

St. Peter's National School English Reading Policy

Introductory Statement

Following consultation with staff members, this English Reading Policy was composed. The policy will be implemented in full from October 2018 and reviewed periodically from that date. The Reading Policy will be closely integrated with policies in other English Curricular areas and with the school curriculum as a whole. The policy will reflect our particular school context and the needs of our school.

Rationale

At St. Peter's National School we acknowledge the potential of reading as an essential learning and teaching medium. We recognise that reading skills are essential in consolidating oral language and writing activities. Language is given a central role in developing the child's conceptual framework and body of knowledge - as well as learning language, children learn through language. Therefore we see the development and implementation of a co-ordinated programme of learning in the area of reading as essential.

General Aims and Broad objectives

- To promote positive attitudes and develop an appreciation of the value of language – spoken, read and written.
- To create, foster and maintain the child's interest in oral expression and communication.
- To develop the child's ability to engage appropriately in listener-speaker relationships.
- To develop confidence and competence in listening and speaking.
- To develop cognitive ability and the capacity to clarify thinking through English.
- To enhance emotional, imaginative and aesthetic development through English Language experiences.

The aim of this policy is to provide a structured progressive and sequential programme for teachers to enable children to meet the objectives listed below in the context of their own class. It will enable teachers to provide for children of all ability levels and enable progress at their own level.

We strive to enable the children in our care to:

- Develop print awareness, phonemic awareness, word identification strategies and sight vocabulary.
- Develop their comprehension and analytical strategies.
- Expand their understanding and usage of grammar, syntax and punctuation.
- Expose them to and develop their appreciation of the richness and diversity of reading material.
- Experience the pleasure and fulfilment to be gained from reading.
- Develop an interest in reading. "The child who is able to read and doesn't is as disadvantaged as the child who cannot read."

Components of Reading

i) Attitude and Motivation

St Peter's National School strives to create a highly positive reading environment; one that encourages children to read for enjoyment and read for purpose. A combination of printed, spoken, visual and digital texts is used in order to create this environment. The school offers a wide variety of interesting texts in the school library, class libraries and in the levelled readers within the school. We offer a choice for students in their reading material opportunities to explore, interact and experiment with various texts. Some of the methodologies to motivate students to read include:

- Reading time (DEAR, library time, supplementary readers)
- Sharing of reading
- Class read aloud
- Using poetry in the classroom
- Audio books
- Early finisher reading
- Reading their own creative stories and poems and those of their peers

ii) Reading fluency

"Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message" (Department of Education and Training in Western Australia, 2004, p.30)

As part of the whole school approach to the assessment of reading, children are placed at their instructional reading level to ensure accurate word recognition. Children should read with automaticity (the ability to read without conscious decoding). Children's skills in using correct rhythm and intonation will also be developed in order to aid in lower order comprehension. These elements are developed in our school through the following:

- Buddy reading: St Peter's National School has a really enjoyable and fun way for children to develop their reading fluency. At the beginning of the school year an older class pairs up with a younger class and they meet regularly for half an hour to complete 'buddy reading.' This usually entails the older children reading for the younger children and then it is swapped.

iii) Comprehension

Comprehension is taught explicitly using the *Building Bridges* programme for reading comprehension. Comprehension strategies are modelled, practiced and used before, during and after the reading process. Pre-reading, during reading and post-reading strategies are essential in unlocking prior knowledge of the child and to create meaning from the texts. Strategies are to be introduced and mastered individually until the child can draw independently on any of the strategies in the independent reading stage. The *Gradual Release of Responsibility Model* is used in the teaching of comprehension (Reading Process Document, PDST, pg 12). The comprehension skills outlined in the *Building Bridges* programme are:

- Predicting - *unlocking prior knowledge*
- Connecting - *connection to other texts, to personal experiences and the wider world*
- Inferring - *interpreting information beyond the text, the deeper meaning*
- Synthesising - *piecing together information from the text*
- Visualising - *creating sensory images*
- Questioning - *lower and higher order questioning*
- Determining importance - *prioritising important information*
- Clarifying - *Checking for meaning*

The *Building Bridges* programme is implemented on a phased and timetabled basis from Junior Infants to 6th class. A timetable of the reading comprehension strategies to be covered can be examined in appendix 1. A list of books to accompany the programme is detailed in appendix 2. Classroom text books at each level are also used at whole class level to develop comprehension skills.

iv) Vocabulary

St Peter's National School recognises the high level of needs in the sector of oral language and vocabulary development. Oral, reading and writing vocabulary are intrinsically linked. Reading vocabulary is taught at each class level in a 3 tier approach as per the PDST guidelines:

Tier 1 - Sight words and early learning words

Sight words are introduced explicitly to the children on a phased basis as well as exposure to all in reading tasks.

