

Re-presented Content Objectives: English

Third – Sixth Class

The three strands of Oral Language, Reading and Writing, as outlined in *English: Additional Support Material (2005)*, remain unchanged as do all the content objectives. The content objectives for each strand are re-presented under two categories: *development* and *skills*. The categories are further divided into groups of related content objectives. The groups have been informed by the *English Curriculum (DES, 1999)* and the *English Curriculum: Teacher Guidelines (DES, 1999)*.

	Oral language		Reading	Writing
Development	Oral language development		Reading development	Writing development
	Enjoy oral language Perform social functions Explore story and poetry Discuss experiences Discuss issues, concerns and new concepts Share solutions and opinions Share feelings and imagination		Enjoy listening to reading Print-rich environment Early reading Reading genres Personal reading Independent reading Respond to reading	Oral language and writing Classroom environment Early writing Writing genres Personal experiences and choice Writing across the curriculum Independent writing Respond through writing Range of audiences Writing with others Valuing children's writing
Skills	Listening skills	Speaking skills	Reading skills	Writing skills
	Active listening	Tone, facial expression and gesture Vocabulary and syntax Function of words Asking questions Giving descriptions	Sight vocabulary Word identification Phonological and phonemic awareness Confirming and self-correction Comprehension Information retrieval skills	Writing process Spelling Grammar, punctuation and syntax Penmanship and presentation

Re-presented Content Objectives: English

Oral language

Third – Sixth Class

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Oral language			
Oral language development			Page
Enjoy oral language			3
Perform social functions			3
Explore story and poetry			3 – 4
Share experiences			4
Discuss issues, concerns and new concepts			4 – 5
Share solutions and opinions			5
Share feelings and imagination			5
Listening skills	Page	Speaking skills	Page
Active listening	6	Tone, facial expression and gesture	7
		Vocabulary and syntax	7
		Function of words	7
		Asking questions	7
		Giving descriptions	7

presented materials do not replace the curriculum documents. It is still important that teachers consult the curriculum when planning. The content objectives follow a spiral progression in each strand unit from infants to sixth class. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, the teacher maintains and consolidates the learning, or continues to explicitly teach these if the required level of understanding has not been reached. The simple coding system below ensures that the content objectives can be easily traced back to the four strand units of the *English Curriculum* (1999).

Class levels	Original strand units	Example
A = Infants B = First & Second C = Third & Fourth D = Fifth & Sixth	1.0 Receptiveness to language 2.0 Competence and confidence in using language 3.0 Developing cognitive abilities through language 4.0 Emotional and imaginative development through language	D3.10 = Fifth and Sixth class >> Developing cognitive abilities through language > 10th content objective as listed in the Curriculum Statement for English

The child should be enabled to

Third and Fourth

Fifth and Sixth

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Oral language development

Enjoy oral language

C4.10 Experience and enjoy playful aspects of language
asking riddles and telling jokes
experimenting with funny-sounding words
playing word association games
reading and listening to examples of humorous literature
composing rhymes and verses
appreciating how words interact -how a word can trigger a humorous reaction

D4.7 Experience and enjoy playful aspects of language
experimenting with sequences of words
discussing the origins and effects of unusual words
hearing and reading aloud humorous literature
telling riddles and jokes
playing word association games

Perform social functions

(Teacher Guidelines: [Social context of language p. 35](#))

C2.9 Practise the common social functions in the everyday context of class and school and through improvisational drama
introducing others to the class group or another pupil
expressing appreciation
expressing approval and disapproval
engaging in simple commercial transactions
expressing concern
asking questions to elicit views and feelings
expressing support
giving directions

D2.4 Practise and use improvisational drama to acquire a facility in performing more elaborate social functions
welcoming visitors
showing them the work of the class
making formal introductions
proposing a vote of thanks
expressing sympathy
making a complaint

Explore story and poetry

(Teacher Guidelines: [Story p. 45 - 47](#), [Poetry p. 69 - 75](#), [Improvisational drama p.48 - 49](#))

C4.5 Create and tell stories to the class or group and retell them after questioning, comparing the versions

C3.2 Discuss a story being read and predict future events and likely outcomes in it
C3.5 Discuss causes and effects in relation to processes and events and predict possible outcomes

