

- Scoil Chiarain Naofa

- School Plan for Oral Language Genre

- Appendix 1

- All genres are covered each year -special emphasis placed on genre monthly as above

<p><b>September –Conversations</b></p>	<p><b>January---Questioning and Interviews</b></p>
<p><b>October ---Story Telling and Anecdotes Conversations</b></p>	<p><b>February</b> Interest Talks</p>
<p><b>November --Oral Reports</b> Pair and small group wrk</p>	<p><b>March</b> <b>Oral Reports</b> <b>Partner and Small Groups</b></p>
<p><b>December</b> Giving Instructions/Procedures Co- Operative Group Work Roles</p>	<p><b>April</b> Arguments and Informal Debates Formal Debates</p> <div data-bbox="823 1171 1420 1361" style="border: 1px solid black; padding: 5px;"> <p><b>May ---Oral Reports/Interest Talks and co-operative group</b></p> </div> <div data-bbox="823 1361 1420 1442" style="border: 1px solid black; padding: 5px;"> <p><b>June—Revision of all genres</b></p> </div>



## **Appendix 1**

### **The Five Components of Teaching Oral Language**

#### **Whole school Plan—Scoil Chiaráin Naofa**

1. Developing listening and speaking skills

#### **What needs to be taught?**

- Awareness of the broad rules that govern social interaction
- Non- verbal behaviours
- Rules for listening
- Rules for speaking

2. Teach a variety of spoken text
3. Create a language learning environment
4. Teach and extend vocabulary and conceptual knowledge
5. Promote auditory memory

In order to teach speaking and listening skills, teachers will need to create awareness of the way conversation works by considering the “rules” to be observed by good speakers and listeners. These are often unconscious.

(a) **Awareness of the broad rules that govern social interaction**

<b>Turn Taking</b>
<b>The Floor</b>
<b>Adjacency pairs</b>
<b>Repair</b>
<b>Politeness</b>

**Turn Taking:** turn taking is very important for an effective speaker listener relationship. Students need to recognize pauses in a conversation where they can take a turn, interrupt, ask a question or change the subject. Teachers can explicitly teach turn taking so that all pupils are encouraged to speak e.g. circle time where everybody has a turn, asking students to work with a partner and choose who will go first.

**The Floor:** the person who is currently speaking is the person who “holds the floor”. During conversations, speakers and listeners use eye contact, body language, gestures, and pauses to judge when a new voice can take the floor.

**Adjacency Pairs:** these are the sequences of two utterances next to each other, produced by two different speakers e.g. a question and an answer, a greeting and a response. This can work well to help develop the everyday social interactions of pupils. “How are you?” “Well Thank You”

**Repair:** repair takes place when a speaker has to “fix” something they have said e.g. “I said seen, I meant saw”. Sometimes the listener can seek a repair which could be expressed through a facial expression or body language or check for meaning by asking a question such as “What do you mean?” or “I don’t understand”. Pupils need to be encouraged to check that they understand what another person is saying and to check that others understand them.

(b) **Non-verbal behaviours:**

<b>Use of Voice</b>
<b>Volume</b>
<b>Intonation</b>
<b>Pitch</b>
<b>Pauses</b>
<b>Pronunciation</b>
<b>Proximity</b>
<b>Eye Contact</b>

Communicating is more than just words. The manner in which we use voice, facial expression, and body language affects the messages we are trying to give. Students are not always aware that their posture or the way they approach another person speaks volumes in itself. By creating awareness around the expressive nature of the way a person uses their body and voice, teachers can help pupils to become critically aware of the non-verbal behaviours that will equip them to express themselves in an effective manner.

- **Use of voice:** The use of intonation and pauses that convey meaning and attitude

- **Volume:** Volume depends on the needs of the situation, purpose and audience. There are times when loud voices are required such as in a play, or during assembly. There are also times when quiet voices are necessary such as working in the library. Generally speaking a voice should be loud enough that the intended audience can hear and understand the message being delivered. The use of varying volume will help to create emphasis or drama when recounting events, telling a story or persuading an audience.
- **Intonation:** Intonation indicates the changes in speech; a downward intonation indicates that a message is complete, while an upward intonation indicates a question.
- **Pitch:** Pitch is useful to use when expressing emotion. Our pitch rises when we are excited and lowers when we are sad.
- **Pauses:** Pauses are moments of silence between phrases, used to separate ideas and also used for holding attention. This is particularly useful when giving formal presentations such as an oral report or telling a story.
- **Pronunciation:** Pronunciation refers to the way words are said. Some younger pupils may have difficulty in pronouncing the sounds in some words and will benefit from hearing those words modelled in meaningful contexts. Pronunciation varies across regions. It is important that pupils know the accepted pronunciation of words in Standard English.
- **Proximity:** Proximity is the amount of personal space between people who are talking. The relationship between them, their personalities, and their culture or whether the situation is personal, social or public will all affect the amount of proximity needed.
- **Eye contact:** Eye contact is the use of the eyes or gaze in face to face communication. The level of eye contact often depends on the relationship between the communicators and affects both the speaker and the listener.

### (c) Developing Listening Skills:

In order to teach listening skills teachers need to:

- Explicitly model how to be good listeners
- Show the children footage of what good listening looks like
- Schedule quiet, listening opportunities as part of the school day
- Provide spaces in the classroom that encourage conversation and attentive listening, e.g. ‘The shop’, ‘The doctor’s surgery’
- Create organic learning charts to capture what good listening is.

Function	Used for	Demands language of
Instrumental	Expressing needs/Getting things done	Asking, Requesting, Explaining
Regulatory	Influencing the behaviour, feelings/attitudes of others	Setting tasks, Managing, Negotiating, Instructing, Directing , Controlling
Interactional	Getting along with others	Initiating, Sympathising, Reconciling Arguing, Encouraging, Empathising
Personal	Expressing individuality and personal feelings	Stating opinions, Confronting, Expressing thoughts and feelings,

		Recounting experience
Heuristic	Seeking and learning about the social and physical environment	Interrogating, Discussing, Asking, Querying, Investigating, Clarifying
Imaginary	Creating stories, games, new worlds and new texts	Storytelling, Anticipating, Predicting, Imagining, Playing, Experimenting
Representational	Communicating Information	Telling, Lecturing, Stating facts, Sharing skills, Commenting, Imparting knowledge, Informing

## Oral Language Genre

There are a variety of oral language texts/genres (similar to written genres) that teachers can use to address the functions of language that are required in social and academic contexts.

The table below illustrates some of the different types of text:

A Selection of Different Text-types	
➤ Oral Reports	➤ Conversations
➤ Storytelling and Anecdotes	➤ Questioning and Interviews
➤ • Partner and Small Group Work	➤ Arguments and Formal/Informal debates
➤ Giving instructions/Procedures	

## Oral Reports

Oral reports give pupils experience in selecting and organising information that will suit specific purposes, situations and audiences. Reports can be planned such as reporting on a project and unplanned such as the plenary part of lessons. Oral reports are those based on a shared focus of interest or particular topics being studied at that particular point in time.

Subjects like science and geography lend themselves to organising reports.

