

## 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 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 your 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 enjoyed .....because...