D4.3 Discuss ideas, concepts and images encountered in literature

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Third and Fourth	Fifth and Sixth
<p>C4.2 Discuss favourite moments, important events and exciting characters in a story, play or poem</p> <p>C4.3 Express reactions to events and characters in stories</p> <p>C4.4 Discuss reactions to poems</p>	<p>D4.5 Express individual responses to poems and literature and discuss different interpretations</p>
<p>C4. 9 Dramatise stories</p> <p>C4.8 React to poems through improvisational drama</p> <p>C2.11 Use improvisational drama to re-create well known characters</p>	
<p><i>Share experiences</i> <i>(Teacher Guidelines: p. 39)</i></p>	
<p>C4.1 Describe everyday experiences to the class or group and discuss them</p> <p>C3.8 Make presentations to the class about his/her own particular interests</p>	<p>D4.1 Discuss with others his/her reactions to everyday experiences and to local, national and world events</p>
<p><i>Discuss issues, concerns and new concepts</i> <i>(Teacher Guidelines: p. 39)</i></p>	
<p>C2.1 Give and take turns in speaking and experience a classroom environment in which tolerance for the views of others is fostered</p> <p>C2.2 Initiate conversations and respond to the initiatives of others in talking about experiences and activities</p>	<p>D2.2 Converse freely and confidently on a range of topics</p> <p>D2.3 Give and take turns in an environment where tolerance for the views of others is fostered</p>
<p>C3.1 Discuss issues that directly affect his/her life <i>in school</i> <i>outside school</i> <i>in other areas of the curriculum</i></p> <p>C3.4 Discuss what he/she knows of a particular topic or process as a basis for encountering new concepts</p> <p>C2.3 Present ideas that are relevant to the subject in a logical sequence</p>	<p>D4.2 Discuss the concerns of other children</p> <p>D3.1 Discuss issues of major concern</p> <p>D3.2 Discuss ideas and concepts encountered in other areas of the curriculum</p> <p>D3.3 Use a discussion of the familiar as the basis of a more formal or objective grasp of a topic or concept</p> <p>D3.9 Discuss the value, truth or relevance of popular ideas, causes and proverbs</p>

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Third and Fourth	Fifth and Sixth
C2.4 Summarise and prioritise ideas	D4.4 Discuss personal reading and writing
C3.12 Explore reactions to ideas through improvised drama	D4.6 Discuss plays, films and television programmes
C3.11 Explore historical events through improvised drama	D3.11 Explore historical contexts through improvisational drama
<i>Share solutions and opinions</i> <i>(Teacher Guidelines: p. 39)</i>	
C3.3 Discuss different possible solutions to problems	D3.7 Justify and defend particular opinions or attitudes and try to persuade others to support a particular
C3. 9 Justify personal likes and dislikes	D3.6 Argue points of view from the perspective of agreement and disagreement through informal discussion and in the context of formal debates
C3.10 Argue points of view and try to persuade others to support it	D3.8 Respond to arguments presented by the teacher
	D3.10 Explore and express conflicts of opinion through improvisational drama
<i>Share feelings and imagination</i> <i>(Teacher Guidelines: Play and games p. 41 - 42, Improvisational drama p. 48 - 49)</i>	
C4.6 Express feelings and attitudes through improvisational drama	D1.8 Interpret mood, attitude, emotion and atmosphere in video extracts, advertisements, paintings and photograph
C1.5 Use mime to convey ideas, reactions, emotions, desires and attitudes	D1.7 Use mime to convey ideas, reactions, emotions, desires and attitudes.
C4.7 Create and maintain imaginary contexts through improvisational drama	

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Third and Fourth

Fifth and Sixth

Listening skills

Active listening

(Teacher Guidelines: [Talk and discussion p. 38](#))

<p>C1.2 Listen to, retell and tape, a narrative or a description, taking turns giving the account</p> <p>C2.12 Hear, discuss and react to local storytellers</p>	<p>D1.3 Listen to radio broadcasts and discuss what has been learned.</p> <p>D1.10 Listen to authors reading and discussing their own work</p>
<p>C1.3 Give and follow instructions on how to perform a particular task or process</p>	<p>D1.4 Follow detailed instructions or directions from others in order to test their accuracy</p> <p>D2.1 Acquire the ability to give detailed instructions and directions</p>
<p>C1.6 Discuss the use and effect of music, sound effects and non-verbal clues in audio tapes, video tapes and film clips</p>	<p>D1.9 Listen to or watch sound tapes, video and films and discuss how sound effects enhance the content</p>
<p>C3.6 Listen to a presentation and discuss and decide which are the most important questions to ask</p>	<p>D3.5 Listen to a presentation on a particular topic, decide through discussion which are the most appropriate questions to ask, and then prioritise them</p> <p>D.1.2 Listen to the expressions, reactions, opinions and interpretations and retell or summarise them</p>
	<p>D2.11 Hear accents and dialects other than his/her own on tape and on video and discuss them</p> <p>D2.12 Use improvisational drama to learn how local idiom, accent and dialect can influence the effect of language in particular situations</p>