Structure	Infants	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> – 6 <sup>th</sup>
<b>Introduction</b>			
<b>Greet audience</b>	<ul style="list-style-type: none"> <li>• Good morning/afternoon</li> <li>• Hello everybody</li> </ul>	<ul style="list-style-type: none"> <li>• Hello ladies and gentlemen</li> <li>• You are all very welcome to .....</li> </ul>	<ul style="list-style-type: none"> <li>• Good afternoon esteemed guests</li> <li>• Welcome to todays .....</li> <li>• I would like to take this opportunity to welcome you all to</li> </ul>

			<p>.....</p> <ul style="list-style-type: none"> <li>• On behalf of _____ I would like to welcome you to .....</li> </ul>
<b>Introduce self &amp; subject</b>	<ul style="list-style-type: none"> <li>• My name is _____ and today I will talk about .....</li> </ul>	<ul style="list-style-type: none"> <li>• I am ..... and today I would like to tell you all about/talk to you about.....</li> <li>• The topic for my report is.....</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like to start by introducing myself. My name is _____ I am _____ and I wish to talk to you about .....</li> <li>• I plan to speak about.....</li> <li>• Today I'm going to talk about....</li> <li>• The subject of my presentation is.....</li> <li>• I would like to give you an overview of.....</li> </ul>
<b>State purpose</b>	<ul style="list-style-type: none"> <li>• I want to talk about this because ....</li> </ul>	<ul style="list-style-type: none"> <li>• What I would like to do today is .....</li> <li>• At the end of this report I hope you will...</li> </ul>	<ul style="list-style-type: none"> <li>• I have chosen to speak about this because.....</li> <li>• I have been asked to speak about _____ because .....</li> <li>• Have you ever heard of?</li> <li>• You may already know....</li> <li>• Every day you encounter....</li> <li>• The purpose of my talk today is..</li> </ul>
<b>Provide outline</b>			<ul style="list-style-type: none"> <li>• To illustrate...</li> <li>• To give you the essential background information on...</li> <li>• To outline...</li> <li>• To have a look at...</li> <li>• What I want my listeners to get out of my speech is...</li> <li>• If there is one thing</li> </ul>

			<p>I'd like to get across to you today it is that...</p> <ul style="list-style-type: none"> <li>• What I would like to do today is to explain</li> <li>• In the first part I give a few basic definitions.</li> <li>• In the next section I will explain</li> <li>• In part three, I am going to show...</li> <li>• In the last part I would like/want to give a practical example...</li> </ul>
<p><b>Body of report</b></p>	<ul style="list-style-type: none"> <li>• _____ is a .....</li> <li>• _____'s are ...</li> </ul>	<ul style="list-style-type: none"> <li>• This is....</li> <li>• These are....</li> <li>• Can be found.....</li> <li>• For example</li> </ul>	<ul style="list-style-type: none"> <li>• For instance</li> <li>• An example of this can be found...</li> <li>• In other words...</li> <li>• That is to say...</li> <li>• What is important to remember...</li> <li>• I'd like to emphasise....</li> <li>• I like to stress the importance of...</li> <li>• I would like to highlight....</li> <li>• As I have already said earlier...</li> <li>• As previously stated....</li> <li>• In the words of....</li> <li>• According to....</li> <li>• Here I'd like to refer to....</li> <li>• There is a famous quotation that goes....</li> <li>• As you may well know....</li> <li>• As you are probably already aware.....</li> </ul>

<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Thank you for listening</li> <li>• I hope you enjoyed my report</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you for your attention</li> <li>• To summarise....</li> <li>• In conclusion....</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like to summarize/sum up</li> <li>• Let me summarise by saying...</li> <li>• So that concludes my ....</li> <li>• At this stage I would like to run through/over the main points...</li> <li>• So, as we have seen today....</li> <li>• As I have tried to explain ....</li> <li>• In conclusion I would like to say that...</li> <li>• My final comments concern...</li> <li>• I would like to finish by reminding everyone that...</li> </ul>
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### ***Interest Talks***

Interest talks are a way for pupils to share topics of personal interest with others. Choosing a topic they know about well allows pupils to concentrate on developing the skills needed to organise and present the information to others. Interest talks contain information that is used to describe and they can also contain explanations. They can be part of daily sharing sessions with a partner/small group or they can be developed into planned, formal presentations.

<b>Structure</b>	<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup> – 6<sup>th</sup></b>
<b>Introduce the topic</b>	<ul style="list-style-type: none"> <li>• I would like to talk about....</li> <li>• This is....</li> <li>• Here is....</li> </ul>	<ul style="list-style-type: none"> <li>• I would like to tell you all about....</li> <li>• I am very interested in...</li> </ul>	<ul style="list-style-type: none"> <li>• I would like to take this opportunity to talk to you about...</li> <li>• I first became interested in....</li> <li>• I have a passion for....</li> <li>• Today I would like to talk to you about....</li> </ul>
<b>State reasons for an interest in the topic</b>	<ul style="list-style-type: none"> <li>• I like...</li> <li>• I enjoy...</li> </ul>	<ul style="list-style-type: none"> <li>• I find _____ interesting because....</li> <li>• My hobby is....</li> </ul>	<ul style="list-style-type: none"> <li>• I am passionate about...</li> <li>• I have a passion for....</li> </ul>



		<ul style="list-style-type: none"> <li>• I like to spend my time....</li> <li>• One of the things I like to spend my time doing is....</li> </ul>	<ul style="list-style-type: none"> <li>• I have, for many years, enjoyed...</li> <li>• I like challenging myself to....</li> <li>• It is a creative pastime that....</li> <li>• I enjoy the feeling of....</li> <li>• It gives me great satisfaction to....</li> <li>• I have enjoyed many successes</li> </ul>
<b>Provide relevant information</b>	<ul style="list-style-type: none"> <li>• I want to talk about this because ....</li> <li>• This is....</li> <li>• These are...</li> </ul>	<ul style="list-style-type: none"> <li>• What I would like to do today is .....</li> <li>• As you may already know...</li> <li>• Many of you may already...</li> </ul>	<ul style="list-style-type: none"> <li>• I have chosen to speak about this because.....</li> <li>• Have you ever heard of?</li> <li>• You may already know....</li> <li>• Every day you encounter....</li> <li>• You may already be familiar with</li> </ul>
<b>Explain technical terms to the audience</b>	<ul style="list-style-type: none"> <li>• This works ....</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of _____ is...</li> <li>• This is called the _____ and it is for .....</li> </ul>	<ul style="list-style-type: none"> <li>• To illustrate...</li> <li>• To give you the essential background information on...</li> <li>• To outline...</li> <li>• To have a look at...</li> <li>• What I would like to do today is to explain</li> <li>• We use the word _____ to describe....</li> <li>• The function of _____ is....</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Thank you for listening</li> <li>• Any questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you for your attention</li> <li>• To summarise....</li> <li>• In conclusion....</li> <li>• Does anybody have any questions?</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like to summarize/sum up</li> <li>• Let me summarise by saying...</li> <li>• So that concludes my ....</li> <li>• Would anybody like to ask me any questions?</li> <li>• I welcome any questions or</li> </ul>

			comments that you may have
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### Conversations

Classroom conversations are dialogues that occur between students and teachers and between students and students. They are used to create, negotiate or deepen the understanding of a topic.

Infants	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> – 6 <sup>th</sup>
<ul style="list-style-type: none"> <li>• You said....</li> <li>• I said....</li> <li>• I think....</li> <li>• But....</li> <li>• So....</li> <li>• Because....</li>   <li>• What if....?</li> <li>• So why....?</li> <li>• But what about....?</li> </ul>	<ul style="list-style-type: none"> <li>• I get it</li> <li>• I see what you mean</li> <li>• Now I have it</li>   <li>• Does that mean...?</li> <li>• Can I ask....?</li> <li>• What do you think....?</li> <li>• So if....then....</li> <li>• What if....?</li> <li>• Could we try.....?</li> </ul>	<ul style="list-style-type: none"> <li>• That was a good point about....it could also....</li> <li>• I would like to add to what ____ said by....</li> <li>• Yes! And then you could.....</li>   <li>• Am I right in thinking that you mean.....?</li> <li>• Are you saying....?</li> <li>• Have I got it right? You think....?</li> <li>• Yes I agree..But..</li>   <li>• What is it about...that makes you say....?</li> <li>• Can you tell us a little more about....?</li> <li>• What do you mean when you say....?</li> <li>• Can you give us an example?</li> <li>• Is that the same as....?</li> <li>• Can you explain a little more about....?</li> </ul>

### Storytelling and Anecdotes

Telling stories, recalling events and relating personal anecdotes has been how many cultures and societies have preserved and passed on their traditions. We constantly communicate

information through stories e.g. *Wait until I tell you a good one about ...* Storytelling is a vital part of everyday conversation and so should be an important feature in all classrooms. Teachers can extend storytelling skills into performance opportunities such as play, recital in drama

