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| ***Timeframe*** | ***Topic*** | ***Learning outcomes*** | ***Resources*** | ***Differentiation*** | ***Assessment*** |
| Sept  1-2 weeks | Assessing the needs of the students.  Introduction to a new school environment.  Junior Cycle key skills in the SRWC classroom.  Introduce students to the resources in their students record book, e.g. writing wheel and the use of connectives etc. | Students will review their learning from primary school.  Students will be introduced to the concept of Junior Cycle key skills.  Students will take part in group tasks to establish ways on how they can develop the key skills in the SRWC classroom.  Students will independently plan and construct a short piece of writing on their new surroundings. | 1 x student copy, 1 x A4 hardback and 1 x envelope folder.  Junior Cycle key skills wheel.  Visual prompts.  A3 pages and markers.  <https://www.mentimeter.com/signup?referral=login>  Double Venn diagram – PDST Graphic Organiser Booklet - SRWC resource folder on the shared drive. | The sharing of learning of learning intentions with the class.  Higher and lower order questioning to suit the needs and abilities of the students.  All students will have role within their groups e.g. facilitator/writer/speaker etc. | Informal assessment through questioning.  Monitoring written work from planning to completion (encourage students to refer to the writing wheel in their SRB).  Individual feedback for the writing task. |
| Sept-Oct Mid-Term  6-7 weeks | Sight Vocabulary  SNIP Programme.  Dictionary Skills.  Vocabulary Journal.  Development of a reading programme (consult with SEN Dept. regarding reading ages etc.)  Students to be encouraged to read for 20-30 minutes per day at home. | Students will develop their dictionary skills.  Students will recap on the SNIP programme from primary school and will engages with the programme for 5 minutes each day in class throughout the year.  Schools will build on their vocabulary and high frequency words (HFW).  Students will take part in both independent and group reading activities. Additional reading to take place at home. Students will read for 5-10 min per day in class throughout the year.  Students will be encouraged to take charge of their own learning in the SRWC classroom. | NBSS Vocabulary Journal for each student. Students can update their journal on a weekly basis – SRWC resource folder on the shared drive.  Learning Journal in student’s copy.  Dictionaries.  SNIP Programme worksheets.  Provide students with a list of words for dictionary tasks.  <https://quizlet.com/latest> - this can used to help teach key vocab and content.  Reading Laboratories and Heinemann Series (Music Rm 2). Students can choose a suitable novel. | The sharing of learning of learning intentions with the class.  Students choose a small novel from Heinmann Series to read at home (the teacher should ensure a record of books been taken home is kept).  Incorporate varying levels of the SNIP Programme to suit the needs of the students.  Vocab used for the dictionary tasks will vary to suit the students.  Self-directed reading through the Reading Laboratories – these are colour coded by reading level. | Self-assessment – students score their own work with answer key card (Reading Laboratories).  Monitor the student’s use of dictionaries.  Students will be encouraged to record their learning in their learning journal.  Assess the learning styles of students through observation and review of written work.  Constructive feedback will be given to all students. |
| Nov-Dec  7 weeks | Alphabetic matching and principles.  Phonics and phonological awareness.  Letter sounds and formation.  Tricky words and commonly misspelled words.  Exam key words. | Students will be able to recognise all letters of the alphabet, in both capital letter and lowercase form.  Students will become confident in their use of capital and lower case letter.  Students will begin to understand the relationship between letters and individual sounds.  Students will become familiar with commonly misspelled and tricky words.  Students will examine popular exam key words in their SRB.  Students will continue with SNIP programmes and reading in class. | Student Record Book.  Graphic Organisers/Mind-maps.  Sample exam questions – subject integrated learning – link to mainstream subjects.  Fuzzbuzz Series - Writing and Alphabet Skills – Music Rm 2.  Online video clips to assist students with letter sounds.  Vocab and Learning Journal. | The sharing of learning of learning intentions with the class.  Differentiated worksheets in class.  Both written and oral tasks to suit the needs and abilities of the students. | Students will be assessed on their on their phonological awareness through reading activities.  Students will be given various writing exercises in class.  Students will construct a book review related to the reading they carried out at home over the past number of weeks. This will be examined by the teacher and feedback provided to the student – this task should be given to students towards the end of the term.  Test on exam key words. |