The child should be enabled to

Speaking skills	
<i>Tone, facial expression and gesture</i>	
C1.4 Become increasingly aware of the importance of gesture, facial expression, tone of voice, audibility and clarity of enunciation in communicating with others	D1.6 Be continually aware of the importance of gesture, facial expression, audibility and clarity of enunciation in communicating with others
<i>Vocabulary and syntax</i> <i>(Teacher Guidelines: The role of the teacher p. 35, English and the European dimension p. 37)</i>	
C1.1 Experience the teacher's use of challenging vocabulary and sentence structure C2.6 Become aware of new words and new connotations of words through his/her reading and writing experience C2.7 Play synonym and antonym games	D1.1 Experience from the teacher a growing elaboration and sophistication in the use of vocabulary and sentence structure
	D2.9 Explore the possibilities of language and sentence structure in expressing increasingly complex thoughts D2.8 Become familiar with compound and complex sentences, and know and understand the terms 'phrase' and 'clause'
C2.5 Discuss the meanings and origins of words, phrases and expressions with the teacher C2.10 Make lists of local expressions and words	D2.10 Discuss the meaning, effect and diversity of local words and expressions D2.5 Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them in his/her own language
<i>Functions of words</i>	
C2.8 Become familiar with the functions of words without necessarily using technical grammatical terms <i>noun, verb, adjective, adverb, pronoun, preposition</i>	D2.6 Understand the functions and know the names of the parts of speech <i>noun, verb, adjective, adverb, pronoun, conjunction, preposition, article, interjection</i> D2.7 Learn about and name the basic properties of nouns and verbs <i>common, proper, gender, case tense, voice, person, number</i>
<i>Asking questions</i>	
C3.7 Learn how to use the basic key questions: <i>what? why? when? where? who? how? what if?</i>	D3. 4 Use the basic key questions and checking questions as a means of extending knowledge
<i>Giving descriptions</i>	
	D1.5 Take part in games in which unseen objects are identified from descriptions given by other pupils

Re-presented Content Objectives: English Reading Third – Sixth Class

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Reading			
Reading development	Page #	Reading skills	Page#
Enjoy listening to reading	9	Sight vocabulary	12
Print-rich environment	9	Word identification	12
Early reading	9	Phonological and phonemic awareness	12
Reading genres	10	Confirming and self-correcting	12
Personal reading	10	Comprehension	13
Independent reading	11	Information retrieval skills	13
Respond to reading	11		

These re-presented materials do not replace the curriculum documents. It is still important that teachers consult the curriculum when planning. The content objectives follow a spiral progression in each strand unit from infants to sixth class. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, the teacher maintains and consolidates the learning, or continues to explicitly teach these if the required level of understanding has not been reached. The simple coding system below ensures that the content objectives can be easily traced back to the four strand units of the English Curriculum (1999).

Class levels	Original strand units	Examples
C = Third & Fourth D = Fifth & Sixth	using language 3.0 Developing cognitive abilities through language 4.0 Emotional and imaginative development through language	through language > 10 th content objective as listed in the Curriculum Statement for English

The child should be enabled to

Third and Fourth	Fifth and Sixth
Reading development	
<p>Note: The page numbers below refer to the hard copy of the <i>English Curriculum: Teacher Guidelines</i> (DES, 1999). Click on the supplied links to bring you to the <i>English Curriculum: Teacher Guidelines</i> (DES, 1999) at it appears on www.curriculumonline.ie. Scroll down the web page to locate the appropriate paragraph.</p>	
<i>Enjoy listening to reading</i>	
C1.6 Refine his/her listening skills through hearing the teacher read aloud	D4.10 Listen to books or extracts from books and poetry read aloud or presented on tape, radio or television
<i>Print-rich environment</i>	
<i>(Teacher Guidelines: Print-rich environment p. 50 - p53, Information and communication technologies p. 91- 92, Appendix p. 98 - 99)</i>	
C2.1 Have access to a plentiful supply of books in the classroom and in the school library	D2.4 Participate in organised visits to the public library and avail of the mobile library service
C2.2 Use library facilities outside the school	
C3.8 Develop skills in locating and handling books through using well stocked school and classroom libraries	D3.12 Use the school, classroom and public libraries to develop greater insight into book location, classification and organization
C3. 7 Know the structure and terminology of books <i>cover, spine, illustration, dedication, table of contents, introduction, page and chapter</i>	
<i>Early reading</i>	
<i>(Teacher Guidelines: p54 - 56, Information and communication technologies p. 91- 92)</i>	
<i>The content objectives are identified under Infants to Second Class.</i>	

