

**Language Long Term Plan : ENGLISH**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Long Term Plan : lan** | | | | | |
| Date: | Sep- June | Class(es): | Stage 2 Plan | Time-span: | 1 year |

|  |  |  |  |
| --- | --- | --- | --- |
| **Expected Learning** | | | |
| **Learning Outcomes:** | | | |
| ***SEPTEMBER: Storytelling and anecdotes/ Comparing/ Recount*** | | | |
|  | **ORAL LANGUAGE** | **READING** | **WRITING** |
| **Communicating** |  |  |  |
| **Understanding** | **Sentence Structure and Grammar-**  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. | **Phonological and Phonemic Awareness-**  Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. | **Spelling-**  Spell a wide range of high frequency wordsaccurately and use spelling strategies for unfamiliar words. |
| **Exploring and Using** | **Retelling and Elaborating-**  Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. | **Fluency and Self- correction**  Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently. | **Handwriting-**  Write using cursive script. |
| ***OCTOBER: Oral Reports and Interviews/ Connecting/ Reports*** | | | |
|  | **ORAL LANGUAGE** | **READING** | **WRITING** |
| **Communicating** |  | **Motivation and Choice**  Choose, read and talk about text in a range of genres for pleasure, interest and specific purposes. | **Motivation and Choice**  Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. |
| **Understanding** | **Acquisition and Use of Vocabulary**  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.  Use sophisticated oral vocabulary and phrases including the language of text, topic and subject-specific language, and express and use decontextualized language. | **Phonics and Word Recognition**  Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. | **Vocabulary**  Use a more sophisticated range of vocabulary from many sources and explore the aesthetic , creative and imaginative dimensions of language in their writing. |
| **Exploring and Using** | **Categorisation**  Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding. |  |  |
| ***NOVEMBER: Storytelling and anecdotes/ Prediction/ Narrative- NOVEL WORK*** | | | |
|  | **ORAL LANGUAGE** | **READING** | **WRITING** |
| **Communicating** |  |  |  |
| **Understanding** | **Demonstration of Understanding**  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. | **Conventions of Print-**  Use conventions of print to help understand text. | **Conventions and sentence structure**  Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing. |
| **Exploring and Using** | **Playful and creative use of language**  Listen and respond to the aesthetic , imaginative and creative aspects of language and use language playfully and creatively. | **Purpose Genre and Voice (Novel)**  Experience and respond to the aesthetic , creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions.  **Comprehension**  Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text. | **Writing Process**  Use the writing process when creating texts collaboratively or independently. |
| ***DECEMBER: REVISION*** | | | |
|  | **ORAL LANGUAGE** | **READING** | **WRITING** |
| **Communicating** | **Engagement, Listening and Attention-**  Show interest in, demonstrate joint attention and actively listen for enjoyment and for a particular purpose. | **Engagement:**  Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others. | **Engagement:**  Take part in and enjoy writing to communicate with others. |
| **Understanding** |  |  |  |
| **Exploring and Using** |  | **Fluency and Self-correction**  Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently. |  |
| ***JANUARY: Meetings/ Determining Importance/ Explanation Writing (First Steps)*** | | | |
| **Element** | **Oral Language** | **Reading** | **Writing** |
| **Communicating** | Social Conventions and awareness of others-  Use social conventions of 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 .  Use language with confidence to work collaboratively with others and share the Learning Outcomes with familiar and unfamiliar audiences | **Motivation and Choice-**  Choose, read and talk about text in a range of genres for pleasure, interest and specific purposes | **Motivation and Choice-**  Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. |
| **Understanding** |  |  |  |
| **Exploring and Using** | Information giving, explanation and justification-  Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language. | Purpose, genre and voice-  Experience and respond to the aesthetic , creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions. | Purpose, genre and voice-  (Explanations)  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. |
| ***FEBRUARY: Questioning and enquiry/ Synthesizing/ Procedural*** | | | |
| **Element** | **Oral Language** | **Reading** | **Writing** |
| **Communicating** |  |  |  |
| **Understanding** | **Sentence Structure and Grammar-**  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. | **Conventions of Print-**  Use conventions of print to help understand text. | **Conventions of Print and Sentence Structure-**  Use more sophisticated conventions of print and sentence structure, and a range of verb tenses andconnectives in their writing. |