Tier 2 - High frequency words which are important for comprehension. They are words that often appear in the written texts at each year level. They are taught and explained as they occur. They can be displayed on class 'Word Wall'.

Tier 3 - Low frequency words specific to certain domains

A range of methodologies are used in the teaching of new vocabulary within the classroom including:

- Word walls
- personalised dictionaries
- Word of the week
- Word games
- Pre-teach topic/thematic vocabulary

v) Phonological Awareness

The school plan on phonological awareness complements the child's need for syllabic awareness, onset and rime and phonemic awareness. These elements are essential in the decoding skills necessary for fluent readers. They are developed in the school through:

- Explicit phonics lessons (Jolly Phonics)
- Rhymes and songs
- Poetry
- Word hunts

These strategies are explicitly taught in whole class and small group settings from Junior infants to 2nd class.

The jolly phonics programme is implemented throughout the school, with systematic and progressive approach to phonics. Explicit phonics lessons are an essential aspect for the Junior half of the school.

See appendix 3.

Organisational Aspects of Our Reading Plan

Resources and Methodologies

- Primary School Curriculum documents
- Class Library - a wide variety of fiction and non-fiction books set out by age group.
- Supplementary reading boxes - In certain classes
- Levelled 'Sails Readers' and 'Oxford Reading Tree' (Available online) and other readers.
- Class Novels for 3rd to 6th class in sets **Appendix 4**
- Building Bridges Programme (Infants - 6th Class - Posters and Texts) **Appendix 2**
- Jolly Phonics Programme, which includes video, manuals, tapes, flashcards etc.
- Jolly Grammar Programme
- PDST guidelines for reading language
- Resources for listening to reading (CDs and headsets)
- Word work resources
- Dictionaries and thesaurus
- Comprehension texts (Folens, Cj Fallon etc.)
- Storybooks at the weekend/Shared Readers
- Nursery Rhymes
- Listening to stories and discussions
- Re-telling Stories
- Recitation of poems and songs
- Guided Reading groupwork
- Print rich environment: labels and signs on classroom items, words and pictures related to themes/common words, words and pictures for language specific to curricular areas e.g. maths
- Stimulating visual environment, having pictures to accompany signs in the classroom and on whiteboard presentations.
- Maths language walls
- Word wall for new vocabulary
- Displays of rhymes/poems

Print Rich Environment

In our classrooms and school children are surrounded by print. Everything in the classroom is labelled at a level appropriate to the age of the children in the class. Teachers use posters, charts, dictionaries, newspapers etc. to provide an appropriate print rich environment for the children. From Infants children are able to use the labels and posters in their classrooms as cues for writing.

Learning Support and Special Needs

Children with Special Educational Needs are catered for with additional teacher contact in and outside of the class, in compliance with the Continuum of Support. Children with specific learning disabilities are provided with a Personal Pupil Profile (PPP), which will set out specific and manageable learning targets for those children in terms of reading. Particular resources and strategies are prepared in order to help children with educational needs to reach their full potential. Guided Reading is conducted in each class for a period of time (varying depending on the need of the class) every year. The Special Education Teacher (SET) usually targets children who attend Support Teaching having these children in his/her group.

Linkage and Integration

While our Reading Policy is presented on its own here, the practice in this school is that all three strands of the English Curriculum will be closely interlinked. The manner in which our policy is organised also provides significant opportunities for integration with all other curricular areas.

ICT

St Peter's National School ethos is also grounded in providing an education for children in the 21st century. Thus, the school and classroom provides many opportunities for the integration of ICT including the use of online games, iPad Apps, the interactive whiteboards, publishing of work on word processors, the use of audio books and recording of children's reading.

Assessment & Record Keeping

Formal Assessment of reading is done at the end of the school year. However, teachers make use of their own classroom assessment for reading throughout the school year.

The Drumcondra Early Literacy Test is used for Junior and Senior Infants.

Drumcondra standardised assessments are administered in May each year (1st - 6th class). These assessments are used to communicate ability to parents as part of the end of year report and also to be used by the class teacher in the following year to inform planning and teaching.

Children's reading is also assessed by class teachers in an anecdotal form. Groupings within the classroom are altered as this anecdotal information deems fit. Notes should be kept on an ongoing basis by classroom and support teachers based on the various components of reading.