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Third and Fourth	Fifth and Sixth
Reading genres	
<i>(Teacher Guidelines: Comprehending a range of texts p. 61, Story p. 45 - 47, Poetry p. 69 - 75)</i>	
C2.4 Experience different types of text	D1.3 Engage with an increasing range of narrative, expository and representational text
C3.3 Explore new interests and perspectives through reading <i>poetry, non-fiction, newspaper articles</i>	D3.2 Have access to a wide range of reading material in the classroom and/or school a library <i>magazines, newspapers, fiction and non-fiction, books written by other pupils, collections of material related to hobbies and interests, reference material, poetry anthologies</i>
C2.5 Engage with a wide variety of poetry and verse on a regular basis	D2.3 Learn about the structure and appreciate the function of the component parts of a newspaper <i>editorial, news, feature, review, sport, obituary, crossword, advertisement, schedule of radio and television programmes</i>
	D3.8 Read and interpret different kinds of functional text : <i>forms, menus, timetables, recipes</i>
	D3.9 Explore appropriate non-fiction texts for various purposes : <i>furthering a personal interest, pursuing a topic raised in class, completing a project</i>
C3.6 Continue to use information technology to increase motivation to read and to enhance reading development	
Personal reading	
C2.3 Select personal reading material and develop personal taste in reading for pleasure and information	D2.5 Read to satisfy personal interests
C4.7 Read aloud with expression	D4.9 Read aloud from a personal choice of texts to entertain and inform an audience
C3.11 Keep a record of his/her reading in various forms <i>keeping a list of books read, keeping written comments on books read in a folder</i>	D3.3 Continue to keep a record of personal reading in various forms

The child should be enabled to

Third and Fourth	Fifth and Sixth
<i>Independent reading</i>	
C1.4 Become an increasingly independent reader	D2.1 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/her age and reading ability
C3.4 Read books independently	D1.4 Become self-reliant, confident, independent readers, having time in class for sustained silent reading
C3.1 Extend participation in listening and silent reading activities	D4.8 Develop individuality as a reader by experiencing success and the enhancement of self-esteem through reading
C3.2 Read short books in one sitting to experience success in reading	
<i>Respond to reading</i> <i>(Teacher Guidelines: Responding to text p. 65 - 68)</i>	
C4.6 Experience a shared response to fiction through the use of a class novel	D2.2 Engage with books in group or in whole class settings
C4.2 Engage in talk about books <i>setting, plot, character, motive, favourite authors</i>	D4.3 Relate personal experience to the ideas and emotions conveyed in the text D4.4 Appreciate issues in fiction: <i>the development of character; sense of time and place</i>
C4.1 Extend and develop his/her response to increasingly challenging reading material <i>discussion, poetry, writing, drama, visual arts, movement, dance</i>	D3.1 Listen to, read, learn, recite and respond to a challenging range of poetry D4.1 Hear the teacher model a response to poems, fiction, plays and parts of plays D4.2 Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance D4.5 Examine similarities and differences in various types of text
C4.5 Share responses with other children and with adults to cultivate a community of readers	D4.6 Continue to share response to an ever increasing variety of texts with the wider community of readers D3.7 Support arguments and opinions with evidence from the text D3.11 Distinguish between fact and opinion, and bias and objectivity, in text and in the media
3.5 Seek recommendations for books to read and recommend books to others	D4.7 Browse through, handle, discuss, recommend and select books for independent reading