Structure	Infants	1 <sup>st</sup> / 2 <sup>nd</sup>	3 <sup>rd</sup> – 6 <sup>th</sup>
<b>Beginning</b>			
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Once upon a time...</li> <li>• Long, long ago...</li> <li>• One day...</li> </ul>	<ul style="list-style-type: none"> <li>• In a faraway land...</li> <li>• Many years ago...</li> <li>• Fadó, fadó...</li> <li>• In the beginning...</li> <li>• Once there lived....</li>   <li>• Remember when...</li> <li>• Wait until I tell you...</li> </ul>	<ul style="list-style-type: none"> <li>• Long ago in the mists of time...</li> <li>• This is a story I heard a long time ago...</li> <li>• We were I the ____ on morning when...</li> <li>• It was a dark and dismal night....</li> <li>• It all started when...</li> <li>• Once upon a time, when the world was young....</li> <li>• I'm going to tell you a tale about...</li> <li>• One day, not too long ago...</li> <li>• It had all happened so quickly...</li>   <li>• That reminds me of...</li> <li>• I have a story to tell you about....</li> <li>• Did you hear the one about...</li> </ul>
<b>Describing Characters</b>	<ul style="list-style-type: none"> <li>• Big/small</li> <li>• Long/short</li> <li>• Thin/fat</li> <li>• Tall/small</li> <li>• Happy/sad</li> <li>• Nice/nasty</li> </ul>	<ul style="list-style-type: none"> <li>• Flat/lean/thick/wide/round</li> <li>• Skinny/slim/straight</li>   <li>• Annoyed/pleased</li> <li>• Horrible/nasty/mean</li> <li>• Crazy/wild</li> <li>• Awful/cross/mean/evil/nasty</li> <li>• Fine/lovely</li> <li>• Clever/excellent/friendly</li> <li>• Amazing/brilliant/fantastic</li> </ul>	<ul style="list-style-type: none"> <li>• Bloated/broad/bulky/curved/crooked</li> <li>• Delicate/gangly/gaunt/anky/plump</li> <li>• Stocky/stout/symmetrical</li>   <li>• Berserk/enraged/furios/hysterical</li> <li>• Appalling/beastly/pessimistic/revolting/shameful/shocking/vicious</li> <li>• Attractive/desirable/pasasant/delightful</li> <li>• Admired/affectionate,</li> </ul>

			<p>ppreciated/ considerate/compassi nate/enthusiastic generous/genuine/gra ous/obedient</p> <ul style="list-style-type: none"> <li>• Exceptional/fabulous/ orious/superb</li> </ul>
<b>Describing setting</b>	<ul style="list-style-type: none"> <li>• Above/below</li> <li>• Behind/beside</li> <li>• Up/down</li> <li>• Hot/cold</li> <li>• Wet/dry</li> <li>• Big/small/little</li> <li>• Loud/quiet</li> </ul>	<ul style="list-style-type: none"> <li>• At the end</li> <li>• To the left/to the right</li> <li>• Inside/middle</li> <li>• Outside</li> <li>• Calm/clear/cool</li> <li>• Foggy/misty/icy</li> <li>• Freezing/warm/wet</li> <li>• High/huge/large/long/t all</li> <li>• Little/low/short/tiny</li> <li>• Banging/crashing/hissin g howling/hooting</li> <li>• Blast/noisy/roar/screa m</li> <li>• Low/gentle/silent/soft</li> </ul>	<ul style="list-style-type: none"> <li>• Among/across/against around</li> <li>• Between/beneath</li> <li>• Beyond/closely</li> <li>• Throughout/undernea h/toward</li> <li>• Balmy/humid/muggy/ vercast</li> <li>• Blazing/scorching/trop cal</li> <li>• Blizzard/gust/severe/s uall</li> <li>• Dense/drizzly/gale/he vy</li> <li>• Colossal/enormous/im mense/gigantic massive/vast</li> <li>• Microscopic/miniature miniscule narrow/shallow/slight</li> <li>• Babbling/buzz/clatter, igh-pitched screeching/shrieking/s arling/whining</li> <li>• Deafening/ear- splitting/shrill/uproar</li> <li>• Dull/faint/inaudible/m mble/murmur rustle/whisper</li> </ul>
<b>Middle</b>			
<b>Time connectives</b>	<ul style="list-style-type: none"> <li>• Then</li> <li>• Next</li> </ul>	<ul style="list-style-type: none"> <li>• Firstly, secondly</li> <li>• While/since</li> <li>• Then one day....</li> <li>• Now when....</li> <li>• The next day/morning....</li> <li>• On his way....</li> </ul>	<ul style="list-style-type: none"> <li>• Meanwhile/eventually</li> <li>• But as soon as....</li> <li>• It wasn't long before...</li> <li>• Soon afterwards....</li> <li>• Along came....</li> <li>• That very morning/day....</li> </ul>

		<ul style="list-style-type: none"> <li>• Suddenly...</li> </ul>	<ul style="list-style-type: none"> <li>• All at once....</li> <li>• All of a sudden....</li> <li>• Out of the blue....</li> </ul>
<b>Words instead of went</b>	<ul style="list-style-type: none"> <li>• Drove</li> <li>• Flew</li> <li>• Cycled</li> <li>• Ran</li> <li>• Walked</li> </ul>	<ul style="list-style-type: none"> <li>• Climbed</li> <li>• Crawled</li> <li>• Jumped/hopped</li> </ul>	<ul style="list-style-type: none"> <li>• Crept/tip-toed/roamed/meandered</li> <li>• Floated/drifted/slithered</li> <li>• Screeched/skidded/squeezed</li> <li>• Strode/stormed/thundered/thundered</li> <li>• Tumbled/zoomed/ambled/treked</li> </ul>
<b>Words instead of said</b>	<ul style="list-style-type: none"> <li>• Said</li> <li>• Shouted</li> <li>• Roared</li> </ul>	<ul style="list-style-type: none"> <li>• Answered</li> <li>• Called</li> <li>• Cried</li> <li>• Screamed</li> <li>• Thought</li> </ul>	<ul style="list-style-type: none"> <li>• Added/admitted/announced/agreed</li> <li>• Boasted/bragged/</li> <li>• Complained/concluded/confessed</li> <li>• Denied/described/dissed</li> <li>• Encouraged/explained/exclaimed</li> <li>• Informed/interrupted</li> <li>• Moaned/pleaded/protested</li> <li>• Remarkd/replied/rennded</li> <li>• Sighed/suggested/urgd/uttered</li> <li>• Commanded/declared/directed</li> <li>• Insisted/instructed</li> <li>• Examined/inquired</li> </ul>
<b>Connectives</b>	<ul style="list-style-type: none"> <li>• So</li> </ul>	<ul style="list-style-type: none"> <li>• After</li> <li>• Although</li> <li>• Even though</li> <li>• As</li> </ul>	<ul style="list-style-type: none"> <li>• Even though/lest/provided/less</li> <li>• In order that/since/sot that</li> <li>• Except/however/save</li> <li>• As though/neither/other/se/whereas</li> <li>• therefore/whenever/v hereby</li> </ul>

<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• They all lived happily ever after</li> </ul>	<ul style="list-style-type: none"> <li>• ...and nothing was heard of the _____ ever again</li> <li>• And that was the last that was seen/heard of....</li> <li>• And that was the end of that</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ...and so we'll never know what really happened</li> <li>• ...it had finished, at last</li> <li>• ... and so it was over</li> <li>• ...and now we could all have a well-earned rest</li> <li>• ...and I can't wait to do it again!</li> </ul>
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### Arguments and Informal Debates