| Jan-Feb  Midterm  7 weeks | Review of in-house examinations.  Handwriting.  Different types of writing and genres.  Focus on functional writing.  WOW words. | Students will reflect on their learning from the previous term, and also in relation to their in-house examinations.  Students will work on their handwriting skills.  Students will be introduced to the different types of writing and genres, e.g. writing to inform and explain etc.  Students will construct functional writing pieces, e.g. letters and diary entries.  Students will incorporate WOW words into their writing.  Students will continue with SNIP programmes and reading in class. | Literacy Skills Workbook for Post-Primary English (Gill Education).  Kahoot Quiz to recap on learning from the previous term.  Samples of functional writing.  Functional writing templates – worksheet or online blogs.  NBSS - Writing with WOW Words and Building Vocabulary - SRWC resource folder on the shared drive.  Vocab and Learning Journal.  Writing to Inform and Writing to Explain (Music Rm 2). | The sharing of learning of learning intentions with the class.  All students will have role within their groups – brainstorming activities on the use of functional writing, when and why etc.  Samples of functional writing may vary in length and difficulty.  Students will be assigned a written task to suit their ability which may be carried out using ICT e.g. using an online blogging template -  <https://kidblog.org/home/> | The students will be continually monitored.  Individual work will be assessed and each student will be provided with feedback.  Layout and format of written exercises will be peer assessed in class.  Students will be orally assessed on their reading exercises being carried out at home.  Students will record their learning in their learning journal. |
| Feb-April  7 weeks | Writing paragraphs.  Transitions between paragraphs.  Focus on connectives/conjunctions/joining words.  General grammar, e.g. nouns, adjectives, verbs etc.  Punctuation. | Students will learn what a paragraph is.  Students will construct their own paragraphs.  Students will examine the importance of showing information clearly and concisely in their writing through the effective use of paragraphs.  Students will be introduced to connectives and how they can assist them with their writing skills.  Students will recap on general grammar and punctuation from previous learning (additional time may need to be spent on grammar and punctuation depending on the abilities of the students).  Students will continue with SNIP programmes and reading in class. | Vocab and Learning Journal.  Student Record Book.  Samples of good and bad paragraphs.  Visual writing prompts for story train - link to mainstream subjects.  Worksheets on connectives - SRWC resource folder on the shared drive.  Literacy Skills Workbook for Post-Primary English (Gill Education). | The sharing of learning of learning intentions with the class.  Students will assess samples of paragraphs in pairs.  Story Train - timed writing activity – weaker students will be given additional time and they will be allowed construct the beginning of the story.  Differentiated worksheets on connectives and punctuation. | The student’s written work will be individually assessed, taking into account the structure of paragraphs, the transitions between paragraph, along with their use of connectives and correct punctuation.  Students will be given constructive feedback to assist them with their learning and understanding.    Examine worksheets on connectives.  Provide students will a piece of text and they must correct the punctuation errors - Literacy Skills Workbook for Post-Primary English (Gill Education).  Review Vocab and Learning Journal. |
| April-May  5 weeks | Revising for in-house examinations.  Reflection.  Subjects that students find difficult.  SQ3R | Students will recap on exam words  Students will construct mind-maps and graphic organisers.  Students will be introduced to the SQ3R  Students will write a reflective piece of their first year in post-primary school.  Students will carry out a brief oral presentation  Students will devise a study plan taking into consideration the subjects/topics that the students struggle with.  Students will continue with SNIP programmes and reading in class. | Vocab and Learning Journal.  Student Record Book  Language of examinations worksheets: <http://www.elsp.ie/subjects/examLanguage/Exam%20Language%20Topic%20-%20English.pdf>  Sample study plans.  PDST Graphic Organiser Booklet and NBSS SQ3R worksheets -SRWC resource folder on the shared drive. | Differentiated end of year assessment – incorporate both reading and writing exercises to suit the needs and abilities of the students.  Group discussion.  SQ3R worksheets/graphic organisers are available in a range of formats. | End of year review and assessment.  Presentation on material that the students were reading at home.  Final review of Vocab and Learning Journal – signed by student, teacher and parent.  Feedback on oral presentation and reflective piece.  Monitoring how students interact with the SQ3R system. |