.</p> <p>4. Phonological and phonemic awareness Stages 1 and 2: Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p>	<p>3. Conventions of print and sentence structure Stage 2: Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.</p> <p>4. Spelling and word study Stage 2: Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.</p>

	<p>structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate.</p> <p>Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language.</p> <p>6. Demonstration of understanding Stages 1 and 2: Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case.</p>	<p>5. Phonics, word recognition and word study Stage 2: Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.</p> <p>6. Vocabulary Stage 2: Acquire appropriate vocabulary to support the independent comprehension of text.</p> <p>Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words.</p>	<p>Spell a wide range of high-frequency words accurately and begin to use reference materials to check and correct spelling.</p> <p>5. Vocabulary Stage 2: Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing.</p>
<p>Exploring and Using</p>	<p>7. Requests, questions and interactions Stages 1 and 2: Express personal needs, opinions, and preferences, and make requests with confidence. Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.</p> <p>8. Categorisation Stages 1 and 2: Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding.</p>	<p>7. Purpose, genre and voice Stage 2: Experience and respond to the aesthetic, creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions.</p> <p>8. Response and author's intent Stages 1 and 2: Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent.</p> <p>9. Comprehension Stages 1 and 2: Recall, discuss and sequence significant details and identify key points of information in text.</p>	<p>6. Purpose, genre and voice Stages 1 and 2: Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.</p> <p>Explore and use the typical text structure and language features associated with a variety of genres.</p> <p>Develop an individual voice to share their thoughts, knowledge and experiences.</p> <p>7. Writing process and creating text</p>

	<p>9. Retelling and elaborating Stages 1 and 2: Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.</p> <p>10. Playful and creative use of language Stages 1 and 2: Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively, and across other language as appropriate.</p> <p>11. Information giving, explanation and justification Stages 1 and 2: Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p>12. Description, prediction and reflection Stages 1 and 2: Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p>Stage 2: Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively</p> <p>10. Fluency and self-correction Stages 1 and 2: Read instructional and independent level texts in a range of genres with reasonable pace and understanding, and self-correct independently.</p>	<p>Stages 1 and 2: Use the writing process when creating texts collaboratively or independently.</p> <p>8. Response and author's intent Stage 2: Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent.</p> <p>9. Handwriting and presentation Stage 2: Write legibly and fluently in a chosen script and present texts in a range of formats.</p>
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Expected Learning for Third and Fourth Class			
Elements	Oral Language	Reading	Writing
Communicating	<p>1. Engagement, listening and attention Stage 3: Recognise themselves as listeners and speakers, engaging</p>	<p>1. Engagement Stages 3 and 4:</p>	<p>1. Engagement Stages 3 and 4: Engage positively and purposefully while creating text in a</p>

	<p>purposefully and empathetically with others. Express their individuality through their knowledge and use of various languages. Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p> <p>2. Motivation and Choice Stages 3 and 4: Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>3. Social conventions and awareness of others Stage 3: Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based top</p> <p>Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres.</p>	<p>Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>2. Motivation and choice Stages 3 and 4: Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes.</p>	<p>variety of genres, other languages where appropriate, and across the curriculum. Use writing as a tool to clarify and structure thought and to express individuality.</p> <p>2. Motivation and choice Stages 3 and 4: Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences.</p>
<p>Understanding</p>	<p>4. Sentence structure and grammar Stages 3 and 4: Vary sentence length and structure, moving fluidly between a range of sentence types; simple,</p>	<p>3. Conventions of print Stages 3 and 4: Analyse and compare conventions of print in texts of increasing complexity.</p>	<p>3. Conventions of print and sentence structure</p>

	<p>compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>5. Vocabulary Stage 3: Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.</p> <p>6. Demonstration of understanding Stage 3: Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate. Respond creatively and critically to what they have heard and experienced.</p>	<p>Analyse sentence structures, including simple, compound and complex sentences in texts. Compare sentence structures and texts in various languages.</p> <p>4. Phonological and phonemic awareness Stages 3 and 4: Compare sounds and patterns in words found in texts in various genres across the curriculum. Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.</p> <p>5. Phonics, word recognition and word study Stages 3 and 4: Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. Use existing language skills and knowledge to decipher text in other languages.</p> <p>6. Vocabulary Stages 3 and 4: Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p>	<p>Stages 3 and 4: Use increasingly-nuanced print conventions in their independent writing. Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.</p> <p>4. Spelling and word study Stages 3 and 4: Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling.</p> <p>5. Vocabulary Stage 3: Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p>
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		<p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary. Use appropriate reference materials to independently uncover the meaning of unknown words.</p>	
<p>Exploring and Using</p>	<p>7. Requests, questions and interactions Stages 3 and 4: Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>Stage 3: Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.</p> <p>8. Categorisation Stages 3 and 4: Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary.</p> <p>9. Retelling and elaborating</p>	<p>7. Purpose, genre and voice Stage 3: Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated. Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions.</p> <p>8. Response and author’s intent Stages 3 and 4: Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>9. Comprehension Stage 3: Compare and select comprehension strategies flexibly and interchangeably and use background</p>	<p>6. Purpose, genre and voice Stages 3 and 4: Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work. Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum. Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.</p> <p>7. Writing process and creating text Stages 3 and 4: Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate</p>