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup> – 6<sup>th</sup></b>
<ul style="list-style-type: none"> <li>• I think/I don't think</li> <li>• Because</li> <li>• Yes/No</li> <li>• I like/I don't like</li> <li>• I agree/disagree</li> <li>• My favourite</li> </ul>	<ul style="list-style-type: none"> <li>• I have mixed feelings</li> <li>• I prefer</li> <li>• I strongly agree/disagree</li> <li>• In my opinion</li> <li>• I believe</li> <li>• I feel</li> <li>• For instance</li> <li>• Unless</li> <li>• However</li> <li>• Except</li> </ul>	<ul style="list-style-type: none"> <li>• I strongly/thoroughly/firmly believe</li> <li>• I agree/disagree that</li> <li>• It is believed/widely believed that</li> <li>• It has been found/discovered/proven</li> <li>• On one hand/other hand</li> <li>• Consider the following</li> <li>• To begin</li> <li>• Furthermore</li> <li>• In fact</li> <li>• As with</li> <li>• Likewise</li> <li>• Owing to</li> <li>• Equally</li> <li>• Alternatively</li> <li>• Significantly</li> <li>• Indeed</li> <li>• In particular</li> <li>• In the case of</li> <li>• Firstly, secondly, next</li> <li>• For example</li> <li>• However/although</li> <li>• To further illustrate my point</li> <li>• To reinforce my point</li> <li>• The problem with _____ is....</li> <li>• Similarly, conversely</li> <li>• Finally</li> </ul>

		<ul style="list-style-type: none"> <li>• Therefore</li> <li>• Because of that</li> <li>• Overall</li> <li>• In conclusion</li> <li>• In summary</li> <li>• Consequently</li> </ul>
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### ***Formal Debates***

The purpose of debating and developing arguments is to persuade an audience to accept a particular point of view. Debates provide pupils with practice in giving and justifying opinions. Pupils will be required to research topics to provide relevant information to support their point of view. Debates can be used for exploring issues and different points of view such as topics from literature being studied in class or local concerns such as pollution, phone masts and current affairs

<b>Structure</b>	<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>
<b>Introduction</b>		

<b>Greeting</b>	<ul style="list-style-type: none"> <li>• Good morning/afternoon</li> <li>• Hello everybody</li> </ul>	<ul style="list-style-type: none"> <li>• Hello ladies and</li> <li>• You are all very</li> </ul>
<b>Thesis</b>	<ul style="list-style-type: none"> <li>• My name is _____ and today I will talk about .....</li> </ul>	<ul style="list-style-type: none"> <li>• I am ..... and to you about.....</li> <li>• The topic for to</li> </ul>
<b>State position</b>	<ul style="list-style-type: none"> <li>• I think/I don't think</li> <li>• Yes/No</li> <li>• I like/I don't like</li> <li>• I agree/disagree</li> <li>• My favourite</li> </ul>	<ul style="list-style-type: none"> <li>• I have mixed feelings</li> <li>• I prefer</li> <li>• I strongly agree</li> <li>• In my opinion</li> <li>• I believe</li> <li>• I feel</li> </ul>
<b>Provide supporting evidence</b>	<ul style="list-style-type: none"> <li>• Because</li> </ul>	<ul style="list-style-type: none"> <li>• For instance</li> <li>• Unless</li> </ul>



<b>Present alternative position</b>		<ul style="list-style-type: none"> <li>• Can be found....</li> <li>• For example</li> <li>• However/altho</li> <li>• Except</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Thank you for listening</li> </ul>	<ul style="list-style-type: none"> <li>• Thank you for y</li> <li>• To summarise...</li> <li>• In conclusion....</li> </ul>

### **Giving Instructions/Procedures**

Giving instructions and outlining procedures involve communicating a series of steps in order to accomplish an end. The language used for this spoken text includes the use of dictate verbs such as *put, go, turn, take* etc.

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup> – 6<sup>th</sup></b>
<ul style="list-style-type: none"> <li>• First</li> <li>• Next</li> <li>• After that</li> </ul>	<ul style="list-style-type: none"> <li>• You will need</li> <li>• Remember</li> </ul>	<ul style="list-style-type: none"> <li>• In order to</li> <li>• The process involved</li> <li>• The steps taken were</li> </ul>

<ul style="list-style-type: none"> <li>• Then</li> <li>• Here</li> <li>• Later</li> <li>• Now</li> <li>• In the end</li> </ul>	<ul style="list-style-type: none"> <li>• Firstly, secondly</li> <li>• In the beginning</li> <li>• To begin with</li> <li>• To start</li> <li>• Following</li> <li>• After a while</li> <li>• At this point</li> <li>• Before that</li> <li>• Finally</li> <li>• Lastly</li> <li>• To end</li> <li>• To finish</li> </ul>	<ul style="list-style-type: none"> <li>• First of all</li> <li>• In the first instance</li> <li>• Initially</li> <li>• To begin the process</li> <li>• Starting out</li> <li>• Meanwhile</li> <li>• Previously</li> <li>• Additionally</li> <li>• Alternatively</li> <li>• Eventually</li> <li>• Accordingly</li> <li>• Consequently</li> <li>• While</li> <li>• In summation</li> <li>• To conclude</li> <li>• In conclusion</li> <li>• The final step</li> <li>• On completion</li> </ul>
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### Partner and small group work

Partner and small group work provides an authentic learning context in which students can develop both speaking and listening skills. Pupils are allowed to become actively involved in the construction of their own knowledge. This can often lead to a greater understanding and internalisation of material. Pupils are allowed to use language to interact and plan, take on a particular role such as the manager, the recorder etc., develop a group activity and monitor and reflect on the task/learning. Small group learning allows the teacher to effectively scaffold students learning by providing guidance towards ensuring that the groups run smoothly, that allocated roles are working and that learning is being fostered.

Infants	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> – 6 <sup>th</sup>
<ul style="list-style-type: none"> <li>• Yes/no</li> <li>• Ok</li> <li>• Right</li> <li>• I think</li> <li>• It's my/your turn</li> <li>• Who's next?</li> <li>• Can you help me?</li> <li>• Would you like me to help?</li> <li>• What if...?</li> </ul>	<ul style="list-style-type: none"> <li>• I see</li> <li>• I get it now</li> <li>• You're right</li> <li>• That's great</li> <li>• Let's try that</li> <li>• Maybe if we....then.....</li> <li>• Whose turn is it?</li> <li>• Who would like to go next?</li> <li>• Why does....?</li> <li>• How do you...?</li> <li>• How about...?</li> </ul>	<ul style="list-style-type: none"> <li>• I think we should try...</li> <li>• This might work better if we.....</li> <li>• That's a great idea</li> <li>• We should experiment with</li> <li>• It might be better if.....</li> <li>• That could work if/when....</li> <li>• The result of that would be...</li> <li>• Would you mind if I...?</li> </ul>

	<ul style="list-style-type: none"> <li>• Why/how did that happen?</li> <li>• Why/what do you think...?</li> <li>• Can we try this?</li> <li>• What did you say again?</li> <li>• Could you say that again please?</li> <li>• Is everyone happy with...?</li> <li>• What do we think about...?</li> <li>• What if we....?</li> </ul>	<ul style="list-style-type: none"> <li>• What caused this?</li> <li>• What might this be the result of?</li> <li>• Why do you think so?</li> <li>• Can you think of another reason?</li> <li>• Can you explain how...?</li> <li>• Would you mind repeating that for me?</li> <li>• Can I just clarify....?</li> <li>• Just to be clear...?</li> <li>• Is what you meant that....?</li> <li>• So just to be clear....what we are saying is...</li> <li>• What might the outcome be if...?</li> </ul>
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### **Co-Operative Group Work Roles**

