

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. 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.

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.

Area of Experience: English

English

At Junior Cycle level I can

- | | | |
|---|--|--|
| 1 | EJC1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | I can communicate as a reader | |
| 2 | EJC2 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | I can communicate as a speaker | |
| 3 | EJC3 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | I can communicate as a writer | |
| 4 | EJC4 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | I can explore and use language | |
| 5 | EJC5 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | I can understand the content and structure of language | |

Work begun | Working in progress | Work completed

I can communicate as a reader

English

Statement code no. EJC1

Student:

Class:

I can communicate as a reader

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

This has been demonstrated by my ability to:

1. Read a short text to my classmates with fluency and with meaning
2. Read two different kinds of texts with the same theme and note differences and similarities
3. Read a book from an appropriate level over a period of time and discuss using appropriate language
4. Read a short article/speech and extract main points/underline key sentences
5. State what plot and theme mean
6. Give the title of novel/play/poem with writer's name
7. Explain what character and setting mean
8. Describe the setting and character
9. Discuss what I learned about the main character
10. Study a text and answer comprehension questions
11. Summarise a chosen text
12. Read a poem with fluency and with meaning
13. Read a drama excerpt in a group
14. Extract examples of poetic techniques from a number of poems
15. Respond personally in writing to poem/photograph
16. Explore the content and components of a website, blog and advertising campaign
17. Read and discuss my own and other students' work to help to make it better

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

I can communicate as a speaker

English

Statement code no. EJC2

Student:

Class:

I can communicate as a speaker

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

This has been demonstrated by my ability to:

1. Ask for information in an appropriate manner from my classmates, teachers and in other more formal situations
2. Agree or disagree with a statement
3. Listen with focus while others are speaking
4. Identify the main point/argument of a conversation or spoken text
5. State my opinion in a respectful way to my classmates, teachers and others
6. Give information clearly
7. Give clear instructions
8. Explain my thoughts in a way that is clear and understandable
9. Structure a report so that it contains enough detail for the listener to follow and understand
10. Form and express an argument that is persuasive
11. Criticise in a way that is constructive and respectful
12. Comment on subject topics in a way that is reflective and justified
13. Narrate a story or event using appropriate words and phrases
14. Describe something that I have imagined using adjectives and descriptive language
15. Discuss a novel, play, poem or film using appropriate language
16. Talk about my own and other students' writing and how it can be improved
17. Speculate on the events of a novel or drama using clear and thoughtful language

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

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 my 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 enjoyedbecause...

I can explore and use language

English

Statement code no. EJC4

Student:

Class:

I can explore and use language

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

This has been demonstrated by my ability to:

1. Listen actively to respond to a spoken or written text in a clear and reflective way
2. Identify and use effective ways of communicating from spoken texts
3. Pay attention to the opinions of others and express my own point of view appropriately
4. Enjoy interacting with and exploring meaning while participating in listening and speaking activities
5. Read or listen for enjoyment, applying what I have learned about reading and listening to spoken and written texts
6. Recognise and discuss the plot, character(s) and setting of a text using key terms
7. Select key moments from texts
8. Comment and talk about key scenes, characters and images from spoken or written texts
9. Find and write about key features and interesting words used by authors, playwrights, poets and directors
10. Understand the meaning of the word genre and how it shapes a text
11. Read a text, select its key features and apply them to my own work
12. Use my editing skills to improve the impact and meaning of my work
13. Form a creative written response appropriate to a text
14. Produce and redraft a piece of writing, over a period of time that expresses my personal style
15. Engage in writing as a private, enjoyable activity with a clear purpose
16. Use interesting words and make interesting choices about the way I organise my spoken and written texts

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...

I can understand the content and structure of language

English

Statement code no. EJC5

Student:

Class:

I can understand the content and structure of language

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

This has been demonstrated by my ability to:

- | | |
|--|--|
| 1. Use a dictionary, thesaurus and other online resources to grow my word power | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Think about and explain word choices | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Describe the effect of word choice | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Understand how word choices vary in different situations | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Make choices about the words and sentences that I can use to improve my writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Comment on the words the author uses | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Use a range of sentence structures | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Organise my writing using paragraphs | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Structure a piece of writing using correct spellings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Form a piece of writing using appropriate punctuation | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Proof read my own piece of writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Reflect on my own piece of writing | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Give the title of an extract of interest and support this choice with 3 explanation statements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Present my findings in a clear and understandable way | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Review my own writing and other students' written work and suggest how it can be improved | <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 enjoyedbecause...