ENGLISH - READING POLICY

Scoil na mBuachaillí

(Clonakilty Boys National School)

Scoil na mBuachaillí, Cloich na Coillte

AIMS / PURPOSES OF THE ENGLISH CURRICULUM

a) To promote positive attitudes and develop an appreciation of the value of language, spoken, read and written.
b) To create, foster and maintain the child's interest in expression and communication.
c) To develop the child's ability to engage appropriately in listener/speaker relationships.
d) To develop confidence and competence in listening, speaking, reading and writing.
e) To develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading.
f) To enable the child to read and write independently.
g) To enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences.

Taken from the 'New 'Curriculum Book pages 10 & 11

h) To ensure a balanced and broad curriculum.
i) To strengthen the communication between the Learning Support Teacher/Resource Teacher/Resource Teacher for Travellers and the Class Teacher.
j) To encourage more use of our IT Network of computers/internet access for learning and for information retrieval.
k) To standardise the use of Reading Schemes in the school.
l) To consolidate the role of assessment in the teaching of reading in our school.

m) To develop our class libraries even further.
n) To develop a common approach towards the involvement of parents in the child's reading.

PROCEDURES/GUIDELINES

Junior and Senior Infants

Strand 1: **Receptiveness to Language**

Strand Unit: **Reading: developing concepts of language and print**

The child should be enabled to

- Listen to, enjoy and respond to stories, nursery rhymes, poems and songs.
- Become an active listener through the development of a range of listening activities based on stories read or told (*for example: telling and retelling a story in sequence, recalling and relating a simple story or event, asking questions, role-playing*)
- Play with language to develop an awareness of sounds (*language games, phoneme and morpheme sound relationships, nursery rhymes, chants singing games, action songs and poems, a wide variety of rhythms, attempts at writing words appropriate to a particular need such as the child's own name*).
- Develop a sense of rhythm and rhyme (*songs, nursery rhymes, jingles, clapping and dancing to syllabic rhythms*).
- Become familiar with a wide range of environmental print, beginning with print in the classroom.
- Learn about the basic terminology and conventions of books (*author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation*).

- Read texts created by himself and by other children in collaboration with the teacher.
- Learn to recognise and name the letters of the alphabet.
- Develop an awareness of some letter-sound relationships.

Strand 2: Competence and Confidence in using language

Strand Unit: Reading: developing reading skills and strategies

The child should be enabled to

- Experience the reading process being modelled.
- Handle books and browse through them.
- Encounter early reading through collaborative reading of large-format books and language-experience material.
- Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read.
- Learn to isolate the beginning sound of a word or syllable.
- Learn to isolate beginning and final sounds in written words.
- Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable.
- Use knowledge of word order, illustration, context and initial letters to identify unknown words.
- Engage in shared reading activities - *stories, poems, plays, picture books.*

Strand 3: Developing cognitive abilities through language

Strand Unit: Reading: developing interests, attitudes and the ability to think

The child should be enabled to

- Re-read, retell and act out familiar stories, poems or parts of sto-

	individual speech sounds
Phonological awareness	A range of skills such as the ability to analyse words into their constituent speech sounds, the ability to combine speech sounds, and the ability to detect rhyme and alliteration.
Representational text	Text in the form of diagrams, pictures, graphs etc
Scanning	Reading quickly in order to establish the organisation and principal features of a text
Semantic cues	The contextual information in a text that will help to predict a word or words
Skimming	Reading quickly in order to find the gist of a text
Syntactic cues	The information contained in grammar and language use that facilitates the interpretation of text
syntax	The totality of facts about the arrangement of words in a language
Text	The entirety of a linguistic communication in written or printed form or through sign, gesture or situation
Writing genres	The various forms appropriate to different types of written communication - story, essay, letter, dialogue, recipe etc.

ries.
- Recall and talk about significant events and details in stories.
- Analyse and interpret characters, situations, events and sequences presented pictorially.
- Predict future incidents and outcomes in stories.
- Differentiate between text and pictures.
- Understand the function of text
  Become aware that text says something.