Timetabling

A weekly minimum of three hours is allocated for English in the Infant Classes and four hours from 1st & 2nd Classes. Extra discretionary curricular time is allocated to English as appropriate.

Success Criteria

The school-wide implementation of this plan will result in enhancement of pupil learning in the following ways:

- Increased confidence and competence in reading
- Greater willingness to express opinions and participate in class discussions around written texts
- Improved listening skills

The achievement of these success criteria will be assessed through observation, testing and feedback from teachers, pupils and parents.

Implementation and Review

The implementation of this plan will commence in October 2018. A review will take place in September 2019 and at the end of every third school year thereafter.

Ratification and Communication

This plan was ratified by the Board of Management of St Peter's National School on the 15th October 2018. Parents may view a copy of this Policy on the school website and viewed at the school on appointment with the Principal.

Concepts of Language & Print	& Strategies	Interests, Attitudes & the Ability to Think	Text
<ul style="list-style-type: none"> ▪ 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. ▪ Play with language to develop an awareness of sounds. ▪ Develop a sense of rhythm and rhyme. ▪ Become familiar with a wide range of environmental print, beginning with print in the classroom. ▪ Learn about the basic terminology and conventions of books. ▪ Read texts created by himself/herself 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 	<ul style="list-style-type: none"> ▪ 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 & final sounds ▪ Learn to isolate the part of a word or 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. 	<ul style="list-style-type: none"> ▪ Re-read, retell and act out familiar stories, poems or parts of stories. ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

Reading: Methodologies for Junior & Senior Infants

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Listen to and respond to teacher's / taped stories and rhymes.
- Simple re-telling of stories focusing on sequencing, reading a story a few times and children joining in, stories with repetitive phrases.
- Listen to and repeat in proper sequence, alerting children in advance re what to listen for.
- Marching and clapping games, teacher claps and children copy.
- Making of simple percussion instruments.
- Clap syllables e.g. a cat is _ (fat)
- Finish line of a poem / rhyme.
- B/a/t = bat.
- Onset and rime e.g. d - og.
- Clap for each syllable e.g. John - 1 clap, Mary - 2 claps.
- Follow structured phonics programme.
- Labels in classroom, alphabet frieze, labelling charts using flashcards.
- Allow opportunities to handle a variety of books - cover, author, illustrations, left to right, page turning.
- Shared reading e.g. big books, our news, language experience charts.
- Shared reading with parents, older pupils.
- Letter / sound relationships using appropriate resources e.g. Jolly Phonics.
- Teacher modelling reading process.
- Develop sight vocabulary of common words e.g. treasure hunt, word walk in locality.
- Isolate beginning sound e.g. onset and rime, word families, adding on rhymes, games e.g. foods that begin with b.
- Rhyming part of words using simple poems e.g. 'There was a man called Pat, he had a pet _'
- Pre-reading activities, reading scheme, library reading.
- Bingo, word matching.
- Re-read, re-tell and act out e.g. drama box, Alive O, previous stories.
- Respond to characters / relate to events e.g. 'Did that ever happen to you?'
- Draw self in picture with characters or in scene from story, draw favourite part of the story / favourite character.
- Respond to text through pictures, bubble conversation, captions.
- Captions with play dough, magnetic letters, write words under pictures etc.
- Pupils invited to bring in and discuss their favourite books from home.
- Books about favourite things.

Reading: Content for 1st & 2nd Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes & Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Continue to experience the reading process being modelled. ▪ Engage in shared reading activities. ▪ Visit the school and the local library ▪ 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. ▪ Learn about the sounds associated with the part of a word/syllable that allows it to rhyme with another word or syllable. ▪ Learn about the sounds associated with the beginning of a word or syllable. ▪ Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise. ▪ Learn about common word endings, word families and roots of words ▪ Use knowledge of letter-sound relationships, grammar and syntax and surrounding text when attempting to identify unfamiliar words. ▪ Self-correct reading errors when what he/she reads does not make sense. ▪ Develop reading skills through engaging with reading material appropriate to his/her stage of development. 	<ul style="list-style-type: none"> ▪ 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 a classroom or school library. ▪ Read aloud to share a text with an audience. ▪ Find information and share it with others. ▪ Perform simple information retrieval tasks. 	<ul style="list-style-type: none"> ▪ Pursue individual interests through independent reading of fiction and non-fiction. ▪ Adopt an active approach to a text by posing his/her own questions. ▪ Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material. ▪ Develop comprehension strategies. ▪ 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 in written form. ▪ Use information technology to increase motivation to read and to enhance reading development. 	<ul style="list-style-type: none"> ▪ 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 with a wider variety of text. ▪ 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. ▪ Explore different attitudes and feelings by imagining what it would be like to be certain characters. ▪ Engage frequently in informal discussion of books with teachers and others.