	<p>Stages 3 and 4: Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.</p> <p>10. Playful and creative use of language Stages 3 and 4: Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.</p> <p>11. Information giving, explanation and justification Stages 3 and 4: Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p> <p>12. Description, prediction and reflection Stages 3 and 4: Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>	<p>knowledge to engage with text in a variety of genres independently or collaboratively.</p> <p>10. Fluency and self-correction Stages 3 and 4: Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>	<p>and across the curriculum for a variety of purposes and audiences.</p> <p>Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences.</p> <p>8. Response and author's intent Stages 3 and 4: Examine and critically reflect on their own intent and influences as authors. Discuss and evaluate others' interpretation of their texts.</p> <p>9. Handwriting Stage 3: Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats.</p>
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Expected Learning for Fifth and Sixth Class			
Elements	Oral Language	Reading	Writing
Communicating	<p>1. Engagement, listening and attention Stage 4: Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p>Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.</p> <p>2. Motivation and Choice Stages 3 and 4: Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes.</p> <p>3. Social conventions and awareness of others Stage 4: Explore how culture and identity can influence how people communicate with others, verbally and non-verbally.</p> <p>Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.</p>	<p>1. Engagement Stages 3 and 4: Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. Engage with texts of increasing complexity and discover and explore texts in various languages.</p> <p>2. Motivation and choice Stages 3 and 4: Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes.</p>	<p>1. Engagement Stages 3 and 4: Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate, and across the curriculum. Use writing as a tool to clarify and structure thought and to express individuality.</p> <p>2. Motivation and choice Stages 3 and 4: Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences.</p>

<p>Understanding</p>	<p>4. Sentence structure and grammar Stages 3 and 4: Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken.</p> <p>Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects.</p> <p>5. Vocabulary Stage 4: Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.</p> <p>6. Demonstration of understanding Stage 4: Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.</p> <p>Respond creatively and critically to what they have heard and experienced.</p>	<p>3. Conventions of print Stages 3 and 4: Analyse and compare conventions of print in texts of increasing complexity. Analyse sentence structures, including simple, compound and complex sentences in texts. Compare sentence structures and texts in various languages.</p> <p>4. Phonological and phonemic awareness Stages 3 and 4: Compare sounds and patterns in words found in texts in various genres across the curriculum. Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents.</p> <p>5. Phonics, word recognition and word study Stages 3 and 4: Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. Use existing language skills and knowledge to decipher text in other languages.</p> <p>6. Vocabulary Stages 3 and 4:</p>	<p>3. Conventions of print and sentence structure Stages 3 and 4: Use increasingly-nuanced print conventions in their independent writing. Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.</p> <p>4. Spelling and word study Stages 3 and 4: Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling. TF4, C4</p> <p>5. Vocabulary Stage 4: Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences. Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing. Evaluate how vocabulary is used in various contexts in their writing.</p>
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		<p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts.</p> <p>Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently uncover the meaning of unknown words.</p>	
<p>Exploring & Using</p>	<p>7. Requests, questions and interactions Stages 3 and 4: Express personal needs, opinions and preferences, explaining and justifying their perspective. Stage 4: Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.</p> <p>8. Categorisation Stages 3 and 4: Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary.</p> <p>9. Retelling and elaborating</p>	<p>7. Purpose, genre and voice Stage 4: Recognise and examine the implications of culture and identity on the creation of texts across a range of genres. Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.</p> <p>8. Response and author’s intent Stages 3 and 4: Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p> <p>9. Comprehension</p>	<p>6. Purpose, genre and voice Stages 3 and 4: Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work. Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum. Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.</p> <p>7. Writing process and creating text Stages 3 and 4: Identify and evaluate skills and strategies associated with</p>