Strand 4: Emotional and imaginative development through language

Strand Unit: Reading: Responding to text

The child should be enabled to

- Associate print with enjoyment through listening to stories and poems read aloud.
- Respond to characters, situations and story details, relating them to personal experience.
- Perceive reading as a shared, enjoyable experience.
- Record response to text through pictures and captions.
- Pursue and develop individual interests through engagement with books.

First and Second Classes

Strand 1: Receptiveness to Language

Strand Unit: Reading: developing Strategies

The child should be enabled to

- Continue to experience the reading process being modelled.

- Engage in **shared reading** activities
- Use the school **library** and visit the local library in Kent Street
- Continue to build a **sight vocabulary** of common words from books read and from personal experience.
- Engage in activities designed to increase awareness of sounds

Phonics

1st Class
* Sounds of letters and letter clusters
* Word-endings (simple words)
* Single consonants **r-at, c-at, m-at** *(onset and rime)*
* Common word endings
* Breaking down words

2nd Class
* Word-endings **d-ock, s-ock, cl-ock, t-able, c-able, f-able**
* *Different Onsets*
  Consonant blends **pl-an**
  Digraphs **ch-at**
* *Different Rimes*
  Vowel Digraphs **tr-ee**
* Vowel-Consonant combinations **h-and**
* Learn about common word endings, word families and roots of words.
* Breaking down words.

- Use knowledge of letter-sound relationships (grapho/phonic cues), grammar and syntax (syntactic cues) and surrounding text (contextual cues) when attempting to identify unfamiliar words.
- Self-correct readings errors when what he reads does not make sense.
- Develop reading skills through engaging with reading material appropriate to his stage of development.

Digraph	A combination of two letters used to represent a single sound.
Engagement with text	Reading, comprehending, reflecting on and responding to a piece of text.
Expository text	Text that describes or explains
Grammar	The abstract system of rules in terms of which a person's mastery of a language can be explained
Grapho/phonic cues	The information provided in sounds and in combinations of sounds represented by letters and groups of letters that helps to predict words
Language-experience material	The creation of text by the teacher in collaboration with the pupils in order to facilitate early reading
Large-format books	Books that are produced in a format large enough for collaborative reading with groups
Literacy	The ability to read and write
Morpheme	A speech element having a meaning or grammatical function that cannot be subdivided into further such elements
Narrative text	An account of events, experiences
Onset and Rime	**Onset** is the part of a syllable that precedes the vowel and the **rime** is the remainder of the syllable.
Phoneme	One of the set of speech sounds in a language that serve to distinguish one word from another.
Phonemic awareness	The knowledge that words are composed of

GLOSSARY

The **reading scheme** for the most part is - *Magic Emerald,* published by Folens.

Senior Infants	Readers - Little Hippo Gets Lost Animals in the Trolley Honey Bear's Party Lion in the Mud	Workbook - 4 Activity Books - based on each reader
Junior Infants	Readers - Hip! Hip! Hippo! Up! Up! Up!	Workbook - 1 Pre-reading Activity Book 2 Activity Books based on the readers

- Adapt his reading style for different purposes - *browsing, simple scanning and skimming*

Strand 2: **Competence and Confidence in using language**

Strand Unit: **Reading: reading for pleasure and information**

The child should be enabled to

- Read from a range of children's literature, choosing material for reading during silent reading periods
- Engage in personal reading
- Learn to find books in their classroom library
- Read aloud to share text with an audience
- Find information and share it with others
- Perform simple information retrieval tasks - *using a table of contents, using a simple index*

Strand 3: **Developing cognitive abilities through language**

Strand Unit: **Reading: developing interests, attitudes and the ability to think**

The child should be enabled to

- Pursue individual interests through independent reading of fiction and non-fiction.
- Adopt an active approach to a text by posing his own questions.
- Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material - *parent, teacher, librarian, other children*
- Develop comprehension strategies - *recalling details and events, assimilating facts, retelling stories*
- Perform alphabetical order tasks
- Predict future events and outcomes in a book that is being read aloud.

- Express a more formal response by giving a considered personal opinion of a book in oral or written form.
- Use information technology to increase motivation to read and to enhance reading development.