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Third and Fourth	Fifth and Sixth
Reading skills	
<i>Sight vocabulary</i> <i>(Teacher Guidelines: p. 57)</i>	
<i>Content objectives are identified under Infants to Second Class.</i>	
Word identification <i>(Teacher Guidelines: Word identification p. 57, Information and communication technologies p. 91- 92)</i>	
<p>C1.1 Use more than one strategy when reading unfamiliar text <i>grapho/phonic, syntactic, contextual</i></p> <p>C1.2 Identify unfamiliar words by reference to word parts, prefixes and suffixes</p>	<p>D1.1 Achieve proficiency in word identification by refining the different word identification skills <i>grapho/phonic, syntactic, contextual</i></p> <p>D1.2 Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, and syllabication</p>
Phonological and phonemic awareness <i>(Teacher Guidelines p. 58 - 59)</i>	
<i>Content objectives are identified under Infants to Second Class.</i>	
Confirming and self-correcting <i>(Teacher Guidelines: p. 60 - 61)</i>	
<p>C1.3 Continue to self-correct reading errors</p>	

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Third and Fourth	Fifth and Sixth
<h2 style="margin: 0;">Comprehension</h2> <p style="margin: 0;"><i>(Teacher Guidelines: Comprehension p. 61- 65, Information and communication technologies p. 91- 92)</i></p>	
<p>C3.10 Use a knowledge of printing conventions as an aid to expression and comprehension <i>bold type, punctuation marks, capital letters</i></p>	
<p>C3.9 Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material <i>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?), prediction (what might happen next?), evaluation (what do I think of this?), summarising (how can I give a brief account of the main points?)</i></p>	<p>D3.4 Use comprehension skills such as analysing, confirming, evaluating, synthesising and correlating to aid deduction, problem solving and prediction</p>
<h2 style="margin: 0;">Information retrieval skills</h2>	
	<p>D3.5 Develop study skills such as skimming, scanning, note-taking and summarising</p>
<p>C2.7 Use simple dictionaries effectively <i>find words, find the meaning of words check spelling find the pronunciation of words</i></p>	
<p>C2.6 Develop basic information retrieval skills <i>using a table of contents, chapter headings and index interpreting diagrammatic information scanning and skimming</i></p>	<p>D3.6 Retrieve and interpret information in a variety of ways <i>flowchart, table, diagram, list, web, survey, question, read, recall and review (SQ3R)</i></p> <p>D3.10 Use information retrieval strategies in cross-curricular settings</p> <p>D3.13 Find information relevant to his/her purpose in nonfiction texts, graphs and pictorial and diagrammatic data, and through the use of information technology</p>

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Writing			
Writing development	Page #	Writing skills	Page #
Oral language and writing	15	Writing process	20
Classroom environment	15	Spelling	20
Early writing	15	Grammar, punctuation and syntax	20
Writing genres	16	Penmanship and presentation	21
Personal experiences and choice	16 – 17		
Writing across the curriculum	17		
Independent writing	17		
Respond through writing	18		
Range of audiences	18 – 19		
Writing with others	19		
Valuing children’s writing	19		

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The child should be enabled to

Third and Fourth	Fifth and Sixth
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<h2>Writing development</h2>	
<h3>Oral language and writing</h3>	
<p><i>(Teacher Guidelines: The importance of oral work p. 79, Registers of language p. 80)</i></p>	
<p>C2.3 Experience varied and consistent oral language activity as a preparation for writing</p>	<p>D2.4 Experience varied and consistent oral language activity as part of the pre-writing process</p>
<p>C2.7 Develop an awareness of the difference between written language and oral language</p>	<p>D3.2 Examine the characteristics that differentiate written and oral language</p>
<h3>Classroom environment</h3>	
<p>C.1.1 Experience a classroom environment that encourages writing <i>class library; writing corners; displays of writing; anthologies of his/her and others' writing; captioned drawings; posters</i></p>	<p>D.1.1 Experience a classroom environment that encourages writing <i>class library; writing corner; displays of writing for visitors; anthologies of his/her writing anthologies of the writing of others; books written by him/her and others; captioned drawings; posters</i></p>
<h3>Early writing</h3>	
<p><i>(Teacher Guidelines: Early writing p. 77, Exemplar 4 p. 55, Exemplar 7 p. 88)</i></p>	
<p><i>The content objectives are identified under Infants to Second Class.</i></p>	