<b>Role in co-operative group</b>	<b>Function</b>	<b>Language Required</b>
<b>Manager</b>	Keep the group on task, ensure contributions from all and guide discussion or activity	<ul style="list-style-type: none"> <li>• <i>Let's take it in turns to...</i></li> <li>• <i>We have ____ left to get this done</i></li> <li>• <i>Let's make a decision on...</i></li> <li>• <i>So what you're saying is...</i></li> <li>• <i>How do you think we should approach this?</i></li> <li>• <i>Has anyone got any ideas about?</i></li> <li>• <i>What do you think about...?</i></li> <li>• <i>What about if we...?</i></li> <li>• <i>Are we getting there with...?</i></li> <li>• <i>How's _____ going?</i></li> <li>• <i>Can I check in with you on...?</i></li> <li>• <i>Are we happy with progress?</i></li> </ul>
<b>Encourager</b>	Encourage speakers and promote tolerance within the group	<ul style="list-style-type: none"> <li>• <i>That's a great idea</i></li> <li>• <i>Well done</i></li> <li>• <i>Brilliant</i></li> <li>• <i>That's super</i></li> <li>• <i>We are doing really well</i></li> <li>• <i>Keep it up</i></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Just to remind you that....</i></li> <li>• <i>Let's listen to _____'s opinion</i></li> <li>• <i>Let's see what _____ has to say about....</i></li> <li>• <i>Is there anything I can do?</i></li> <li>• <i>Would you like me to...?</i></li> <li>• <i>Are we all happy with..?</i></li> <li>• <i>Is everyone ready to....?</i></li> </ul>
<b>Record keeper/Data gatherer</b>	Take notes or summarise ideas, clarify ideas, read aloud from material when appropriate	<ul style="list-style-type: none"> <li>• <i>Am I right in saying that...?</i></li> <li>• <i>So are you happy with me saying....?</i></li> <li>• <i>Can I clarify _____ with you?</i></li> <li>• <i>Can I ask you to check this with me?</i></li> <li>• <i>Have I heard you correctly?</i></li> <li>• <i>Is that accurate?</i></li> <li>• <i>Just to be clear....</i></li> <li>• <i>So what you're saying is.....</i></li> <li>• <i>I hear what you are saying</i></li> </ul>
<b>Spokesperson</b>	Act as spokesperson when reporting to the class	<ul style="list-style-type: none"> <li>• <i>Our group worked on...</i></li> <li>• <i>We discovered that...</i></li> <li>• <i>In order to....we...</i></li> <li>• <i>In doing this, we learned that....</i></li> <li>• <i>_____ had responsibility for</i></li> <li>• <i>Our findings were....</i></li> <li>• <i>In summary</i></li> </ul>

### Questioning and Interviews

Questioning encourages higher order thinking and forms the basis of enquiry. Good questioning enhances understanding, as it provides opportunities to explain, clarify, probe, make connections and identify problems and issues. Questioning encourages dialogue between students and teachers and influences student's use of questioning to promote their own learning. Self-questioning enables students to reflect and assess their own results and efforts with a view to making them better.

Interviews provide an authentic context for questioning. In an interview, students purposefully practice asking questions to develop the skills to listen critically

## Applying Blooms Taxonomy to Questioning

Bloom's Taxonomy is a classification of learning objectives and skills which increase in complexity. The taxonomy can be applied to the use of questions as follows:

### (a) Knowledge (*recall*)

Tell, list, define, name, when, where, state, identify ...

- Who?
- What?
- When?
- Where?
- How?

### (b) Comprehension (*understanding*)

Retell, summarise, describe, explain, predict, restate, estimate ...

- What is meant by?
- How would you describe?
- What is the difference?
- Can you tell me in your own words

### (c) Application (*solving*)

Solve, use, construct, classify, examine, illustrate, modify ...

- What would happen if ...?
- How would you ...?
- How might you use this?
- What information would you need to ....?
- In what other way can these be sorted?
- Can you draw a diagram of what you see?
- What would you do next time?
- If you had to... what would you do?
- Why is .... Significant?
- Devise a set of instructions for ...
- Where have you seen something like this before?

### (d) Analysis (*reasoning*)

Analyse, compare, distinguish, examine, order, categorise, infer, investigate ...

- Which were facts and which were opinions?
- What was the purpose of ...?
- What are the parts?
- What might have happened if ...?
- What do you see as other possible outcomes?
- What were the causes of...?
- What were the effects of ...?
- How are these the same?
- What is the difference between ...?

### (e) Synthesis (*creating*)

Create, design, formulate, invent, imagine, devise, combine ...

- How can these be combined?
- What conclusions are you making?
- Can you design a ... to ...?
- Can you see a possible solution?
- How could this process be rearranged?
- What is your plan for accomplishing this task?
- How can you use what you learned?

- Can you develop a proposal which ...
- What other ideas do you have for ...?
- Why not compose?

**(f) Evaluation (*judging*)**

Check, choose, prioritise, critique, hypothesise, judge, debate ...

- How could this be improved?
- How would you rank order?
- What is the most important?
- Justify your opinion .../how did you make your decision?
- Which is better? Best?
- What is your top priority?
- What criteria did you use?

- **Appendix 2**

- **School Plan for Oral Language Genre**

- All genres are covered each year -special emphasis placed on genre monthly as above

<b>September –Conversations</b>	<b>January---Questioning and Interviews</b>
<b>October ---Story Telling and Anecdotes Conversations</b>	<b>February Interest Talks</b>
<b>November --Oral Reports Pair and small group wrk</b>	<b>March Oral Reports Partner and Small Groups</b>
<b>December Giving Instructions/Procedures Co- Operative Group Work Roles</b>	<b>April Arguments and Informal Debates Formal Debates</b>
	<b>May ---Oral Reports/Interest Talks and co-operative group</b>
	<b>June—Revision of all genres</b>

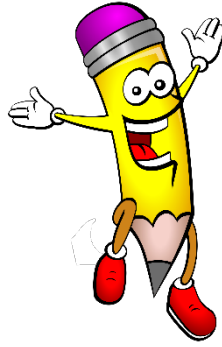


ENGLISH

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**Appendix 3**

**School Plan for WRITING GENRES:**



**Genres**

- All genres are utilised during the year ..BUT ...
- special emphasis is placed on the genres monthly as follows:

<b>September ---Recount Writing</b>	<b>January –Persuasive Writing</b>
<b>October--- Report Writing</b>	<b>February –Free Writing</b>
<b>November –Explanation Writing</b>	<b>March –Narrative Writing</b>
<b>December-----Writing to Socialise</b>	<b>April -Procedural Writing</b>



	<p><b>May</b> ---<i>Write-a book Project</i></p> <p><b>June</b>—<i>Revision of all genres</i></p>
<ul style="list-style-type: none"> <li>• <i>Spend approximately 3-4 weeks exploring each genre and revisit monthly</i></li> <li>• <i>Purpose +Audience =Form</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Find a balance between Structure and Freedom</i></li> <li>• <i>Value children’s efforts- Process rather than Product</i></li> </ul>

\*\*Infant Classroom---all genres covered over two years in Infants—

One genre per term..

<ul style="list-style-type: none"> <li>• <i>Spend approximately 3-4 weeks exploring each genre and revisit monthly</i></li> <li>• <i>Purpose +Audience =Form</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Find a balance between Structure and Freedom</i></li> <li>• <i>Value children’s efforts- Process rather than Product</i></li> </ul>
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**Functional writing** will especially integrate with other areas of the curriculum, e.g. Maths, Gaeilge, Religion, S.P.H.E. Environmental Studies and Science, History and Geography.

Other activities include

- Letter and envelope writing
- Newssheets/Class magazines

- Diaries
- Reports and Reviews
- Project work
- Worksheets and assignment cards
- Answering questions
- Writing an ad. for a newspaper

## Creative Writing

- where the children discuss in detail and provide all necessary vocabulary on a given topic. This will then enable the children develop their own creative writing on the topic.
- Developing sense awareness – This would involve the children listening to sounds on tape or in their environment and subsequently describing these both orally and in written form. Similarly the children will be asked to describe what they touch e.g. in a secret bag.
- Stories and Poetry - writing stories and poems, listening to and reading a range of stories and poetry will be promoted to enhance this work.
- Comic strips e.g. adding an extra panel, before, after or between existing panels.
- Other viewpoints – retelling a story from a different view point e.g. the wolf's story in Little Red Riding Hood.
- Three sentences to three paragraphs – developing a story around three sentences. e.g.
  1. The phone rang.
 e.g. 2. He got into his car and sped down the road.  
 e.g. 3. She explained that he would have to wait a little while.
- Turn-taking writing – working in pairs, one child writes a sentence or paragraph, and then the other child reads it and adds their own sentence or paragraph to it. This is continued until the story is completed.
- Combine the compositions – Two pupils write a paragraph on the same topic. They then pair up, and combine from their two paragraphs into one composition.