Reading: Methodologies for 1st & 2nd Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Read to children a rich variety of stories, facts and poetry.
- Develop sound awareness through focusing on sounds associated with letters and letter clusters and patterns of sounds in words.
- Rhyming words, onsets and rimes, different onsets, different rimes.
- Shared reading - parents / older siblings / older pupils.
- Individual / independent reading.
- Silent reading / personal reading.
- Reading for different purposes e.g. browsing, simple scanning, skimming.
- Encourage use of class and local library.
- Provide interesting and varied selection of books in class library and continuously change / supplement selection.
- Use of CDs, storybooks, Interactive activities
- Use of comics, catalogues and local publications to augment library contents.
- Simple information retrieval e.g. table of contents, simple index.
- Book reviews.
- Write-a-Book Project - read other pupils' books.
- Reading programmes on CD Rom e.g. Reader Rabbit, Accelerated Reading Programme.
- Alphabetical order exercises.
- Discuss books, authors, plot with other pupils, teacher, parents.
- Recall and discuss significant events in stories.
- Analyse and interpret characters and situations.

Reading: Content for 3rd & 4th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & the Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Use more than one strategy when reading unfamiliar text. ▪ 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/her listening skills through hearing the teacher read aloud. 	<ul style="list-style-type: none"> ▪ Have access to a plentiful supply of books in the classroom and in the school library. ▪ Use library facilities outside the 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. ▪ Use simple dictionaries effectively. 	<ul style="list-style-type: none"> ▪ 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. ▪ Read books independently. ▪ Seek recommendations for books to 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. ▪ Develop skills in locating and handling books through using well-stocked school and classroom libraries. ▪ Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material. ▪ Use a knowledge of printing conventions as an aid to expression and comprehension. <ul style="list-style-type: none"> ▪ Keep a record of his/her reading in various forms. 	<ul style="list-style-type: none"> ▪ Extend and develop his/her response to increasingly challenging reading material. ▪ Engage in talk about books. ▪ 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.

Reading: Methodologies for 3rd & 4th Classes

Note: Many teaching methodologies appropriate to the development of reading capacity are inherent in the content detailed on the previous page.

- Skim / scan through a passage.
- Read silently / out loud.
- Teacher provides questions first and pupils read passage to find answers.
- Pick out the sentence which proves the answer.
- Phonetic awareness.
- Begin with a discussion of the illustrations.
- Personalise the story.
- Use of class set of dictionaries.
- Use of computer to source specified information with questions being provided at outset.
- Distribute poetry books, pupils read and select their favourite poem.
- Pupils select which poem will be learned.
- Book reviews and recommendations for other pupils to read.
- Read book and present views to class.
- Group read same material. Pupils in group have different roles to discuss material.
- USSR - Uninterrupted Sustained Silent Reading.
- Reading various packaging for information.
- Reading of brochures, fliers, leaflets, circulars.
- Read newspaper headline and predict story.
- Word building.
- Cloze procedure.
- Class novel.
- Read other pupils' work e.g. Write-a-Book.
- Pupil reads a story and other pupils dramatise different endings.
- Select 5 well known characters from different stories and create a new story for them.
- Invite younger / older children to read to class.

Reading: Content for 5th & 6th Classes

Developing Strategies	Reading for Pleasure & Information	Developing Interests, Attitudes, Information Retrieval Skills & Ability to Think	Responding to Text
<ul style="list-style-type: none"> ▪ Achieve proficiency in word identification by refining the different word identification skills. ▪ Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and 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. 	<ul style="list-style-type: none"> ▪ 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 age & reading ability. ▪ Engage in books in group or in whole-class settings. ▪ Learn about the structure and appreciate the function of the component parts of a newspaper. ▪ Participate in organised visits to the public library and avail of the mobile library service. ▪ Read to satisfy personal interests. 	<ul style="list-style-type: none"> ▪ Listen to, read, learn, recite and respond to a challenging range of poetry. ▪ Have access to a wide range of reading material in the classroom and school library. ▪ 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 ▪ Support arguments and opinions with evidence from the text. ▪ Read and interpret different kinds of functional text. ▪ Explore appropriate non-fiction texts ▪ Use information retrieval strategies in cross-curricular 	<ul style="list-style-type: none"> ▪ 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. ▪ Appreciate issues in fiction. ▪ Examine similarities and differences. ▪ 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 individuality as a reader by experiencing success and the

		<p>settings.</p> <ul style="list-style-type: none">▪ Distinguish between fact and opinion, and bias and objectivity, in text and in the media.▪ Use the school, classroom and public libraries to develop greater insight into book location, classification and organisation.▪ Find information relevant to his/her purpose in non-fiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology.	<p>enhancement of self-esteem through reading.</p> <ul style="list-style-type: none">▪ 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.
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Reading: Methodologies for 5th & 6th Classes

Note: Many teaching methodologies appropriate to the teaching of reading capacity are inherent in the content detailed on the previous page.