Strand 4: **Emotional and imaginative development through language**

Strand Unit: **Reading: Responding to text**

The child should be enabled to

- Continue to listen to and enjoy stories and poems being read aloud.
- Engage in spare-moment reading and browsing by having ready access to reading material.
- Engage in a wide variety of text - *picture books, poetry, stories, informational material*
- Experience enhanced levels of self-esteem through success in reading.
- Listen to entire stories read aloud in instalments.
- Respond to characters and events in a story - *talk and discussion, writing, drama, visual arts*
- Explore different attitudes and feelings by imagining what it would like to be certain characters. Empathising with characters.
- Engage frequently in informal discussion of books with teacher and others.

Third and Fourth Classes

Strand 1: **Receptiveness to Language**

Strand Unit: **Reading: developing Strategies**

BOOK SCHEMES FOR SCOIL NA MBUACHAILLÍ

The **reading scheme** for the most part is - *Magic Emerald,* published by Folens.

Rang 6	**Reader -** The Time Seeker	**Workbook -** Activity Book D	**Novel** - Reaching the Heights *by Peter Gunning* **Workbook** for Novel
Rang 5	**Reader -** Night Horse	**Workbook -** Activity Book C	**Novel** - Return to Troy *by Pierce C. Feirtear* **Workbook** for Novel
Rang 4	**Reader -** My Babysitter's an Alien **Fact Book -** Matter of Fact (Fallons)	**Workbook -** Activity Book B	**Novel** - Stanley *by Peter Gunning* **Workbook** for Novel
Rang 3	**Reader -** The Spooky Castle **Fact Book -** Matter of Fact (Fallons)	**Workbook -** Activity Book A	**Novel** - The Yuckee Prince *by Larry O'Loughlin* **Workbook** for Novel
Rang 2	**Readers -** The Wizard's Hat Spot the Zebra	**Workbook -** Expert at English for 2nd Class (Sunny Street - EdCo) **Fact Book -** Penny's Second Book of Facts (Fallons)	
Rang 1	**Readers -** Ginger Giraffe moves house The Broken Sleigh The Rubbish Monster	**Workbook -** Not chosen yet **Fact Book -** Buster's First Book of Facts (Fallons)	

- Keeping a record of children's reading that can be passed on to the next teacher - in fact assessment will be an integral part of the teacher's classroom planning to enable the teacher to identify the short term and long term needs of the class, groups and of individual pupils.
- Informing parents about children's progress and involving them in their children's reading activities.

Class library is very important and children could be involved in choosing some of the books.

MONITORING/EVALUATION/REVIEW

The following assessment tools will be used in English, however it is neither desirable nor practicable that all these tools be used in every learning situation or within a particular time span:
- Teacher observation
- Teacher-designed tasks and tests
- Work samples, portfolios and projects
- Curriculum Profiles
- Diagnostic Tests
- Standardised tests

The primary aim of all assessment is to enhance the learning experiences of the child, and it will be important that the assessment techniques employed are worthwhile and do not detract from teaching time.

A record of pupils work will be kept - e.g. assessment results etc, where appropriate and worthwhile. Teachers will keep their own records on the children's progress. Reporting to parents on children will be carried out as usual through Parent/Teacher Meetings and Reports.

This policy will be reviewed at intervals to assess its effectiveness.

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The child should be enabled to

- Use more than one strategy when reading unfamiliar text - *grapho / phonic, synatactic, contextual*
- Identify unfamiliar words by reference to word parts, prefixes and suffixes.
- Continue to self-correct reading errors
- Become an increasingly independent reader.
- Understand the relationship between text and illustration.
- Refine his listening skills through hearing the teacher reading aloud.