- Argument? Debate – Pupils work in pairs with one child arguing in favour of a motion and then the other child reads what the first child wrote and writes out an argument against it.

### Letter Writing

Here the children can write a reply to a given letter in (a) letter form or (b) telegram form. The idea of pen-friends may be promoted here also.

### Spelling

The view taken by the staff is that although spelling is only a convention, it is one that matters. The aim of the school is to encourage the children to become competent spellers.

- Formal spelling learning begins in senior infants
- Spelling is tested in classes from Senior Infants to 6<sup>th</sup> class on a weekly basis

### Grammar and Punctuation

- The ability to use the parts of speech and to observe the conventions of grammar will be developed in the context of the children’s language development generally.
- The process of writing, editing and re-drafting will give the teacher the opportunity to develop among the children an appreciation for the functions of speech and a control of the conventions of grammar and punctuation.
- Grammar and punctuation will be given discrete teaching time in classes from 1<sup>st</sup>

## Functional writing

Appendix 4--Scoil Chiaráin Naofa		
Grammar Topics		
Class	Topic	Consolidation Activities
<i>Senior Infants</i>	<ul style="list-style-type: none"> <li>✓ Word order</li> <li>✓ Sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the correct sentence</li> <li>• Rewriting sentences</li> <li>• Oral cloze</li> <li>• Completing sentences</li> </ul>
<i>First Class</i>	<ul style="list-style-type: none"> <li><i>Revision of work to date</i></li> <li>✓ Verb</li> <li>✓ Past/Present/Future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying verbs</li> <li>• Use of correct verb tense</li> <li>• Sentence completion</li> <li>• Sentence expansion</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Noun</li> <li>✓ Adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence construction</li> </ul>
<i>Second Class</i>	<i>Revision of work to date</i> <ul style="list-style-type: none"> <li>✓ Pronoun</li> <li>✓ Preposition</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate pronouns</li> <li>• Sentence completion with prepositions</li> </ul>
<i>Third Class</i>	<i>Revision of work to date</i> <ul style="list-style-type: none"> <li>✓ Expanding bank of verbs</li> <li>✓ Expanding bank of adjectives</li> <li>✓ Personal pronouns</li> <li>✓ Collective nouns</li> <li>✓ Conjunctions</li> <li>✓ Continuous present tense e.g. polar bears eat seals</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping words e.g. run=dash, sprint, jog, chase</li> <li>• Sentence completion using personal pronouns</li> <li>• Identifying collective nouns</li> <li>• Rewriting sentences using conjunctions</li> <li>• Grouping adjectives e.g. weather=sunny, bright, dull, damp</li> </ul>
<i>Fourth Class</i>	<i>Revision of work to date</i> <ul style="list-style-type: none"> <li>✓ Adjectives – comparative and superlative</li> <li>✓ Adverbs</li> <li>✓ Use of negatives</li> </ul>	<ul style="list-style-type: none"> <li>• Changing adjectives to comparative/superlative</li> <li>• Classifying adverbs</li> <li>• Sentence expansion using adverbs</li> </ul>
<i>Fifth Class</i>	<i>Revision of work to date</i> <ul style="list-style-type: none"> <li>✓ Classifying nouns</li> <li>✓ Clauses</li> <li>✓ Direct and indirect speech</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying proper, common, collective, abstract nouns</li> <li>• Adding clauses to sentences</li> <li>• Identifying/transferring direct and indirect speech</li> </ul>
<i>Sixth Class</i>	<i>Revision of all work to date</i> Including <ul style="list-style-type: none"> <li>▪ Capital letters</li> <li>▪ Punctuation</li> <li>▪ Singular/plural</li> <li>▪ Nouns- Common/proper/Abstract</li> <li>▪ Collective Nouns</li> <li>▪ Personal; Nouns</li> <li>▪ Compound words</li> <li>▪ Quotation Marks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gender</li> <li>➤ Idioms</li> <li>➤ Indirect Speech</li> <li>➤ Apostrophes</li> <li>➤ Abbreviations</li> <li>➤ Possessive Adjectives</li> <li>➤ Revision of Punctuation Marks</li> <li>➤ Revision of Nouns/adjectives/pronouns/adverbs</li> <li>➤ /prepositions</li> <li>➤ Revision of Speech</li> <li>➤ Revision of Conjunctions/and contractions</li> <li>➤ proverbs</li> </ul>

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## Correction

An integral part of all the children's writing is the need to develop a skill of self correction. The aim is to encourage the children to

- examine
- evaluate
- edit
- draft
- re-draft their own work where necessary as regards teacher correction of children's work
- Effective correction involves both primary and subordinate skills
- Correction should entail discussion of child's efforts
- Attention should be drawn to the quality of preparation
- Correction should be selective
- Correction should be diagnostic

### **Valuation of Work**

- Having it read aloud
- Seeing it displayed
- Having it included in the library corner
- Using it as a language experience reading lesson for the class
- Taking it home and reading it to parents and family

- **Appendix 5 -**

- **School Plan for Developing Comprehension Strategies**

- Scoil Chiaráin Naofa, Dubhras



- (Based on *Building Bridges of Understanding Programme*)

### Junior & Senior Infants

Term 1	Term 2	Term 3
Thinking Aloud	Thinking Aloud	Thinking Aloud
Predicting	Predicting	Predicting
	Visualisation	Visualisation
	Making Connections	Making Connections

- \*Questioning – Senior Infants Term 2 & 3

- **First, Second & Third Classes**

Term 1	Term 2	Term 3
Thinking Aloud	Making Connections	Monitoring
Predicting	Questioning	Comprehension-Seeking

<b>Visualisation</b>		<b>Clarification</b> <b>Monitoring</b> <b>Comprehension-</b> <b>Declunking</b>
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- **Fourth, Fifth & Sixth Classes**

<b>Term 1</b>	<b>Term 2</b>	<b>Term3</b>
<b>Thinking Aloud</b>  <b>Predicting</b>  <b>Visualisation</b>  <b>Inferring</b>  <b>Summarising</b>  <b>Lower Order And Higher order Questioning</b>  <b>Challenging Questions</b>	<b>Making Connections</b>  <b>Questioning/Self Questioning</b>  <b>Skimming</b>  <b>Visualising and Connecting</b>  <b>Cloze Procedure</b>  <b>Supporting your viewpoint</b>	<b>Monitoring</b>  <b>Comprehension-Seeking</b>  <b>Clarification</b>  <b>Monitoring</b>  <b>Comprehension-</b> <b>Declunking</b>  <b>Determining Importance</b>  <b>Synthesis</b>



<i>Appendix</i>
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x 6

**Whole School Plan for Punctuation Topics for each Class—**

<b>Class</b>	<b>Topic</b>
<i>Senior Infants</i>	<ul style="list-style-type: none"><li>✓ Use of Capital Letters</li><li>✓ Use of Full Stops</li></ul>
<i>First Class</i>	<ul style="list-style-type: none"><li>✓ Revision of work to date</li><li>✓ Capital Letters in day's, places</li><li>✓ Capital letter I</li><li>✓ Question Marks</li></ul>
<i>Second Class</i>	<ul style="list-style-type: none"><li>✓ Revision of work to date</li><li>✓ Commas for writing lists</li><li>✓ Commas not before 'and'</li><li>✓ Exclamation marks</li><li>✓ Recognition of speech marks</li></ul>
<i>Fourth Class</i>	<ul style="list-style-type: none"><li>✓ Revision of work to date</li><li>✓ Use of hyphens</li><li>✓ Use of apostrophe for possession including plural nouns ending in s, to show possessive words</li><li>✓ Use of the Semi Colon</li></ul>
<i>Fifth Class</i>	<ul style="list-style-type: none"><li>✓ Revision of work to date</li><li>✓ Contractions</li><li>✓ Direct and indirect speech</li></ul>
<i>Sixth Class</i>	<ul style="list-style-type: none"><li>✓ The Colon</li><li>✓ Possessive Adjectives</li></ul>