The child should be enabled to

Third and Fourth	Fifth and Sixth
<p>Writing genres (Teacher Guidelines: Writing genres p. 81)</p>	
<p>C1.2 Observe the teacher modelling different writing genres <i>writing about a personal experience</i> <i>writing a letter</i> <i>writing a description</i></p>	<p>D1.2 Observe the teacher modelling different writing genres <i>narrative prose</i> <i>expository</i> <i>letters</i> <i>poems</i> <i>project work</i> <i>fiction</i></p>
<p>C3.1 Write in a variety of genres with greater sophistication <i>Stories</i> <i>diaries</i> <i>records of what has been learned</i> <i>reports</i> <i>letters</i> <i>notices</i> <i>invitations</i> <i>simple letters</i></p>	<p>D3.1 Write in a wide variety of genres <i>narrative prose</i> <i>summaries</i> <i>poetry</i> <i>forms</i> <i>instructions</i> <i>recipes</i> <i>diaries</i> <i>letters</i> <i>menus</i> <i>lists</i> <i>reports</i></p>
<p>C4.4 Create stories and poems</p> <p>C3.2 Read a story and write it in his/her own words</p> <p>C1.4 Write stories that explore a variety of genres</p> <p>C2.5 Give sequence to ideas and events in stories</p> <p>C2.4 Learn to use questions as a mechanism for expanding and developing a story <i>who? where? when? why? what? how? what if?</i></p> <p>C4.5 Write extended stories in book form</p>	<p>D4.3 Write stories and poems</p> <p>D4.4 Write longer stories or a series of related stories in book form</p> <p>D3.10 Argue the case in writing for a particular point of view</p> <p>D3.11 Argue the case in writing for a point of view with which he/she disagrees</p>
<p>Personal experiences and choice (Teacher Guidelines: Selecting topics for writing p. 78 - 79)</p>	
<p>C4.1 Express his/her reactions to particular experiences in writing</p> <p>C4.2 Write about experiences and feelings in diary form</p>	<p>D4.1 Analyse in writing his/her reactions to personal experiences</p> <p>D4.5 Keep a personal diary</p>

The child should be enabled to

Third and Fourth	Fifth and Sixth
C1.7 Choose both the subject and the form of his/her writing	D1.4 Experience interesting and relevant writing challenges
C2.14 Regularly select his/her own topics for writing	D2.7 Write, without re-drafting, on a given or chosen topic within certain time constraints
<i>Writing across the curriculum</i>	
C3.8 Write a list of questions about a particular topic and prioritise them	D2.15 Write fluently and relevantly in other areas of the curriculum
	D3.6 Express and communicate new learning
	D3.7 Relate new ideas to previous learning
C3.7 Write down directions on how to perform a particular process	
C3.3 Read a narrative or expository piece and summarise it	D3.8 Use notes to summarise reading material and write an account from the notes
C3.4 Write about an idea to explain it to someone else	D3.9 Sketch an ordered summary of ideas and draft a writing assignment based on it
C3.6 Write about ideas encountered in other areas of the curriculum	
C3.5 Write about why he/she finds an idea attractive	D3.4 Reflect on and analyse ideas through writing
<i>Independent writing</i>	
C2.1 Write regularly, and gradually extend the period over which a writing effort is sustained	D2.1 Write regularly on chosen topics
C2.2 Engage with the writing of one piece over a period <i>a week, a number of weeks, a term</i>	D2.2 Write for a sustained length of time
	D2.3 Engage with the writing of one piece over a period <i>a week, a number of weeks, a term</i>

The child should be enabled to

Third and Fourth	Fifth and Sixth
<i>Respond through writing</i>	
	D4.2 Express in writing reactions to the experiences of others
C1.3 Use personal reading as a stimulus to writing	D1.3 Express and communicate reactions to reading experiences
C4.6 Write about favourite moments, characters and events in stories	D4.6 Express a personal reaction to ideas, emotions and images encountered in literature
C4.7 Express in writing his/her reactions to poems	D4.7 Express and analyse his/her reactions to poems
C4.8 Express in writing his/her reactions to personal reading	D4.8 Analyse different interpretations of poems in writing
	D4.9 Write about the relationship between poems and personal experience
C4.7 Use his/her own artwork and that of others as a stimulus to writing	
C4.3 Write about feelings experienced in improvisational drama	D4.10 Write short plays based on activity in improvisational drama
	D4.11 Express in writing reactions to music, artwork, films, television programmes and video
<i>Range of audiences</i> <i>(Teacher Guidelines: Audience and purpose p. 80)</i>	
2.16 Decide, after conferring with the teacher and others, who the audience for a piece of writing should be	D3.3 Write for a particular purpose and with a particular audience in mind
C1.6 Choose the audience for which to write	
C2.15 Choose to write for himself/herself only	