Strand 2: Competence and Confidence in using language

Strand Unit: **Reading: reading for pleasure and information**

The child should be enabled to

- Have access to a plentiful supply of books in the classroom.
- Use library facilities outside school.
- Select personal reading material and develop personal taste in reading for pleasure and information.
- Experience different types of text.
- Engage with a wide variety of poetry and verse on a regular basis.
- Develop basic information retrieval skills—
  * *using table of contents, chapter headings and index*
  * *Interpreting diagrammatic information*
  * *Scanning and skimming*
- Use simple dictionaries effectively (*Chambers' New School Dictionary - Fallons recommended*)
  * *Find words*
  * *Find the meaning of words*
  * *Check Spelling*
  * *Find the pronunciation of words*

Strand 3: **Developing cognitive abilities through language**

Strand Unit: **Reading: developing interests, attitudes, information retrieval skills and the ability to think**

The child should be enabled to

- Extend participation in listening and silent reading activities.
- Read short books in one sitting to experience success in reading.
- Explore new interests and perspectives through reading -
  - *poetry*
  - *Non-fiction*
  - *Newspaper articles*
- Read books independently.
- Seek recommendations for books read and recommend books to others.
- Continue to use information technology to increase motivation to read and to enhance reading development..
- Know the structure and terminology of books
  - *Cover*
  - *Spine*
  - *Illustration*
  - *Dedication*
  - *Table of contents*
  - *Introduction*
  - *Page*
  - *Chapter*
- Develop skills in locating and handling books through using well-stocked classroom libraries.
- Continue to develop comprehension strategies to deal with narrative, expository and representational reading material -
  - *Assimilation - What did I learn?*
  - *Deduction - What can I conclude?*
  - *Inference - What may I conclude?*
  - *Analysis - What are the details and how do they come together?*

- In order to evaluate the school's system of remediation there will be regular meetings with class teachers (at least once a term), learning support teacher and principal (once a month) .
- When appropriate the Learning Support Teacher could take the body of the class occasionally, while the class teacher works with the group of children with reading difficulties.
- Parents will be encouraged to support the work of the Learning Support Teacher at home.
- There will be a review at the end of each term - at this review, the issue of withdrawing children from the service will be discussed. Children will be withdrawn using the following criteria - standardised test results, discretion of the principal, class teacher and learning support teacher.
- Parents will **always** be consulted when a child enters or leaves the service.
- If parents refuse to give permission a written note must be obtained.

CLASSROOM PLANNING FOR ENGLISH
When planning the English Curriculum the teacher will take account of the integrated nature of the curriculum i.e. in terms of the 4 strands -
- Receptiveness to language
- Competence and confidence in using language
- Developing Cognitive abilities through language
- Emotional and Imaginative development through language.

Planning for reading in the classroom will involve the following:
- Choosing the relevant graded reading materials
- Assessing individual ability
- Providing an appropriate programme of reading activities for each child

- Desk top publishing packages to enhance the presentation of the child's work.
- Connectivity to the internet and email.
- Use of multimedia authoring packages such as Hyperstudio and Opus Pro.

ROLE OF PARENTS
- Parents have a crucial role to play in the child's language development.
- Talking to the child, hearing the child talk.
- Reading stories aloud or telling stories to the child.
- Encouraging the child to read.
- Paired reading activities.
- Information Meeting in October - given by Fiona and Sinéad.
- Check reading at night.

EARLY IDENTIFICATION AND REMEDIATION OF READING DIFFICULTIES

Children in Senior Infants are identified by the class teacher if they are experiencing difficulty with reading and then if appropriate the children are then taken by the **Learning Support Teacher**. No formal assessment is carried out in Junior Infants or Senior Infants by the class teacher.

Formal assessment begins in Rang 1. All the children in Rang 1 - Rang 6 are assessed in October each year using the **Micra-T** test. The results of all tests are kept by the teacher, Learning Support Teacher and in the class file (kept in the office).

- The children will be withdrawn for Learning Support teaching.
- In order to minimise the disruption to the rest of the class organisation and with the child's own engagement with the rest of the curriculum there will be greater liaison between class teacher and Learning Support Teacher.
- Remediation be done in groups of 4/5.