	<ul style="list-style-type: none"><li>✓ Use of brackets in sente</li><li>✓ Abbreviations</li><li>✓ Idioms</li><li>✓ Proverbs</li></ul>
	✓
	✓

## Appendix 7----- Assessment Rubrics\*

- Rubric for Arguments and Debates

		1	2	
<b>Thesis</b>		No clear opening statement presented.	Some attempt to make an opening statement.	Opening
<b>State position</b>		No clear position stated.	Some attempt to state position made.	Position
<b>Provide supporting evidence</b>		No supporting evidence.	Evidence provided with no support.	Evidenc
<b>Present alternative position</b>	No alternative position presented.	Alternative position presented with no support.	Alternat	Alternat present support

<b>Summary argument</b>	No summary argument.	Some attempt made at summary argument.	Summa logical a
<b>Language features associated with the text type</b>	Limited connectives and verbs used with no facts and statistics.	Some connectives and verbs used with limited facts and statistics.	A range with so
<b>Topic specific vocabulary</b>	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technic of resear emotive
<b>Broad rules that govern social interaction</b>	Poor turn taking. Did not hold the floor.	Some attempt to take turns during argument. Did not successfully hold the floor when given the opportunity.	Took tu part and time.
<b>Use of voice</b>	Poor projection. Mumbled speech without clear pronunciation. Audience disengaged.	Some projection with most words pronounced accurately.	Good p Delivery
<b>Non-verbal behaviours</b>	Poor eye contact with audience. Stiff presentation with no gesture. Over reliant on speaking cues.	Some attempts at eye contact made. Repetition of gesture throughout. Speaker used some appropriate movements and attempted to use speaking aids appropriately.	Speake to use s

- **Oral Reports**

	1	2	3	4
<b>Text Structure</b>				
<b>Introduction</b>	No clear introduction.	Greets the audience. No introduction to the report.	Greets the audience and provides a brief introduction.	Audience are greeted appropriately. Topic for report is introduced in clear and concise manner.
<b>Purpose and outline</b>	No purpose or outline provided.	Some attempt made to provide a purpose for the report.	A purpose was provided but with no clear outline.	A clear purpose was provided and the outline for the report was clearly stated.
<b>Main points</b>	No clarity of main points within the report.	Some information was provided.	Key information was provided but lacked clarity and structure.	Information clearly organised. Key facts presented in a clear and logical manner with relevant explanations throughout.
<b>Summarising statement</b>	No summarising	Some attempt made to	A summarising statement was	The summarising statement was clear,

	statement.	summarise the report.	used but did not include all the main points.	concise and relevant to the report.
<b>Language</b>				
<b>Language features associated with the text type.</b>	Limited connectives and key words used.	Limited use of connectives and key words.	Some good connectives and key words used throughout the report.	A varied and rich use of connectives and key words used appropriately throughout the report.
<b>Subject specific concepts and vocabulary</b>	Very limited use of subject specific concepts and vocabulary.	Repetition of limited vocabulary throughout with little explanation of concepts.	Good use of subject specific vocabulary with some explanation of concepts.	A varied and rich use of subject specific vocabulary with concepts very well presented and explained.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	Speaker did not seem confident having the floor. Quits if makes a mistake.	Speaker attempted to show confidence but nerves were evident. Some attempts to self-correct.	Speaker was comfortable holding the floor and recovers easily from mistakes.	Speaker was relaxed and self-confident, covering mistakes so unknown to audience.
<b>Use of voice</b>	Poor projection. Mumbled speech with monotone voice. Audience disengaged.	Some projection with most words pronounced accurately. Pace of report needs attention.	Good projection and pronunciation. Some use of expression. Report moved at a suitable pace.	Smooth, effective delivery with clear pronunciation and projection throughout. Appropriate volume, pace and expressions.
<b>Non-verbal behaviours</b>	Poor eye contact with audience. Stiff presentation and posture. Very little facial expression and movement. No props used.	Eye contact made with some of the audience. Shows some facial expression and attempts to use movement and gesture. Very limited use of props.	Good eye contact with audience. Uses some facial expression and appropriate movement to enhance the report. Limited use of props.	Holds attention of the audience with direct eye contact. Uses facial expression to convey meaning and enhance audience understanding. Appeared relaxed and used props appropriately.

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• **Rubric for Conversations**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Text Structure</b>				

<b>Contributions made</b>	No attempt made to contribute.	Limited attempts made to contribute to the conversation.	Made several attempts to contribute.	Contributed appropriately throughout the conversation without monopolising.
<b>Asking questions</b>	No questions asked.	Posed one question during the conversation.	Asked a limited number of questions throughout the conversation.	Asked a number of appropriate questions throughout the conversation.
<b>Follow peer discourse</b>	No evidence of following the content of the conversation.	Limited evidence that the conversation was being followed.	Appeared to follow the conversation for the most part.	Involved in the conversation, following peer discussion and responding appropriately.
<b>Identify and respond different points of view</b>	Inability to identify and respond to different points of view.	Some attempt to identify different points of view. Some appropriate responses to others opinions.	Identified the majority of the viewpoints expressed with appropriate responses for the most part.	Identified and acknowledged different points of view throughout the conversation and responded appropriately to them.
<b>Express opinions and substantiate</b>	No attempt to express and opinion.	Some attempt made to express an opinion.	Presented their opinion but failed to substantiate.	Very capable of expressing their opinion and substantiating.
<b>Language</b>				
<b>Language features associated with the text type</b>	No use of linking words or appropriate interjections.	Limited/repetitive use of linking words and interjections.	A number of linking words and appropriate interjections used.	A wide variety of appropriate linking words and interjections used throughout the conversation.
<b>Topic specific vocabulary</b>	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technical vocabulary used with evidence of background knowledge. Some attempts to use emotive language.	Technical vocabulary, background knowledge, experience and emotive language used accurately throughout.
<b>Speaking and Listening Skills</b>				
<ul style="list-style-type: none"> <li><b>Broad rules that govern social interaction</b></li> </ul>	Very poor turn taking skills.	Attempted to turn take. Was uncomfortable and could not repair errors made.	Turn taking was appropriate for the most part. Was capable of some repair.	The speaker was very confident and took turns speaking, interjecting appropriately and using repair throughout.
<b>Use of voice</b>	Poor projection. Mumbled speech without clear pronunciation. Audience disengaged.	Some projection with most words pronounced accurately.	Good projection and pronunciation. Interjections need work.	Smooth, effective engagement with clear pronunciation and projection throughout. Audience engaged.
<b>Non-verbal behaviours</b>	Poor eye contact. Limited use of gesture and facial expression.	Some attempts at eye contact made. Repetition of gesture throughout.	Good eye contact. Limited gestures used.	Sustained eye contact, appropriate gesture used. Appeared relaxed, using comfortable movement and posture throughout.

### Rubric for Following Instructions

	1	2	3	4
<b>Text Structure</b>				
<b><i>Following instructions</i></b>	No attempt made to follow instructions.	Some attempt made to follow instructions.	Good attempt made to follow instructions.	Followed instructions appropriately throughout.
<b><i>Responding to the speaker</i></b>	No evidence of responding to the speaker.	Some evidence of responding to the speaker.	Responded to the speaker but not always appropriately.	Responded appropriately to the speaker throughout.
<b><i>Asking questions</i></b>	No follow up questions asked.	Some follow up questions asked.	Asked questions of the speaker but not in a logical manner appropriate to the instruction provided.	Asked relevant questions that progressed naturally from the instructions provided but the speaker.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	The listener did not take turn appropriately and was unclear when to respond to instructions.	The listener attempted to turn take and made some appropriate responses.	The listener followed turn taking appropriately for the most part and responded well to instructions.	The listener followed turn taking appropriately throughout and was very confident when responding to instructions.
<b>Non-verbal behaviours</b>	The listener positioned themselves inappropriately to the speaker. Poor eye contact and gesture throughout.	The listener attempted to position themselves appropriately to the speaker. The listener used some appropriate gestures and attempted to use eye contact.	The listener positioned themselves appropriately for the most part. Good use eye contact and gesture when responding to instructions.	The listener positioned themselves very well for the speaker. Excellent use of eye contact and gesture throughout to show response to the speaker.