	<p>Stages 3 and 4: Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.</p> <p>10. Playful and creative use of language Stages 3 and 4: Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.</p> <p>Use language playfully and creatively in their own conversations and texts and across other languages as appropriate.</p> <p>11. Information giving, explanation and justification Stages 3 and 4: Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p> <p>12. Description, prediction and reflection Stages 3 and 4: Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>	<p>Stage 4: Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge. Compare and synthesise information, thoughts, and ideas from a variety of text sources.</p> <p>10. Fluency and self-correction Stages 3 and 4: Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>	<p>writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences.</p> <p>Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences.</p> <p>8. Response and author's intent Stages 3 and 4: Examine and critically reflect on their own intent and influences as authors. Discuss and evaluate others' interpretation of their texts.</p> <p>9. Handwriting Stage 4: Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.</p>
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Assessment and Recording Keeping:

The Muslim National School recognises assessment as an integral element of the teaching and learning process. The school has developed an Assessment Policy which should be referred to in conjunction with this policy.

Children with Different Needs:

Children with different needs are supported by the school in line with the school's Special Educational Needs Policy, which should be referred to in conjunction with the English Policy.

A combination of withdrawal and team teaching is utilised to support pupils with additional needs. Team teaching is used in mainstream classrooms. The importance of collaboration and communication between personnel is recognized, and the teachers involved have regular meetings to assess progress and plan. The class teacher retains responsibility for the welfare and progress of the children in their class.

Differentiation:

Teachers use various differentiation strategies within the classroom to enable groups of students with diverse learning characteristics to participate in the mainstream programme. Examples of differentiation strategies used to assist children experiencing difficulties are differentiation by support, by task, by outcome, by pace, by resource and by group.

Organisational Aspects of the School's English Plan:**Timetable:**

As a minimum, Infant Classes will receive 4 hours of formal instruction per week and from 1st to 6th class pupils will receive a minimum of 5 hours as outlined in the *1999 Revised Primary School Curriculum*.

Junior Infants and Senior Infants are currently engaging in Aistear which includes the teaching of English.

Homework:

Teachers should refer to the school's Homework Policy. Homework is used to support English and tasks such as the following are given:

- new word practice
- phonic work
- spelling
- reading exercises
- writing assignments
- shared reading

Staff Development:

- Teachers are encouraged to keep abreast of curriculum developments by attending summer courses, on-line courses and in service seminars.
- Notices of upcoming courses are displayed in the staff room
- Teachers are encouraged to share their knowledge, expertise and experience.

Parental Involvement:

The Muslim National School encourages and welcomes the involvement of parents in their children's education. Parental involvement in supporting learning at home may take the form of; checking children's homework, signing homework diaries, asking spellings, checking oral homework, listening to and reading with their children, engaging with their children's reading of Rainbow Reading Programme.

Parents are encouraged to discuss issues of progress with their child's teacher. Annual parent teacher meetings take place and informal meetings take place at the request of parents or teachers.

Resources:

The school reviews the resources it uses on a yearly basis while compiling the booklists for the coming year. The resources currently in use can be found listed at the end of this document.

Success Criteria:

The Muslim National School will know the policy has been successfully implemented through the following criteria:

- Teacher's planning based on the content of this policy.
- Procedures outlined in this document being consistently followed.

Means of assessing the outcomes of the plan will include

- Revisiting the aims of this plan as a staff
- Teacher, parent and pupil feedback
- Inspector reports and feedback
- Results of class assessments and standardised tests
- Contents of assessment folders

The indicators that the plan has enhanced pupil learning will be that:

- Pupils have a positive attitude and appreciation of the value of language – oral, reading and writing. This will be assessed on an informal level through individual and class discussions.
- Pupils have an interest in expression and communication
- Pupils have the ability to engage appropriately in listener-speaker relationships
- Pupils have confidence and competence in listening, speaking, reading and writing
- Pupils are engaging with a variety of genres in reading and writing
- Pupils use a variety of approaches as evident in their writing
- Pupils' comprehension and higher order thinking skills are developed through oral language, reading and writing
- Pupils' emotional, imaginative and aesthetic development is enhanced through oral, reading and writing experiences.

Ratification and Communication:

This plan was ratified by the Board of Management on 30th January 2025 and was communicated to staff through the shared drive and Aladdin. This is available to the wider school community on the school website - www.muslimns.ie or by email request to mnsclonskeagh@gmail.com.

