

## INTRODUCTORY TEXT FOR JCSP STATEMENTS SUPPORTING THE JC ENGLISH SPECIFICATION

The statements below were developed with input from a number of practicing English teachers in JCSP schools. They are offered as **one possible model** that teachers may use to approach the new junior cycle English specification. They will be adjusted over time based on feedback from teachers in JCSP schools.

The English specification may be accessed in full at [curriculumonline.ie](http://curriculumonline.ie). In addition, support for teaching of the junior cycle English specification may be accessed through the Junior Cycle for Teachers (JCT) English team at [www.jct.ie](http://www.jct.ie).

It is important to note that the statements below offer a sample approach for the creation of junior cycle English statements. They do not cover all of the learning outcomes which are expected to be taught in the new junior cycle course.

In addition, the statements should be approached with an awareness of the note in the specification that *'students' language learning is marked by an integrated experience of oral language, reading and writing'*. This approach mirrors the experience many students in the JCSP will have had in their primary education.

Teachers are encouraged to engage with these statements as a possible approach to creating English statements for their own students. Students' teachers are best placed to develop statements which will support their own students in their own particular class and school context.

# I can communicate as a writer

## English

Statement code no. EJC3

Student:

Class:

## I can communicate as a writer

I have begun  | I am working on this  | I can

This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1. Write a brief note or paragraph about a personal experience or interest   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Pen a blog of 10 sentences or more about a hobby/pastime  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Research a person or persons I admire   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Write a note or paragraph expressing the emotions and experiences in a given situation                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Write a note or paragraph expressing a preference or opinion about a given situation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Produce a piece of writing responding to a letter, story, poem, book, film, newspaper article, TV programme or digital text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Imagine the ending of a story, background of a character or event and create a written piece about it                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Discuss another student's written work giving helpful advice to improve it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Plan, draft, re-draft and edit my own writing   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

## Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyed .....because...