### Rubric for Giving Instructions

	1	2	3	4
<b>Text Structure</b>				
<b>Introduction</b>	The speaker did not attempt an introduction to the procedure.	The speaker attempted an introduction but it was confused and unclear.	The speaker introduced the procedure but did not use sufficient details.	The speaker had a strong introduction that provided the listener with a clear overview and a context for the task in hand.
<b>Organisation &amp; Sequencing</b>	Instructions were poorly sequenced, unclear and difficult to follow.	Instructions were somewhat sequenced but needed to be clearer and better explained.	Instructions were sequenced in the main but could have been provided in a more logical manner.	Instructions were very well presented, clearly organised and given in a logical, sequential manner.
<b>Detailed factual descriptions</b>	No details were used in the instructions.	Minimal details were used throughout the instructions.	Some details were provided.	The speaker provided many details throughout their instructions.
<b>Conclusion</b>	There was no clear conclusion to the instructions.	There was some attempt made to conclude the instructions.	The instructions concluded, but somewhat abruptly.	There was a clear, logical conclusion to the instructions provided.
<b>Language</b>				
<b>Use of time connectives</b>	The speaker did not use time connectives throughout their instructions.	The speaker repeated the same time connective throughout their instructions.	The speaker used a couple of time connectives throughout their instructions.	The speaker used a good variety of appropriate time connectives throughout their instructions.
<ul style="list-style-type: none"> <li>● <b>Use of verbs in the imperative</b></li> </ul>	Very limited use of verbs and tense confused.	A limited use of verbs used. Inconsistent use of tense.	Some attempts to vary the verbs provided in instructions. Tense used was mostly correct.	A good variety of appropriate verbs used in the correct tense throughout.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	The speaker did not respond appropriately to turn taking, was unclear when to speak and could not repair mistakes.	The speaker attempted to turn take and made some attempts to correct errors made.	The speaker followed turn taking appropriately for the most part and was capable of some self-correction.	The speaker followed turn taking appropriately throughout and was confident when correcting errors.
<b>Use of voice</b>	In appropriate pitch and volume used throughout. Mumbled speech and inappropriate pace.	Some pitch and volume issues when providing instructions. Speech was somewhat clear.	Pitch and volume were good in parts. Generally clear speech at an appropriate pace.	Smooth, effective delivery appropriate pitch, volume and pace throughout. Clear pronunciation that the listener could follow.
<b>Non-verbal behaviours</b>	Speaker positioned themselves inappropriately to the listener. Poor eye contact and gesture throughout.	Speaker attempted to position themselves appropriately to the listener. Speaker used some appropriate gestures and attempted to use eye contact.	Speaker positioned themselves appropriately for the most part. Good use eye contact and gesture to support instructions.	Speaker positioned themselves very well for the listener. Excellent use of eye contact and gesture throughout to encourage and respond to the listener.

### Rubric for Group Work

	1	2	3	4
<b>Text Structure</b>				
<b>Contributions made</b>	No attempt made to contribute.	Limited attempts made to contribute to the group.	Made several attempts to contribute.	Contributed appropriately throughout the group work without monopolising.
<b>Asking questions</b>	No questions asked.	Posed only closed questions during the group work.	Asked a number of open and closed questions during the group work.	Asked a variety of appropriate questions throughout – closed, open and clarifying.
<b>Acknowledge and build on others contributions</b>	No attempt to acknowledge others contributions.	Limited acknowledgement of contributions of others.	Acknowledged the contributions of others but unable to build on them.	Acknowledged the contributions of others in the groups and attempted to build on and clarify these contributions.
<b>Involving/encouraging others</b>	No attempt to involve others in the group.	One attempt made to involve others in the group.	Made a couple of attempts to involve others in the group appropriately.	Made several attempts to involve others appropriately and provide encouragement.
<b>Express opinions and substantiate</b>	No attempt to express and opinion.	Some attempt made to express an opinion.	Presented their opinion but failed to substantiate.	Very capable of expressing their opinion and substantiating.
<b>Language</b>				
<b>Language features associated with the text type</b>	No use of linking words or appropriate interjections.	Limited/repetitive use of linking words and interjections.	A number of linking words and appropriate interjections used.	A wide variety of appropriate linking words and interjections used throughout the group work.
<b>Topic specific vocabulary</b>	No technical vocabulary used.	Some attempts to use technical vocabulary and emotive language.	Technical vocabulary used with evidence of background knowledge. Some attempts to use emotive language.	Technical vocabulary, background knowledge, experience and emotive language used accurately throughout.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	Very poor turn taking skills. Was more of a hindrance than a help to the group generally.	Attempted to turn take but did not contribute to the success of the group.	Turn taking was appropriate for the most part. Was a good group member.	Very confident working as part of a group. an integral member adding to the success of the group.
<b>Use of voice</b>	Poor projection. Mumbled speech without clear pronunciation. Failed to engage the group.	Some projection with most words pronounced accurately. Engaged the group on occasion.	Good projection and pronunciation. Engaged the group on a few occasions.	Smooth, effective engagement with clear pronunciation and projection throughout. Successfully



				engaged the group throughout.
<b>Non-verbal behaviours</b>	Poor eye contact. Limited use of gesture and facial expression.	Some attempts at eye contact made. Repetition of gesture throughout.	Good eye contact. Limited gestures used.	Sustained eye contact, appropriate gesture used. Appeared relaxed, using comfortable movement and posture throughout.

### Rubric for Storytelling and Anecdotes

	1	2	3	4
<b>Text Structure</b>				
<b>Orientation</b>	No clear orientation.	Attempted to introduce a story setting.	Described the setting well but failed to introduce other elements.	Orientation clearly described the situation, characters and timeframe for the story.
<b>Series of events</b>	No clear series of events.	Some attempt to sequence events of the story.	Events were presented but needed to be more logically sequenced.	Events were well outlined with a clear and consistent sequence.
<b>Complication</b>	No complication included.	Some attempt made to include a complication.	A complication was included but was not appropriate to the story.	An interesting complication was included at a suitable point which added to the quality of the storytelling.
<b>Conclusion</b>	No conclusion to the story.	Some attempt made to conclude the storytelling.	The story had a satisfying conclusion.	The conclusion tied the story up appropriately and left the audience satisfied.
<b>Language</b>				
<b>Descriptive vocabulary</b>	Very limited use of descriptors.	Limited use of descriptors when describing both characters and setting.	Some good descriptors used throughout the story.	A varied and rich use of descriptive language to describe characters, setting and events throughout the story.
<b>Time connectives</b>	No use of time connectives.	Repetition of time connectives throughout the storytelling.	Some attempt made to use a small variety of time connectives.	A varied and rich use of time connectives and consistent use of tense throughout the storytelling.
<b>Speaking and Listening Skills</b>				
<b>Broad rules that govern social interaction</b>	Poor eye contact with audience. Stiff presentation and posture. Quits if makes a mistake.	Eye contact made with some of the audience. Nerves evident but can correct self.	Good eye contact with audience. Comfortable in speaking and recovers easily from mistakes.	Holds attention of the audience with direct eye contact. Relaxed and self-confident, covering mistakes so unknown to audience.
<b>Use of voice</b>	Poor projection. Mumbled speech with monotone voice. Audience disengaged.	Some projection with most words pronounced accurately. Pace of storytelling needs attention.	Good projection and pronunciation. Some use of expression. Story moved at a suitable pace.	Smooth, effective delivery with clear pronunciation and projection throughout. Appropriate volume, pace and expressions.

<b>Non-verbal behaviours</b>	Very little facial expression. Showed nerves and rarely uses body movement or gestures.	Shows some facial expression. Some attempts to use movement and gesture.	Uses facial expression to express some words. Often used appropriate movement and gesture to enhance the storytelling.	Uses facial expression to show emotions and mood. Appeared relaxed, using comfortable movement and gesture to enhance action without detracting.
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