Appendix A

High Frequency Words

High frequency words from the Dolch list are taught depending on individual ability according to the following structure:

Group 1

the	I	was	for	at	look
to	yo	said	on	him	is
an	u	his	the	with	her
d	it	tha	y	up	there
he	of	t she	but	all	som
a	in		had		e

Group 2

out	we	do	what	get	my
as	am	can	so	the	would
be	then	could	see	m	me
hav	little	when	not	like	will
e	dow	did	were	one	yes
go	n			this	

Group 3

big	Now	Very	ride	from	want	Put	every
went	Long	an	into	good	don't	Too	pretty
are	No	over	just	any	how	got	jump
come	came	your	blue	abou	kno	take	green
if	ask	its	red	t	w	where	four
				around	right		

Group 4

away old by their here	Saw call after well think	ran let help make going	sleep brown yellow five six	walk two or before eat	again play who been may	stop off never seven eight	Cold today fly myself round	Tell much keep give work	first try new must start
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Group 5

black white ten does bring	goes write always drink once	soon made run gave open	Has Find Only us three	our better hold buy funny	warm ate full those done	Use Fast say light pick
hurt pull cut kind both	sit which fall carry small	Under Read Why own found	Wash show hot because far	Live Draw Clean grow best	upon these sing together please	thank wish many s hall laugh

Appendix B

Grammatical yearly plan for Junior and Senior Infants:

Junior and Senior Infants will cover the following topics:

- Capital letters

- Full stops
- Commas
- Question marks

Grammatical yearly plan for 1st to 6th Classes:

<p style="text-align: center;">Topics to be covered 1st Class</p>	<p style="text-align: center;">Topics to be covered 2nd to 6th Class</p>
<ul style="list-style-type: none"> ● Nouns ● Capital letters 	<ul style="list-style-type: none"> ● Capital letters, full stops, commas ● Question marks, exclamation marks
<ul style="list-style-type: none"> ● Verbs: regular present tense ● Full stops 	<ul style="list-style-type: none"> ● Verbs (past / present / future) and subjects ● Irregular past tense
<ul style="list-style-type: none"> ● Verbs: regular past tense ● Commas 	<ul style="list-style-type: none"> ● Nouns ● Pronouns
<ul style="list-style-type: none"> ● Verbs: regular future tense ● Question marks 	<ul style="list-style-type: none"> ● Adjectives ● Adverbs
<ul style="list-style-type: none"> ● Adjectives ● Speech marks ● Pronouns 	<ul style="list-style-type: none"> ● Direct speech ● Indirect speech
<ul style="list-style-type: none"> ● Adverbs ● Apostrophes 	<ul style="list-style-type: none"> ● Possessives / Plurals ● Contractions
<ul style="list-style-type: none"> ● Verbs: irregular present tense ● Synonyms 	<ul style="list-style-type: none"> ● Synonyms ● Antonyms
<ul style="list-style-type: none"> ● Verbs irregular past tense ● Antonyms 	<ul style="list-style-type: none"> ● Spelling strategies ● Homophones
<ul style="list-style-type: none"> ● Verbs: irregular future tense ● Plurals 	<ul style="list-style-type: none"> ● Prefixes ● Suffixes

- Compound words
- Word order/punctuate sentences

- Prepositions
- Proof-reading / editing

Appendix C: English Overviews

English Overview Junior Infants

Oral language topics	
Term 1 Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Term 2 Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings

	Emergency call
Term 3 Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype

English Overview Senior Infants

Oral language topics	
Term 1 Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Term 2 Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses/ Encouragement Explaining

	Eye contact Expressing feelings Emergency call
Term 3 Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Skype
	Sympathy

Oral language topics	
Term 1 Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting

<p>Term 2</p> <p>Choose any five</p>	<p>Conflict resolution</p> <p>Coaxing</p> <p>Directions</p> <p>Denying</p> <p>Debating</p> <p>Describing a person</p> <p>Excuses</p> <p>Encouragement</p> <p>Explaining</p> <p>Eye contact</p> <p>Expressing feelings</p> <p>Emergency call</p>
<p>Term 3</p> <p>Choose any five</p>	<p>Gestures</p> <p>Guessing</p> <p>Opinions</p> <p>News time</p> <p>Giving out</p> <p>Hot-seating</p> <p>Introductions</p> <p>Invitations</p> <p>Interrupting</p> <p>Retelling a story</p> <p>Sympathy</p> <p>Skype</p>

<p>Topics to be covered</p>
<p>Nouns</p> <p>Capital letters</p>
<p>Verbs: regular present tense Full stops</p>
<p>Verbs: regular past tense</p> <p>Commas</p>

Verbs: regular future tense Question marks
Adjectives Speech marks Pronouns
Adverbs Apostrophes
Verbs: irregular present tense Synonyms
Verbs irregular past tense Antonyms
Verbs: irregular future tense Plurals
Compound words Word order/punctuate sentences