- Reading to pupils.
- Modelled reading by teacher / pupil.
- Guided reading.
- Shared reading.
- Independent reading.
- Performance reading.
- Paired-reading.
- USSR - Uninterrupted Sustained Silent Reading.
- Research reading.
- Encouraging use of class / town library.
- Book Fairs.
- Project work.
- Recalling, retelling, predicting.
- Analysis, explanation, mood, issues, theme.
- Inference.
- Deduction.
- Summarising.
- Evaluation.
- Correlation, classification.
- Use of different genres.
- Reading strategies - scanning, skimming, research reading, reflective reading.
- Book discussions involving comparisons of style etc.
- Class reader.
- Class novel.
- CD reading.
- Magazines, newspapers.
- Visit by author, poet.

Class Novels

A list of novels used by each class has been drawn up to ensure that the children are being introduced to a variety of texts and to prevent the repetition of that novel. The current list is available in the appendix. Class teachers inform each other at staff meetings of any further changes so that this list can be amended (Appendix 1).

1st and 2nd Class Teacher will use one or two novels per year with their class.

3rd – 6th Class Teacher will endeavour to use 3 novels per year with their class.

The novel is used to give children the experience of using real books. Novels can be read independently or used in a group or class setting. Carefully selected class novels help to encourage children to read and draw the child's attention to descriptive text, development of characters, plot etc. Big books are used in the early years.

Supplementary/ancillary/parallel readers are used to give children the opportunity to read at their level. At an early age children become aware of their different abilities. Teachers make every effort to instil confidence in children, and help them to identify and use their talents. It is very important that children with difficulties in reading are affirmed, encouraged and supported in taking the next step. Every child needs to taste success regularly in some area of school life.

Parental involvement with reading

Teachers recognise that the parent's support is crucial and parents support teachers primarily by showing an interest in their child's learning: listening/talking with their children, talking about pictures in books, listening to their children reading, asking them questions on what they have read, checking spellings, encouraging them to become members of the local library etc. Parents are asked to sign their children's homework diaries. Some class teachers may ask parents to sign reading logs. If parents are concerned about their

child's progress they should discuss this with the class teacher at the earliest opportunity.

Reading related events:

Book Week: World Book Day Tokens are distributed during this week

Local Library: The children visit the local library to hear books read by visiting Authors. The local library is very supportive, helpful and welcoming to teachers. They have supplied the school with books in the past and are happy to continue doing so.

Appendix 1 - Scheme of work for Comprehension

	Junior & Senior Infants	1st class	2nd class	3rd & 4th class	5th & 6th
Oct	Prediction	Prediction	Prediction	Prediction	Prediction
Nov	Visualising	Visualising	Visualising/Inferring	Visualising	Visualising
Dec	Making connections	Making connections	Making connections	Making connections	Making connections
Jan	Prediction	Questioning	Questioning	Questioning	Questioning
Feb	Visualising	Prediction	Inferring	Determining importance	Determining importance
Mar	Making connections	Visualising	Prediction/ Determining Importance	Inferring	Inferring
Apr	Prediction	Making connections	Making connections	Summarising	Summarising
May	Visualising	Questioning	Inferring	Clarifying	Clarifying
June	Making connections	Revision: teaching discretion	Visualisation	Revision: teaching discretion	Revision: teaching discretion