| **Exploring and Using** | **Requests and Questions-**  Express personal needs 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. | **Fluency and self-correction-**  Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently. | **Writing Process-**  Use the writing process when creating texts collaboratively or independently. |
| ***MARCH:* Storytelling and Anecdotes/ Inferring/ Narrative** | | | |
| **Element** | **Oral Language** | **Reading** | **Writing** |
| **Communicating** | **Engagement, Listening and Attention-**  Show interest in, demonstrate joint attention and actively listen for enjoyment and for a particular purpose. | **Engagement-**  Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others. | **Engagement-**  Take part in and enjoy writing to communicate with others. |
| **Understanding** |  |  |  |
| **Exploring and using** | **Description, Prediction and Reflection-**  Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. | **Comprehension-**  Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text. | **Response and Author’s Intent-**  Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author’s intent. |
| **APRIL : Arguments, Debates and Discussions/ Self- questioning and summarizing/ Expositions** | | | |
|  | **Oral Language** | **Reading** | **Writing** |
| **Communicating** |  |  |  |
| **Understanding** | **Demonstration of Understanding-**  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. | **Reading Vocabulary-**  Use a range of vocabulary strategies and knowledge of synonyms , antonyms and homonyms , affixesand root words to clarify and discuss the meaning of unknown words and phrases as they arise. | **Vocabulary-**  Use a more sophisticated range of vocabulary from many sources and explore the aesthetic , creative and imaginative dimensions of language in their writing. |
| **Exploring and using** |  |  | **Handwriting-**  Write using cursive script. |
| **MAY: Questioning and Enquiry, Extended Conversations / Determining Importance/ Explanations** | | | |
|  | **Oral Language** | **Reading** | **Writing** |
| **Communicating** | **Social Conventions and Awareness of Others**  Use social conventions of 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 . |  |  |
| **Understanding** |  | **Phonics and Word Recognition**  Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts.  **Reading Vocabulary**  Use a range of vocabulary strategies and knowledge of synonyms , antonyms and homonyms , affixesand root words to clarify and discuss the meaning of unknown words and phrases as they arise. | **Spelling**  Spell a wide range of high frequency words accurately and use spelling strategies for unfamiliar words. |
| **Exploring and using** | **Information giving, explanation and justification**  Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.  **Requests and Questions**  Express personal needs 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. |  | **Response and Author’s Intent**  Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author’s intent. |
| **JUNE: Revision** | | | |
|  | **Oral Language** | **Reading** | **Writing** |
| **Communicating** | **Revision** | **Revision** | **Revision** |
| **Understanding** | **Revision** | **Revision** | **Revision** |
| **Exploring and using** | **Revision** | **Revision** | **Revision** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Progression Milestones** *This section is optional. The SEN pathways may also be of benefit.* | | | | | | | | | |
| 1. Circle the progression milestones that reflect where the children/groups of children in your classroom are **currently** in their learning at the beginning of the period covered by this long-term plan. You can identify and circle as many groups as you wish. For children with moderate to profound difficulties you may find it helpful to also use the SEN pathways to recognise their progress. 2. Circle where you plan for children **to be** by the end of the period of time covered by this long-term plan.   *The table supports planning for learning groups within a class or multi-grade classes in one classroom. Please customise according to your context.* | | | | | | | | | |
| **Class(es)/ groups** | **Progression Milestones for Oral Language**  **Where the children/groups are currently in their learning and where they should arrive at by the end of the period in this plan** | | | | | | | | |
| [**Beginning of period**](http://www.curriculumonline.ie/Primary/Curriculum-Areas/Language/Progression-Continua-English-and-Irish/Oral-Language-Progression-Continuum) | **early a** | **a** | **b** | **c** | **d** | **e** | **f** | **g** | **h** |
| [**End of period**](http://www.curriculumonline.ie/Primary/Curriculum-Areas/Language/Progression-Continua-English-and-Irish/Oral-Language-Progression-Continuum) | **early a** | **a** | **b** | **c** | **d** | **e** | **f** | **g** | **h** |