

## JUNIOR CYCLE ENGLISH OVERVIEW - ACADEMIC YEAR 2024/2025

### FIRST YEAR

Term 1	Strands:	Elements:	Unit Of Learning	Learning Outcomes – Students should be able to...					
	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	Theme Unit	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the unit key literary terms in speaking, reading and writing</li> <li><b>Engage</b> in the writing process as a private, pleasurable and purposeful activity</li> </ul>					
			Building Blocks of Fiction	<ul style="list-style-type: none"> <li><b>Use</b> language conventions appropriately, especially punctuation and spelling.</li> <li><b>Listen, engage, reflect and collaborate</b> actively</li> <li><b>Use</b> a wide range of reading comprehension strategies appropriate to texts,</li> <li><b>Engage</b> in sustained private reading as a pleasurable and purposeful activity,</li> <li><b>Read</b> their texts for understanding and appreciation of character, setting, plot and action and to explore how and why characters develop</li> <li><b>Write</b> effective PEE/ PIE paragraphs for a variety of purposes</li> <li><b>Write</b> for a variety of purposes and forms</li> <li><b>Deliver</b> a short oral text</li> </ul>					
				Building Blocks of Poetry	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the language of Poetry key literary terms in speaking, reading and writing</li> <li><b>Read</b> poetry to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language,</li> <li>vocabulary and language patterns, and images</li> <li><b>Compose</b> an effective PIE/PEE paragraph discussing the key literary terms on a selected poem</li> <li><b>Write</b> for a variety of purposes and forms</li> </ul>				
					Building Blocks of Grammar	<ul style="list-style-type: none"> <li><b>Know, apply and evaluate</b> language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to enhance the reader’s experience</li> <li><b>Know</b> how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</li> </ul>			
						<b>Autumn Mid-Term Assessment</b>			
						Building Blocks of Media Studies	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the language of Media Studies key literary terms in speaking, reading and writing</li> <li>Understand features of advertising and news media and analyse their effectiveness</li> <li>Use a range of reading comprehension strategies appropriate to media texts</li> <li>Comprehend, identify and analyse the difference between media forms</li> <li>Write for a variety of purposes and in a range of forms, for example to, evaluate, explore, explain and criticise media texts</li> <li>Listen, engage, reflect and collaborate actively</li> <li>Choose appropriate language and visual content for specific media audiences and chosen purpose</li> </ul>		
					Grammar		<ul style="list-style-type: none"> <li>Understand and Use language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to enhance the reader’s experience</li> <li>Know how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</li> <li>Use editing skills continuously during the writing process to enhance meaning and impact including selecting vocabulary, reordering words, phrases, correct punctuation and spelling, reordering paragraphs and managing content</li> </ul>		

## Christmas Exams

	Strands:	Elements:	Unit Of Learning:	Learning Outcomes – Students should be able to...
Term 2	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	<b>Film</b>  <b>Building Blocks of Film</b>	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of film key literary terms in speaking, reading and writing</li> </ul>
				<ul style="list-style-type: none"> <li>State the elements of <i>mise en scene</i> in a key scene</li> </ul>
				<ul style="list-style-type: none"> <li>Identify camera shots and angles</li> </ul>
				<ul style="list-style-type: none"> <li>Explore and analyse the purpose of camera angles, sound effects, shots, editing, soundtrack in film</li> </ul>
				<ul style="list-style-type: none"> <li>Demonstrate familiarity with different genres of film and be able to recognise their common features</li> </ul>
				<ul style="list-style-type: none"> <li><b>Use</b> a wide range of reading comprehension strategies appropriate to film texts</li> </ul>
				<ul style="list-style-type: none"> <li><b>Write</b> for a variety of purposes and forms in relation to what they have heard, viewed and read in film texts</li> </ul>
				<ul style="list-style-type: none"> <li><b>Activate</b> and <b>apply</b> prior knowledge in regard to film texts for understanding and appreciation of character, setting, plot and action and to explore how and why characters develop</li> </ul>
			<ul style="list-style-type: none"> <li><b>Listen, engage, reflect and collaborate</b> activity</li> </ul>	
		<b>Grammar</b> <ul style="list-style-type: none"> <li><b>Understand and Use</b> language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to <b>enhance</b> the reader’s experience</li> <li><b>Know</b> how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</li> <li><b>Use</b> editing skills continuously during the writing process to <b>enhance</b> meaning and <b>impact</b>: select vocabulary, reorder words, phrases, correct punctuation and spelling, reorder paragraphs, manage content</li> </ul>		

