

**Scoil Mhuire, Cloonanaha**

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Writing Policy

**Introduction of a new genre:**

The formal teaching of a one individual genre will take place over 8 weeks during each term, while the genres taught the previous year will be revised and maintained.

**The structure for teaching a new genre at Scoil Mhuire, Cloonanaha is:**

1. **Familiarisation**

-Sample displays: Discuss purpose, features, organisation and language

-Reading examples of the genre to and with children

-Lots of oral activities

1. **Analysing**

* Labelling
* Language Features

1. **Modelled Writing**
2. **Shared Writing**
3. **Guided Writing – in pairs/groups using frameworks** See Jenny Eather’s website for further frameworks <http://www.teachers.ash.org.au/jeather/writingfun.html>
4. **Independent writing**
5. **Presentation to an Audience**

* Class/teachers/principal
* Display
* Family-Friends
* Publish on Ipads
* Writing to firms or organisations
* Visitors
* I.C.T.

**The timeframe for teaching a new genre at Scoil Mhuire, Cloonanaha is:**

**Week1:** Familiarisation Teacher models (teacher writes his/her own sample of that genre using his/her own ideas not the children’s)

**Week 2:**  Discovery (analysing a text) – breaking down the text into its various subheadings. Teacher models-Highlighting the structure, the language features, grammar and so on.