English Overview First Class

Topics to be covered
Capital letters, full stops, commas Question marks / Exclamation marks
Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech

Indirect speech
Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics	
Term 1	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Choose any five	

<p>Term 2</p> <p>Choose any five</p>	<p>Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call</p>
<p>Term 3</p> <p>Choose any five</p>	<p>Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype</p>

English Overview Second Class

<p>Topics to be covered</p>
<p>Capital letters, full stops, commas Question marks / Exclamation marks</p>

Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech Indirect speech
Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics	
Term 1	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Choose any five	

<p>Term 2</p> <p>Choose any five</p>	<p>Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call</p>
<p>Term 3</p> <p>Choose any five</p>	<p>Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype</p>

English Overview Third Class

Topics to be covered

Capital letters, full stops, commas Question marks / Exclamation marks
Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech Indirect speech
Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics

Term 1 Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Term 2 Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call

Term 3 Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype
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English Overview Fourth Class

Topics to be covered
Capital letters, full stops, commas Question marks / Exclamation marks
Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech Indirect speech

Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics	
Term 1	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Choose any five	

<p>Term 2</p> <p>Choose any five</p>	<p>Conflict resolution</p> <p>Coaxing</p> <p>Directions</p> <p>Denying</p> <p>Debating</p> <p>Describing a person</p> <p>Excuses</p> <p>Encouragement</p> <p>Explaining</p> <p>Eye contact</p> <p>Expressing feelings</p> <p>Emergency call</p>
<p>Term 3</p> <p>Choose any five</p>	<p>Gestures</p> <p>Guessing</p> <p>Opinions</p> <p>News time</p> <p>Giving out</p> <p>Hot-seating</p> <p>Introductions</p> <p>Invitations</p> <p>Interrupting</p> <p>Retelling a story</p> <p>Sympathy</p> <p>Skype</p>

English Overview Fifth Class

Topics to be covered

Capital letters, full stops, commas Question marks / Exclamation marks
Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech Indirect speech
Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics

Term 1 Choose any five	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Term 2 Choose any five	Conflict resolution Coaxing Directions Denying Debating Describing a person Excuses Encouragement Explaining Eye contact Expressing feelings Emergency call

Term 3 Choose any five	Gestures Guessing Opinions News time Giving out Hot-seating Introductions Invitations Interrupting Retelling a story Sympathy Skype
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English Overview Sixth Class

Topics to be covered
Capital letters, full stops, commas Question marks / Exclamation marks
Verbs (past / present / future) and subjects Irregular past tense
Nouns Pronouns
Adjectives Adverbs
Direct speech Indirect speech

Possessives / Plurals Contractions
Synonyms Antonyms
Spelling strategies Homophones
Prefixes Suffixes
Prepositions Proofreading / editing

Oral language topics	
Term 1	Asking questions Answering machine message Booking a restaurant Boasting Buying something Having an argument Complaints Commentary Chinese whispers Commands Cheering on Chatting
Choose any five	

<p>Term 2</p> <p>Choose any five</p>	<p>Conflict resolution</p> <p>Coaxing</p> <p>Directions</p> <p>Denying</p> <p>Debating</p> <p>Describing a person</p> <p>Excuses</p> <p>Encouragement</p> <p>Explaining</p> <p>Eye contact</p> <p>Expressing feelings</p> <p>Emergency call</p>
<p>Term 3</p> <p>Choose any five</p>	<p>Gestures</p> <p>Guessing</p> <p>Opinions</p> <p>News time</p> <p>Giving out</p> <p>Hot-seating</p> <p>Introductions</p> <p>Invitations</p> <p>Interrupting</p> <p>Retelling a story</p> <p>Sympathy</p> <p>Skype</p>

Appendix D:

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| <p>Comprehension Strategies for all classes</p> <ul style="list-style-type: none"> ● activating and using prior knowledge ● predicting ● visualising |
|--|

- making connections
- questioning
- clarifying
- determining importance
- inferring
- synthesising

Writing Genres for 1st to 6th Class

- Recount
- Report
- Procedural
- Explanatory
- Narrative
- Persuasive

Steps to teaching new form of writing/genre include:

- Familiarisation
- Discovery
- Modelled Writing
- Shared Writing
- Guided Writing
- Assessment and evaluation of Writing
- Presentation to audience

This Policy was approved by the Board of Management at its meeting on 30th January 2025

Signed: *Priya Allwash* Date: 30/01/2025
(Chairperson of the Board of Management)

Signed: *John McDonnell* Date: 30/01/2025
(School Principal)