Appendix 2 - Building Bridges Reading Comprehension Programme

Literature to introduce and support Building Bridges Strategies			
Title	Author	Strategy	Class Level
JI & SI Year 1			
Can't You Sleep Little Bear?	Martin Waddell	Making Connections	JI & SI
Peace at Last	Jill Murphy	Making Connections	JI & SI
Dear Zoo	Rod Campbell	Predicting	JI & SI
The Tiger who Came to Tea	Judith Kerr	Predicting	JI & SI
The Snowy Day	Ezra Jack Keats	Visualising	JI & SI
We're Going on a Bear Hunt	Michael Rosen	Visualising	JI & SI
The Big Big Sea	Martin Waddell	Visualising	JI & SI
JI & SI Year 2			
The Lamb who came for Dinner	Steve Smallman	Predicting	Senior Infants
Tiddler <i>The Story-Telling Fish</i>	Julia Donaldson	Predicting	Senior Infants
Peepo	Janet and Alan Ahlberg	Predicting	Senior Infants
A Piece of Cake	Jill Murphy	Visualising	Senior Infants
The Smartest Giant in Town	Julia Donaldson	Visualising	Senior Infants
Emma's Lamb	Kim Lewis	Making Connections	Senior Infants
Five Minute's Peace	Jill Murphy	Making Connections	Senior Infants
Not Now, Bernard	David McKee	Making Connections	Senior Infants
1st & 2nd class Year 1			
Piper	Emma Chichester Clark	Predicting	1 st Class
Killer Gorilla	Jeanne Willis/ Tony Ross	Predicting	1 st Class
Camille and the Sunflowers	Laurence Anholt	Making Connections	1 st Class
The Sulky Vulture	Sally Grindley	Making Connections	1 st Class
Hurricane	David Wiesner	Visualising	1 st Class
Snow Music	Lynne Rae Perkins	Visualising	1 st Class
Silly Billy	Anthony Browne	Questioning	1 st Class

Grandfather Twilight	Barbara Berger	Questioning	1 st Class
Farmer Duck	Martin Waddell	Questioning	1 st Class
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst	Questioning	1 st Class
1st & 2nd class Year 2			
Willy the Wimp	Anthony Browne	Predicting	2 nd Class
Gentle Giant	Michael Morpugo	Predicting	2 nd Class
Tatty Ratty	Helen Cooper	Making Connections	2 nd Class
Lily's Purple Plastic Purse	Kevin Henkes	Making Connections	2 nd Class
Where the Wild Things Are	Maurice Sendak	Visualising	2 nd Class
The Hidden Forest	Jeannie Baker	Visualising	2 nd Class
Amelia's Road	Linda Jacobs Altman	Questioning	2 nd Class
The Sleeping Giant	Marie- Louise Fitzpatrick	Questioning	2 nd Class
Zoo	Anthony Browne	Questioning	2 nd Class
Lost and Found	Oliver Jeffers	Questioning	2 nd Class
Grandma Elephant's in Charge	Martin Jenkins	Determining Importance	2 nd Class
The Emperor's Egg	Martin Jenkins	Determining Importance	2 nd Class
Bat Loves the Night	Nicola Davies	Determining Importance	2 nd Class
My Lucky Day	Keiko Kasza	Inferring	2 nd Class
Fireflies	Julie Brinckloe	Inferring	2 nd Class
Oliver Button is a Sissy	Tomie de Paola	Inferring	2 nd Class
3rd & 4th class Year 1			
The Tear Thief	Carol Ann Duffy	Predicting	3 rd Class
The Wolves in the Wall	Neil Gaiman	Predicting	3 rd Class
How to Live Forever	Colin Thompson	Predicting	3 rd Class
Night in the Country	Cynthia Rylant	Visualising	3 rd Class
The Stories Julian	Ann Cameron	Visualising	3 rd Class

Tells			
Dream Weaver	Jonathon London	Visualising	3 rd Class
Going Home	Eve Bunting	Making Connections	3 rd Class
The Keeping Quilt	Patricia Polacco	Making Connections	3 rd Class
The Tunnel	Anthony Browne	Questioning	3 rd Class
Tuesday	David Wiesner	Questioning	3 rd Class
Leon and Bob	Simon James	Questioning	3 rd Class
The Cloud Book	Tomie de Paola	Determining Importance	3 rd Class
Big Blue Whale	Nicola Davies	Determining Importance	3 rd Class
Ape	Martin Jenkins	Determining Importance	3 rd Class
The Man who walked between the Towers	Mordicai Gerstein	Clarifying	3 rd Class
Amazing Grace	Mary Hoffman	Clarifying	3 rd Class
Her Mother's Face	Roddy Doyle	Inferring	3 rd Class
Tar Beach	Faith Ringgold	Inferring	3 rd Class
An Angel for Solomon Singer	Cynthia Rylant	Synthesising	3 rd Class
See the Ocean	Estelle Condra	Synthesising	3 rd Class
3rd and 4th Year 2			
The Silver Swan	Michael Morpugo	Predicting	4 th Class
The Butterfly	Patricia Polacco	Predicting	4 th Class
A Bad Case of Stripes	David Shannon	Predicting	4 th Class
Through Grandpa's Eyes	Patricia MacLachlan	Visualising	4 th Class
Home Place	Crescent Dragonwagom	Visualising	4 th Class
The Popcorn Book	Tomie de Paola	Visualising	4 th Class
Painted Words/Spoken Memories	Aliki	Visualising	4 th Class
Martin's Big Words (The Life of martin Luther King Jr.)	Doreen Rappaport	Making Connections	4 th Class
When Jessie Came Across the Sea	Amy Hest	Making Connections	4 th Class
The Wednesday	Eve Bunting	Questioning	4 th Class