- ∗ *Prediction - What might happen next?*
- ∗ *Evaluation - What do I think of this?*
- ∗ *Summarising - How can I give a brief account of the main points?*
- Use a knowledge of printing conventions as an aid to expression and comprehension
  - ∗ *Bold type*
  - ∗ *Punctuation marks*
  - ∗ *Capital letters*
- Keep a record of his reading in various forms
  - ∗ *Keeping a list of books read*
  - ∗ *Keeping written comments on books in a folder*

Strand 4: Emotional and imaginative development through language

Strand Unit: **Reading: Responding to text**

The child should be enabled to

- Extend and develop his response to increasingly challenging reading material
  - ∗ *Discussion*
  - ∗ *Poetry*
  - ∗ *Writing*
  - ∗ *Drama*
  - ∗ *Visual Arts*
  - ∗ *Movement*
  - ∗ *Dance*
- Engage in talk about books -
  - ∗ *Setting*
  - ∗ *Plot*
  - ∗ *Character*
  - ∗ *Motive*
  - ∗ *Favourite authors*
- Talk about choice of books and the reasons for choices

- Recognise and discuss differences in reading tastes
- Share responses with other children and with adults to cultivate a community of readers
- Experience a shared response to fiction through the use of a class novel.
- Read aloud with expression.

Fifth and Sixth Classes

Strand 1: **Receptiveness to Language**

Strand Unit: **Reading: developing Strategies**

The child should be enabled to

- Achieve proficiency in word identification by refining the different word identification skills
    * *Grapho / phonic*
    * *Syntactic*
    * *Contextual*

- Improve his ability to recognise and understand words by using root words, prefixes, suffixes, syllabication.
- Engage with an increasing range of narrative, expository and representational text.
- Become self-reliant, confident, independent readers, having time in class for sustained, silent reading.

Strand 2: **Competence and Confidence in using language**

Strand Unit: **Reading: reading for pleasure and information**

- Class presentations of thematic programmes of poetry can be compiled.

- **Discussing the response to text:** Children will be encouraged to discuss their reading, favourite authors, books they have read etc. This could be done in a whole class/large/small group setting.

RESOURCES/IMPLICATIONS

As a result of the new approaches to reading outlined in the preceding pages, the following resources are necessary to implement the policy:
- Large format books
- Flipcharts and flipchart holders
- A print-rich environment in the infant classrooms
- Regular use of job charts, weather charts, posters etc to focus the child's attention on the written word.
- Magazines and newspapers - newspapers will be purchased daily.
- A library corner in the Junior Classes - may be furnished with bean bags, cushions etc.
- A library corner for the Senior Classes, loosely based on that of the public library.
- Play corner in the Junior Classes - to encourage children to engage in play activities that resemble real-life reading activities.
- Regular display of children's writing on walls or in the classroom library - for example the Christmas Magazine.

INFORMATION AND COMMUNICATION TECHNOLOGIES
- Computers are a major contributor to a print-rich environment. Using programmes inevitably involves reading on-screen instructions etc. Children's use of computers will therefore foster their awareness of print and encourage the development of reading skills.
- Computer programmes - needed to support the development of word identification, spelling and other reading skills.
- Encyclopaedias and reference books are now available in multi-media format.
- Word processing packages.

- *Responding to the text after reading it.*
- **Comprehension in other curricular areas -** there are extensive possibilities for developing children's comprehension skills in other areas of the curriculum.

RESPONDING TO TEXT

- **Experiencing and responding to a wide range of text -** well stocked class libraries and class novels will cater for this area.
- **Sharing a response to books and other text -** this could be done orally or in written form. Talk and discussion about the plot, character and motive will form a significant part of the children's response to reading throughout the primary school years.
- **Using a Class Novel -** this can be approached in various ways - the entire novel could be read aloud to the class by the teacher or a child. Children themselves will have copies of certain novels and this can then be real aloud or silently.
- **Further ways to share a response to text:**
  - A reading log may be kept,
  - Character profiles of favourite characters could be developed,
  - An epilogue could be written
  - Children can be encouraged to write "meanwhile" episodes.
  - Reviews could written.
  - Write further adventures of a character.
  - "Spider Plans" could be written to predict where the plot might lead.
  - "Reader's Theatre" - reading aloud with children taking the parts of the characters.
  - Improvisation, mime and movement used to interpret characters and events.
  - Using Visual Arts to stimulate children to record responses to books.
  - Poetry may also be used as a form of response.
  - The text could be adapted to another medium - e.g a drama or a musical.