The child should be enabled to

Third and Fourth	Fifth and Sixth
<p>C2. 6 Develop an appreciation of how the intended audience should influence the nature of a piece of writing</p> <p><i>a birthday invitation</i> <i>a letter seeking information for a project</i></p>	<p>D2.11 Choose a register of language appropriate to subject and audience</p> <p><i>writing to a friend</i> <i>writing for a display</i> <i>writing to seek information</i></p>
<p>Writing with others</p>	
<p>C2.18 Co-operate in writing a record of class activities</p> <p><i>a single topic , a theme, a timetable</i></p>	<p>D2.14 Take part in co-operative writing activities projects</p> <p><i>writing and publishing a class newspaper</i> <i>writing and publishing compilations of stories and poetry</i></p>
<p>Valuing children's writing <i>(Teacher Guidelines p. 76, Information and communication technologies p. 91- 92)</i></p>	
<p>C1.9 See his/her writing valued</p> <p><i>constructive comment</i> <i>having it displayed</i> <i>having it included in class anthologies</i> <i>reading it aloud</i></p>	<p>D1.7 See his/her writing valued</p> <p><i>class anthologies</i> <i>displays of personal writing</i> <i>printed examples of writing</i> <i>writing exhibitions</i></p>
<p>C1.5 Re-read his/her writing for pleasure</p>	
<p>C1.8 Receive and give positive responses to writing</p>	<p>D1.6 Receive and give constructive responses to writing</p> <p>D1.8 Experience a level of success in writing that will be an incentive to continue writing</p>

The child should be enabled to

Third and Fourth	Fifth and Sixth
Writing skills	
<i>Writing process</i>	
<i>(Teacher Guidelines: Drafting, editing and re-drafting p. 81- 83, Encouraging self correction p. 84)</i>	
C2.8 Learn to revise and re-draft writing <i>reading it over</i> <i>conferring and discussing with the teacher</i> <i>conferring and discussing with others in the class</i>	D2.5 Observe the teacher improving writing <i>drafting, revising, editing</i>
C3.10 Expand and clarify his/her thoughts on a particular idea or topic through drafting and re-drafting.	D2.6 Write independently through a process of drafting, revising, editing and publishing D2.13 Help others with editing their writing D3.5 Refine ideas and their expression through drafting and re-drafting
<i>Spelling</i>	
<i>(Teacher Guidelines: Spelling p. 85, Information and communication technologies p. 91- 92)</i>	
C2.11 Use a range of aids and strategies, including the use of approximate spelling, to improve his/her command of spelling <i>dictionaries, word lists, word searches, spelling checkers, anagrams, regular word patterns</i>	D2. 9. Use dictionaries and thesauruses to extend and develop vocabulary and spelling
Grammar, punctuation and syntax	
<i>(Teacher Guidelines: Grammar and punctuation p. 84, p. 89)</i>	
C2.9 Learn to use a wider range of punctuation marks with greater accuracy as part of the revision and editing process	D2. 8 Observe the conventions of grammar, punctuation and spelling in his/her writing
C2.10 Learn to write with increasing grammatical accuracy through the process of revision and editing	
C3.9 Write a sentence and elaborate on it by adding one or more ideas to it	D2.10 Explore the possibilities of syntax and sentence structure in reading and writing

The child should be enabled to

Third and Fourth	Fifth and Sixth
	D3.12 Explore the use of compound and complex sentences in expressing thought
<p><i>Penmanship and presentation</i> <i>(Teacher Guidelines: Publishing p. 84, Information and communication technologies p. 91- 92)</i></p>	
C2.12 Write in a legible joined script with confidence and fluency	D2.16 Develop a legible, fluent, personal style of handwriting
C2.13 Develop his/her ability to write using information technology <i>word processing</i>	D2.17 Develop skills in the use of information technology
C2.17 Decide the quality of presentation in relation to the purpose and audience of the piece of writing	D2.12 Choose a form and quality of presentation appropriate to the audience
<p>NCCA would like to acknowledge the work of the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS) who developed similar resources for curriculum support in the past. This document, <i>Re-presented Content Objectives: English</i>, which was developed by NCCA draws on the original work of the Primary Professional Development Service (PPDS) who designed and developed ‘glance cards’ which highlighted key curriculum content and the progression in objectives from Infants to 6th class. We would like to thank them for their contribution to the early stages of our work in re-presenting the curriculum.</p>	