## Spring Mid-Term Assessment

	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	<b>Novel</b>  <b>Building Blocks of Fiction</b>	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of Fiction key literary terms in speaking, reading and writing</li> </ul>
				<ul style="list-style-type: none"> <li>Read novel for understanding and appreciation of the building blocks of fiction including character, setting, story and conflict and to recognise the importance of setting and plot structure</li> </ul>
				<ul style="list-style-type: none"> <li>Use and demonstrate a range of reading comprehension strategies appropriate to fiction texts</li> </ul>
				<ul style="list-style-type: none"> <li><b>Write</b> effective PEE/ PIE paragraphs</li> </ul>
				<ul style="list-style-type: none"> <li><b>Plan, draft, write and edit</b> elements of a story</li> </ul>
				<ul style="list-style-type: none"> <li><b>Imagine</b> their own narratives</li> </ul>
				<ul style="list-style-type: none"> <li>Write for a variety of purposes and forms</li> </ul>
				<ul style="list-style-type: none"> <li>Engage in sustained private reading</li> </ul>
				<ul style="list-style-type: none"> <li>Read novel to understand and appreciate language enrichment</li> </ul>
				<ul style="list-style-type: none"> <li>Use language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to enhance the reader’s experience</li> <li>Know how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</li> </ul>

### Easter Assessment

<b>Term 3</b>	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	<b>Drama</b>	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of Drama key literary terms in speaking, reading and writing.</li> </ul>
				<ul style="list-style-type: none"> <li>Appreciate the social, cultural and historical context in which the performance texts studied are set</li> </ul>
				<ul style="list-style-type: none"> <li>Activate and apply prior knowledge in regard to film texts for understanding and appreciation of character, setting, plot and action and to explore how and why characters develop</li> </ul>
				<ul style="list-style-type: none"> <li>Explore what is meant by a moment of tension or conflict in a drama</li> </ul>
				<ul style="list-style-type: none"> <li>Write for a variety of purposes and a range of text forms</li> </ul>
				<ul style="list-style-type: none"> <li>Explain the conventions of stage directions</li> </ul>
				<ul style="list-style-type: none"> <li>Engage and experience live or recorded Drama</li> </ul>
				<ul style="list-style-type: none"> <li>Explore and synthesise oral performance to adopt a role / Play a character</li> </ul>
				<ul style="list-style-type: none"> <li>Listen, engage, reflect and collaborate actively</li> </ul>
				<ul style="list-style-type: none"> <li>Read texts with fluency, understanding and competence</li> </ul>
			<b>Poetry</b>	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the language of Poetry key literary terms in speaking, reading and writing</li> <li><b>Read</b> poetry to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images</li> <li><b>Compose</b> an effective PIE/PEE paragraph discussing the key literary terms on a selected poem</li> <li><b>Write</b> for a variety of purposes and forms</li> </ul>
			<b>Grammar</b>	<ul style="list-style-type: none"> <li><b>Understand and Use</b> language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to <b>enhance</b> the reader's experience</li> <li><b>Know</b> how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</li> <li><b>Use</b> editing skills continuously during the writing process to <b>enhance</b> meaning and impact including selecting vocabulary, reordering words, phrases, correct punctuation and spelling, reordering paragraphs and managing content</li> </ul>

### Summer Exams

## JUNIOR CYCLE ENGLISH OVERVIEW - ACADEMIC YEAR 2024/2025

### SECOND YEAR

Term 1	Strands:	Elements:	Unit of Learning:	Learning Outcomes – Students should be able to...
	Oral Reading Writing	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	Poetry <i>Thematic Unit</i>  <i>Conflict Poetry</i>	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of Poetry key literary terms in speaking, reading and writing</li> <li>Read poetry to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images</li> <li>Analyse how a theme is explored in a poem</li> <li>Recognize poetry from a particular genre and historic periods of war</li> <li>Compare two war poems</li> <li>Listen, engage, reflect and collaborate actively</li> </ul>
			Grammar	<ul style="list-style-type: none"> <li><b>Understand and Use</b> language conventions appropriately, especially parts of speech, sentence patterns, punctuation and spelling, to aid meaning and presentation and to <b>enhance</b> the reader’s experience</li> <li><b>Know</b> how to use language resources in order to assist their vocabulary development</li> <li><b>Use</b> editing skills continuously during the writing process to <b>enhance</b> meaning and impact including selecting vocabulary, reordering words, phrases, correct punctuation and spelling, reordering paragraphs and managing content</li> </ul>
<b>Autumn Mid-Term Assessment</b>				
	Oral Reading Writing	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	Modern Drama	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the building blocks language of Drama key terms in speaking and writing</li> <li><b>Appreciate</b> the social, cultural and historical context in which the performance texts studied are set</li> <li><b>Read</b> a modern drama for understanding, appreciation analysis of the building blocks of Drama including character, setting, plot, conflict and theme</li> <li><b>Demonstrate</b> what is meant by a moment of tension or conflict in a drama</li> <li><b>Understand</b> the dramatic structure of plays - acts and scenes compared to other text plots</li> <li><b>Enable</b> students to find out about different aspects of acting such as character development, plot, voice/speech, staging and text</li> <li><b>Understand and explore</b> the processes involved in staging a theatrical production</li> <li><b>Experience</b> live or recorded Drama</li> <li><b>Describe</b> and <b>discuss</b> the Narrative Arc (Opening, Closing, rising action, climax, falling action, resolution) of their Drama</li> </ul>
<b>Christmas Exams</b>				
	Oral Reading Writing Oral Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> </ul>	Media Studies Media Studies	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the language of Media Studies key literary terms in speaking, reading and writing</li> <li><b>Listen, engage, reflect and collaborate</b> actively</li> <li><b>Write</b> about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a media or web-based event</li> <li><b>Write</b> for a variety of purposes and in a range of forms, for example to, evaluate, explore, explain and criticise media texts</li> <li><b>Comprehend, identify and analyse</b> the difference between media forms</li> </ul>