The child should be enabled to

- Read widely as an independent reader from a more challenging range of reading material, including stories, poems, myths, legends, novels and non-fiction texts appropriate to his age and reading ability.
- Engage with books in group or in whole class settings.
- Learn about the structure and appreciate the function of the component parts of a newspaper -
  * *Editorial*
  * *News*
  * *Features*
  * *Review*
  * *Sport*
  * *Obituary*
  * *Crossword*
  * *Advertisement*
  * *Schedule of radio and television programmes*
- Participate in organised visits to the local library
- Read and satisfy personal interests.

Strand 3: Developing cognitive abilities through language

Strand Unit: **Reading: developing interests, attitudes, information retrieval skills and the ability to think**

The child should be enabled to

- Listen to, read, learn, recite and respond to a challenging range of poetry.
- Have access to a wide variety of reading material in the classroom
  * *Magazines*
  * *Newspapers*
  * *Fiction and non-fiction books*
  * *Books written by other pupils*

- ∗ *Collections of material related to hobbies and interests*
- ∗ *Reference material*
- ∗ *Poetry anthologies*
- Continue to keep a record of personal reading in various forms
- Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction.
- Develop study skills such as skimming, scanning, note-taking and summarising.
- Retrieve and interpret information presented in a variety ways
  - ∗ *flowchart*
  - ∗ *Table*
  - ∗ *Diagram*
  - ∗ *List*
  - ∗ *Web*
  - ∗ *Survey, Question, Read, recall and review (SQ3R)*
- Support arguments and opinions with evidence from the text.
- Read and interpret different kinds of functional text
  - ∗ *Forms*
  - ∗ *Menus*
  - ∗ *Timetables*
  - ∗ *Recipes*
- Explore appropriate non-fiction texts for various purposes
  - ∗ *Furthering a personal interest*
  - ∗ *Pursuing a topic raised in class*
  - ∗ *Completing a project*
- Use informational retrieval strategies in cross-curricular settings.
- Distinguish between fact and opinion, and bias and objectivity, in text and in the media.
- Use the classroom and local library to develop greater insight into book location, classification and organisation.
- Find information relevant to this purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology
  - ∗ *Graphical and electronic media*

- *Recognising, recalling and inferring specific details*
- *Recognising, recalling and inferring comparisons*
- *Recognising, recalling and inferring cause-and-effect relationships*
- *Reorganising, classifying and summarising details*
- *Interpreting figurative language and imagery*
- *Reacting to the author's use of language*
- *Identifying with characters, events and issues.*
- **Comprehension Strategies -** children will learn a number of different reading strategies:
  - *Scanning the text*
  - *Skimming the text*
  - *Search-Reading*
  - *Reflective Reading*
- It is important to vary the organisational groupings in the class to suit the particular activity:
  - *Whole-class activity e.g. in prediction*
  - *Large or small groups e.g. in sequencing activities*
  - *Paired Work e.g. in location and organisation of information*
  - *Individualised Study e.g. in reflective reading*
  - *Conferencing between pupil and teacher e.g. in understanding problems*
- Listening tasks, oral response, purposeful reading (these three should be part nearly all activities to develop comprehension skills) and written response (this will be greater in the senior classes, but in almost all cases will be used as a follow-up to discussion).
- **Comprehension and Oral Language -** oral language will be at the core of the programme for developing children's comprehension skills and will involve teacher and pupil questions and plenty of discussion and debate on the text.
- **Comprehension and Text -** in developing their comprehension skills children will be encouraged to engage with the text in three phases:
  - *Surveying prior knowledge before reading the text*
  - *Reflecting while reading the text*

very useful to encourage him to read it silently. If a child experiences success in interpreting text it can greatly increase his confidence as a reader.

- For children with Special Needs - The Letterland Programme can be confusing.