**Week 3 :** Modelled Writing Shared Writing - teacher writes the children’s ideas

**Week 4 :** Modelled Writing Shared Writing

**Week 5:** Modelled Writing Guided Writing – using frameworks devised by teacher

**Week 6** Guided Writing Independent Construction

**Week 7** Modelled Writing Independent ConstructionPresentation to an Audience

**Week 8**Independent ConstructionPresentation to an audience

**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 |
| *Genre:* | Recount | Explanation | Report |
| Examples: | News, class/school events, holidays, newspaper articles, diary entries, imaginative (a day in the life of Cinderella/Michael Collins) | Water cycle, life cycle of…, why people live in homes, borrow book from the library, how earthquakes/volcanoes occur, how erosion occurs. | Animals – appearance, habitat, diet…  Country/ Culture – language, foods, climate, … |
| Junior Infants | Use framework to draw basic personal recount (with labels where appropriate).provide opportunity to “write” a recount. | Orally explain the different parts of simple objects; simple reasoning how/why something happens  Teacher as scribe. | Shared writing of a report.  Labelled picture of an animal (description, habitat); toys, food or homes. |
| Senior Infants | Use framework to draw & caption basic personal recount. | Orally explain the different parts of simple objects.  simple reasoning how/why something happens  Teacher as scribe. | Use framework to write a basic report on an animal, food, home, toys. ets (4 lines- title, classification, description, habitat & habits) |
| 1st Class | Use framework to draw & write a basic personal recount. | Orally explain the different parts of simple objects.  Label the parts of these objects. | Use framework to write a basic report on an animal, toys, food or homes etc. |
| 2nd Class | Use framework to write a basic personal recount.  Orally retell a factual recount. | Orally explain the different parts & usage of simple objects.  Label the parts of these objects.  Draw a simple diagram which shows the parts of an object. | Use framework to write a report on an animal, toys, food or homes.  Using subheadings |
| 3rd Class | Use framework to write a personal & factual recount. | Carry out simple experiments and discuss what was used & what happened.  Use a diagram to explain how a simple object works. | Use framework to write a report on an animal, including endangered species & unfamiliar animals. |
| 4th Class | Use framework to write a personal & factual recount. Orally retell an imaginary recount. | Carry out simple experiments and discuss what was used & what happened.  Use a diagram to explain how a simple object works.  Discuss cause & effect (make connections between parts & operations). | Use framework to write a report on an animal, including endangered species & unfamiliar animals.  Introducing countries. |
| 5th Class | Use framework to write a personal, factual & imaginary recount. | Carry out simple experiments and discuss what was used & what happened.  Use a diagram to explain how a simple object works.  Discuss cause & effect (make connections between parts & operations).  Explain phenomenon “….is…..” e.g “snow is….” | Use framework to write a report on an animal, including endangered species & unfamiliar animals.  Introducing countries & people. |
| 6th Class | Use framework to write a personal, factual & imaginary recount. | Carry out simple experiments and discuss what was used & what happened.  Discuss cause & effect (make connections between parts & operations).  Use a diagram to explain how a simple object works.  Explain & write about simple / familiar phenomenon “….is…..” e.g “snow is….” | Use framework to write a report on an animal, including endangered species & unfamiliar animals.  Introducing countries & people. |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 |
| *Genre:* | Narrative | Procedural | Persuasive |
| *Examples* | Setting, problem, resolution – fairy tales, fables, novels, mystery stories | How to make …  Step by step format  Instructions for games, recipes, how to brush your teeth… | Which are better – cats or dogs/ football or soccer, etc why?  Children should have a vote; Should Santa Claus come to Goldilocks? |
| Junior Infants | Sequence pictures of narratives and label with teacher where appropriate. | Follow simple instructions to carry out everyday tasks.  Engage in shared class activities and teacher models | Orally explain why they want / need something.  Use a narrative story for the context of discussion, eg a letter from the Farmer to Farmer Duck |
| Senior Infants | Sequence and caption pictures of narratives.  Shared written narratives.  Draw narratives (picture books). | Follow simple instructions to carry out everyday tasks.  Sequence pictures of everyday tasks. | Orally explain why they want / need something.  Explain why they like / dislike certain things (colour, food, games, tv programmes).  Draw what they like & label with teacher’s support. |
| 1st Class | Use teacher’s framework to write basic narratives. Good exposure to fairytales. | Carry out simple procedures (recipes) Sequence & caption pictures of everyday tasks. | Orally explaining likes & dislikes stating reasons why.  “This is my favourite…..because…” |
| 2nd Class | Use teacher’s framework to write basic narratives.  Orally retell fairytales. | Carry out simple procedures (recipes) & children write the procedure. | Writing letters to parents / caregivers trying to convince them to buy a present / go on a trip etc.  Oral informal debate on personally significant topics. |
| 3rd Class | Use teacher’s framework to write basic narratives.  Orally retell myths & legends.  Begin writing their own legends. | Carry out simple procedures (recipes, making something) & children write the procedure. | Exposure to visual adverts discussing the main objective of the ad.  Debates.  Write on argument for and one argument against in relation to school topics/ issues. |
| 4th Class | Use teacher’s framework to write basic narratives.  Orally retell myths & legends.  Writing their own legends. Good exposure to fables. | Carry out simple procedures (recipes, making something) & children write the procedure. | Exposure to visual adverts discussing the main objective of the ad.  Debates.  Write both sides of the argument in relation to school topics/ issues. |
| 5th Class | Use teacher’s framework to write basic narratives.  Writing their own legends & fables. | Carry out simple procedures (recipes, making something) & children write the procedure using the framework.  Write own procedure of their choice (familiar procedure in own words).  Using a selection of equipment ‘create’ a game, taking photos and use to write the instructions on how to play. | Exposure to visual adverts discussing the main objective of the ad.  Debates.  Write both sides of the argument in relation to school topics/ issues.  Study of advertising & create their own ad for a book / newspaper / school. |
| 6th Class | Use teacher’s framework to write basic narratives.  Writing their own legends & fables. | Carry out simple procedures (recipes, making something) & children write the procedure using the framework.  Write own procedure of their choice (familiar procedure in own words).  Using a selection of equipment ‘create’ a game, taking photos and use to write the instructions on how to play. | Exposure to visual adverts discussing the main objective of the ad.  Debates.  Write both sides of the argument in relation to school topics/ issues.  Study of advertising & create their own ad for a book / newspaper / school.  Study TV advertising, highlighting the persuasive tactics used. |

Ratified on the 12/04/18

Signed …............................................

Chairperson of the Board of Management