

## Learning support plan – Cashel Community School | **Year 2**

<i>Dates/Time frame</i>	<i>Topic</i>	<i>Learning outcomes</i>	<i>Resources</i>	<i>Differentiation</i>	<i>Assessment</i>
4 weeks – September	Developing longer answers. P.Q.E	Students will use the PQE method to answer longer comprehension questions. They will use mind maps and write two sentences per point they have made.	English textbooks, sample answers and sample papers.	Type and level of questions will be differentiated. Reading age of comprehensions will also be differentiated.	Students will be given success criteria at the beginning of the topic and will be assessed at the end.
4 weeks - October	Planning of composition pieces.	Improve the planning techniques used by students and ensure they are using them consistently.	Spider diagrams, mind-maps, sample plans.	The length of student's answers will be differentiated.	Students will be given formative feedback on their completed pieces and will complete one edited text.
6 weeks – November - December	Reading project	Students will expand on their vocabulary and practice basic comprehension skills.	Storyboards Timelines Relationship graphs Reading log	Novel to be decided on by L/S teacher. Targets for reading log	Students will create and complete quizzes about the content of their book and complete writing tasks also.
4 weeks – January – February	Don on One – study of a documentary for oral language development.	Introduce students to documentaries and their features. Students will also research documentaries which are of interest to them.	Writing tasks based on podcasts on documentaries they listen to or watch. Doc on One – RTE Radio 1	Summary and recap of story using various methods – storyboard etc.	Oral presentations of work to be completed ranging from reviews, a sequel or speech related to the documentaries.
2 weeks - February	Grammar and punctuation	Recap on common mistakes in the area of grammar and punctuation. Misspelled words and incorrect use of tense.	Watch your language textbook, vocab in action textbook	Differentiated worksheets for varying levels	Spelling and grammar tests to be given as well as students engaging in peer assessment.
4 weeks - February – March	Poetry – simple introduction to poetry	Students will learn poetic techniques, have the ability to list an example of these as well as saying what effect they have on the poems content or style.	English textbooks, wall charts, tables which chart the example and effect of each technique.	Level of questioning as well as differentiated success criteria.	Completion of table listing poetic techniques and answering simple questions on studied poems.

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4 weeks – March - April	Study of a text	A universal way of studying texts where the focus will be on characters and their development, relationships and settings.	Booklets for study of a film, novel or drama. Use of class texts, creation of individual notes.	Number of examples required to support each point. Level of detail studied.	Self and peer assessment while completing work as well as giving students sample questions and answers to work from.
2 weeks – April	Digital Media	Looking at vlogs, blogs and internet sites – how they can be formatted and what is included in them.	A new area of learning for the students which will be related to functional writing.	Research using online sites which will be decided on by teacher.	Use of past papers from JC English (strong focus on digital platform) Editing skills emphasised.
4 weeks – May	Functional writing – letters, review, travel blog	Revisiting functional writing but exploring different types such as travel writing and reviews, needed for Senior Cycle and after school.	Sample of completed pieces as well as writing frames and planning tools.	Writing frames used to aid students completion of tasks.	Students can be given a checklist of items to include in each piece of functional writing. Shared marking scheme.