COMPREHENSION

- Comprehension skills can be developed more effectively through discussion of the text under the guidance and prompting of teacher rather than the over reliance of written exercises.
- **Comprehension Skills -** From the beginning of reading children will recall and retell details of what they have read and predict possible future outcomes. As they mature they need to develop skills such as
  - analysis,
  - Deduction
  - Summarisation
  - Inference
  - Prediction
  - Confirmation
  - Synthesis
  - Evaluation
  - Correlation
- The development of the higher comprehension skills starts from the middle classes onwards.
- Children will experience all three categories of text - expository, narrative, diagrammatic or representational.
- **The teacher's role** will involve planning the appropriate contexts that will encourage children to reflect while reading. Children will consequently undertake a range of activities including:
  - *Understanding the word, phrase and sentence meaning of the text*
  - *Using contextual clues for word meaning*
  - *Using dictionaries to check meaning*

Strand 4: **Emotional and imaginative development through language**

Strand Unit: **Reading: Responding to text**

The child should be enabled to

- Hear the teacher model a response to poems, fiction, plays and parts of plays.
- Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance.
- Relate personal experience to the ideas and emotions conveyed in the text.
- Appreciate issues in fiction
  * *The development of character*
  * *Sense of time and place*
- Examine similarities and differences in various types of text
- Continue to share response to an ever increasing variety of texts with the wider community of readers
- Browse through, handle, discuss, recommend and select books for independent reading.
- Develop individually as a reader by experiencing success and the enhancement of self-esteem through reading.
- Read aloud from a personal choice of texts to entertain and inform an audience
- Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television

APPROACHES

There will be a considerable change in the approach to reading -
- Firstly - the **early stages of reading** will be grounded firmly on the child's general language experience. Oral language activities will provide the basis for the child's preparation for reading.
- The child will become involved in the creation of and reading of oral-based texts.
- Collaborative reading of large format books.
- Children will learn to use a number of cueing strategies that will en-

able him to read and understand an increasingly complex range of text.

- The child's language competence, attention span, concentration and perceptual abilities should be well developed before being introduced to a formal reading scheme.
- Much of the child's **first year** at school will be devoted to oral language and informal reading activities.
- A more formalised reading programme will begin in the Senior Infant class - when the child are ready and the teacher feels it is appropriate to do so.

LEARNING TO READ

- The following is a synopsis of the **Teacher's Guidelines Handbook** pages 54 - 68: (please refer to these pages for more detail).
  - **Using language experience materials** (created by the children and the teachers together on charts or flipcharts) and large format books.
  - **Knowledge of the conventions of print** (*for example - read text from left to right, from top to bottom of page etc*)
  - **Basic Sight Vocabulary** is a very important element of the language base the child's needs before beginning a structured reading programme. (*It can be acquired from a number of sources: language experience material, large-format books, environmental print, labelling, flash cards.*
  - **Word identification strategies -** in order to acquire the ability to identify words speedily and fluently the child needs to use information from different sources. (*These sources also called cueing strategies are based on the child's*
    - *Knowledge of letter-sound relationships (grapho/phono cues)*
    - *Experiences and understanding of the world (meaning or semantic cues)*
    - *Knowledge of the forms of language (syntactic cues)*
    - *Knowledge of directional and positional conventions of print*

- *Awareness of the function of punctuation marks.*
- *When the child is reading he uses these cues to predict, identify and confirm/self-correct*

These are explained in more detail on pages 57 - 59 Teacher Guidelines.

- **Predicting and Checking** - the child uses sight vocabulary etc to make predictions. Young children because their skills are not yet developed rely heavily on semantic and syntactic cues to check the accuracy of their predictions. They use
  - Semantic cues to check if their predictions make sense
  - Syntactic cues to check if it "sounds alright".
  - A knowledge of the conventions of print to check if there is a word-by-word fit.
  - Letter-sound relationship to check if their predictions are right.
  - As he gets older the importance of the different cueing strategies will shift. He will still use syntactic and semantic cues but increasingly grapho/phono skills assume the predominant role in the process of word identification.

- **Confirming and Self-correcting** - children need to develop all of the strategies just outlined if they are to read successfully. Children can best develop the ability to predict, check, confirm and self-correct by having their attention drawn to the appropriate cues. If inaccurate reading is corrected too quickly by the teacher or by another pupil the child will be denied the opportunity to learn for himself.

    Teachers should ask questions such as
    - Does that seem right?
    - How can you be sure?
    - What word would make more sense there?
    - What word would look right there?
    - What does the picture tell you?
    - What do you think the story is going to be about?
- Written and Oral Cloze Procedures can be used to develop prediction. If a child is having difficulty with a sentence it can be