Surprise			
Grandfather's Journey	Allen Say	Questioning	4 th Class
The Rainbow Fish	Marcus Pfister	Questioning	4 th Class
Ice Bear	Nicola Davies	Determining Importance	4 th Class
Hungry, Hungry Sharks!	Joanne Cole	Determining Importance	4 th Class
Babushka's Doll	Patricia Polacco	Inferring	4 th Class
The Garden of Abdul Gasazi	Chris Van Allsburg	Inferring	4 th Class
The Rag Coat	Lauren Mills	Synthesising	4 th Class
Team Mates	Peter Golenbock	Synthesising	4 th Class
Dandelions	Eve Bunting	Synthesising	4 th Class
Under the Quilt of Night	Deborah Hopkinson	Clarifying	4 th Class
The Memory String	Eve Bunting	Clarifying	4 th Class
The Lotus Seed	Sherry Garland	Clarifying	4 th Class
5th and 6th Year I			
One Boy's War	Lynn Huggins-Cooper	Predicting	5 th & 6 th Class
So Far From the Sea	Eve Bunting	Predicting	5 th & 6 th Class
Moses	Carole Boston Weatherford	Making Connections	5 th & 6 th Class
Billy the Kid	Michael Morpugo	Making Connections	5 th & 6 th Class
Barack Obama	Son of Promise, Child of Hope	Making Connections	5 th & 6 th Class
This Morning I Met a Whale	Michael Morpugo	Visualising	5 th & 6 th Class
The Seashore Book	Charlotte Zolotow	Visualising	5 th & 6 th Class
Brother Eagle, Sister Sky	Chief Seattle	Visualising	5 th & 6 th Class
The Mary Celeste	Jane Yolen	Questioning	5 th & 6 th Class
Star of Fear, Star of Hope	Jo Hoestlandt	Questioning	5 th & 6 th Class
Dateline: Troy	Paul Fleischman	Determining Importance	5 th & 6 th Class
Bull Run	Paul Fleischman	Inferring	5 th & 6 th Class
Tea with Milk	Allen Say	Inferring	5 th & 6 th Class

The Mozart Question	Michael Morpugo	Synthesising	5 th & 6 th Class
Jumanji	Chris Van Allsburg	Synthesising	5 th & 6 th Class
Baseball Saved Us	Ken Mochizuki	Clarifying	5 th & 6 th Class
Fly Away Home	Eve Bunting	Clarifying	5 th & 6 th Class
The Sign Painter	Allen Say	Clarifying	5 th & 6 th Class
5 th and 6 th class Year 2			
I Believe in Unicorns	Michael Morpugo	Predicting	5 th Class
The Memory Coat	Elvira Woodruff	Predicting	5 th Class
Snow Tales	Michael Morpugo	Visualising	5 th Class
Something Beautiful	Sharon Dennis Wyeth	Visualising	5 th Class
Twilight Comes Twice	Ralph Ketcher	Visualising	5 th Class
Anne Frank	Josephine Poole	Making Connections	5 th Class
If a Bus Could Talk	Faith Ringgold	Making Connections	5 th Class
Applemando's Dream	Patricia Polacco	Questioning	5 th Class
The Wall	Eve Bunting	Questioning	5 th Class
Helen Keller	Johanna Hurwitz	Determining Importance	5 th Class
The Stranger	Chris Van Allsburg	Inferring	5 th Class
Voices in the Park	Anthony Browne	Inferring	5 th Class
The Table Where Rich People Sit	Byrd Baylor	Synthesising	5 th Class
Smoky Night	Eve Bunting	Synthesising	5 th Class
Rose Blanche	Roberto Innocenti	Synthesising	5 th Class
Thank you, Mr. Falker	Patricia Polacco	Clarifying	5 th Class
Train to Somewhere	Eve Bunting	Clarifying	5 th Class

Appendix 3

Phonics sequence (For use as explicit lessons and Spellings as per Jolly Phonics)

	Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class	Fifth Class	Sixth Class
Consonant Sounds	s,t,p,n,c,k h,r,m,d,g,l,f, b,j,z,w v,y,x	revision						
Short Vowel sounds	o,u, a, e, i	revision						
Consonant Digraphs (initial and final)	qu,sh,ch	qu,sh, ch , th, ng	qu,sh, ch , th, ng , wh, ck	wh, th, ph, - tch, - st	revision	revision		
Long vowel sounds		ai, oa, ie, ee, ue, ea	ai, oa, ie, ee, ue, ea, ow, magic e, ay	revision	revision	revision	revision	revision
r controlled vowels		er, ar	or, ir, ur, er, ar	or, ir, ur, er, ar	revision	revision	revision	revision
Vowel diphthongs		ou, oi, oo	ew, oy, aw, ou, oi, ow, oo	ew, ew, oy, au aw, ou, oi, ow	oe + revision	revision	revision	revision
initial and final blends			bl, cl, fl, gl, pl, sl, sp, st, -nk, - nd, - st, -	br-, cr-, dr-, fr-, pr-, gr-, tr-,	scr-, str-, thr- Shr-, spl-, sch-, sl-	Revis e all blen ds	Shr, thr, scr, str, spl, spr, squ	revision

			nt, - ft, - ss, - ll, ff	kn-, sm-, sn-, sc-, sk-, sw-, tw, scr-, spl-, str- -lt, - sp, - ld, - sk, - ly, - at, - ack, -le				
Word endings/suffixes			-ed, - ing, - es, -, -s	-er, - est, - d, -ly	-le, - ble, -dle, -ple -ck, -ick, -ack, -ock, -uck -eat, - eam, -ean, - each -oon, -ool, -oom -eed, -eep, -eel - amp, - ump, -imp, -on, -st, - ing, -ed, -le,	-ave, -age, - ame, -eal, -ile, -one, -ory, -are, -ure, -rry, -ttle, -ff, - ough t, - augh t, - ight, - ound , - ough , itch, - atch, - etch, - utch, - que	-age, - ise, -ase, - ite, -ain, - ord, -gth, - ort, -ure, - use - able/ible -tle, -gle - our/ious/ ior - sion/ssio n -ion/tion -ous/ious -tic, - ful, -less, - ness -ment, - ist, -ess, - fly, -gue, - que	-al, -el, -le -ward, -ish, -some, -iage -ant, - ent, -ment, - cient/ti ent -ial/tial - ous/ious -dge/ge -our/or - ice/ace/ uce - ion/tion -ic, -ie -ory/ary - ance/en ce -al/ally -phobia -hood -ology

						and, -ard, - ance r, - ice, -mp, -nk, -rt, - it, - ed, - ly, - ely, -ily, -en, -or, - ful, - en, - el, - al, - er, - ier, - iest	-an, - can, -ve, -nt, -ought -aught -hood, - ish -wise, - ways	-ship -cide
Prefix						ac-, ex-, un-, im-, dis-	com-, col-, sub-, tele-, de-, mis-, pre- pro-, un- , im- inter- anti- in-, dis-,	fore- ab- be-, bi- trans- inter- re-, in- ill- im- auto- aero- octo- aqua-
Silent letters				b, l, k			l,n,o,h,u, c,w, t,k	b,g,t,h,k ,w, n,l

Appendix 4

Suggested Novel Sets and ones available to each class group

Class	Year 1 Sept 2018, 2020, 2022	Quantity	Available in school	Year 2 Sept 2017, 2019, 2021	Quantity	Available in School	
1st & 2nd	Novel 1: Fantastic Mr. Fox	16	Yes	Novel 1: Diary of a Killer Cat	29	Yes	
	Novel 2: Bill's New Frock	18	Yes		Novel 2: The Return of the Killer Cat	9	Yes
3rd & 4th	Novel 1: Charlottes Web	30	Yes	Novel 1: The Iceman	18	Yes	
	Novel 2: Strongbow	29	Yes		Novel 2: Survivor Titanic	30	Yes
	Novel 3: Street Child		Yes		Novel 3: Survivor Pompeii	30	Yes
5th & 6th	Novel 1: Guns of Easter	28	Yes	Novel 1: The Boy in the Striped Pyjamas	30	Yes	
	Novel 2: Goodnight Mr. Tom	29	Yes		Novel 2: Holes	30	Yes
	Novel 3: Under the Hawthorn Tree		Yes		Novel 3: The Silver Sword		Yes

Signed: _____ Date: _____
Chairperson, Board of Management

Signed: _____ Date: _____
Principal