Japan

	Writing	<ul style="list-style-type: none"> <li>• Exploring and using language</li> <li>• Understanding the content and structure of language</li> <li>• Communicating as a listener and speaker</li> <li>• Exploring and using language</li> <li>• Understanding the content and structure of language</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Choose</b> appropriate language and visual content for specific media audiences and chosen purpose</li> <li>• <b>Understand</b> features of advertising and news media and analyse their effectiveness</li> <li>• <b>Learn, understand, and apply</b> the language of Media Studies key literary terms in speaking, reading and writing</li> <li>• <b>Listen, engage, reflect and collaborate</b> actively</li> <li>• Use and demonstrate a range of reading comprehension strategies appropriate to fiction texts</li> </ul>
--	---------	---	--	---

**Spring Mid-Term Assessment**

	Oral Reading Writing	<ul style="list-style-type: none"> <li>• Communicating as a listener and speaker</li> <li>• Exploring and using language</li> <li>• Understanding the content and structure of language</li> </ul>	Novel	<ul style="list-style-type: none"> <li>• <b>Read</b> novel for understanding and appreciation of the building blocks of fiction including character, setting, story, conflict, tone, mood and narrative voice</li> <li>• <b>Use and demonstrate</b> a range of reading comprehension strategies appropriate to fiction texts</li> <li>• <b>Plan, draft, write and edit</b> elements of a story</li> <li>• Write for a variety of purposes and forms</li> <li>• Discuss the effectiveness of the opening and closing of their novel Identify and discuss the theme of their novel</li> <li>• Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a chapter</li> <li>• Read their texts to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and language patterns</li> <li>• Describe and discuss the Narrative Arc (Opening, Closing, rising action, climax, falling action, resolution) of their novel</li> <li>• Use and demonstrate a range of reading comprehension strategies appropriate to fiction texts</li> </ul>
--	----------------------	--	-------	--

		<ul style="list-style-type: none"> <li>• Communicating as a listener and speaker</li> </ul>	CBA 1 Oral communication	<ul style="list-style-type: none"> <li>• <b>Deliver a short oral text</b>, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes.</li> <li>• <b>Use</b> a wide range of reading comprehension strategies</li> <li>• <b>Choose</b> appropriate language, style and visual content for specific audiences and chosen purposes</li> <li>• <b>Develop</b> their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose.</li> <li>• <b>Write</b> for a variety of purposes</li> <li>• <b>Apply</b> what they have learned about the effectiveness of spoken texts to their own use of oral language.</li> <li>• <b>Engage</b> with and learn from models of oral and written language use to enrich their own written work</li> </ul>
--	--	---	-----------------------------	--

**Easter Assessment**

<b>Term 3</b>	Oral Reading Writing	<ul style="list-style-type: none"> <li>• Communicating as a listener and speaker</li> <li>• Exploring and using language</li> <li>• Understanding the content and structure of language</li> </ul>	Film	• Learn, understand, and apply the building blocks language of film key terms in speaking and writing
				• <b>Activate</b> and <b>apply</b> prior knowledge in regard to film texts for understanding and appreciation of character, setting, plot and action and to explore how and why characters develop
				• <b>Understand</b> Key Moments (x 3) to include 1 moment of tension
				• <b>Write</b> effectively about the development of one key character from their studied text
				• <b>Write</b> for a variety of purposes and forms
				• <b>Activate</b> and <b>apply</b> prior knowledge in regard to film texts for understanding and appreciation of character, setting, plot and action and theme and to explore how and why characters develop
				• <b>Explore</b> the purpose and effect of film shots and angles within scenes in film
				• <b>Describe</b> the setting and context of their studied film (global context)

**Summer Exams**

## JUNIOR CYCLE ENGLISH OVERVIEW FROM ACADEMIC YEAR 2024/2025

### THIRD YEAR

Term 1	Strand	Element	Unit of Learning	Learning Outcomes – Students should be able to...
	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	<b>Shakespearean Drama</b>	<ul style="list-style-type: none"> <li><b>Learn, understand, and apply</b> the building blocks language of Drama key terms in speaking and writing and use an appropriate critical vocabulary while responding to literary texts and <b>activate</b> and <b>apply</b> prior knowledge in regard to Drama texts</li> </ul>
				<ul style="list-style-type: none"> <li><b>Describe</b> and <b>discuss</b> the Narrative Arc (Opening, Closing, rising action, climax, falling action, resolution) of their novel</li> </ul>
				<ul style="list-style-type: none"> <li><b>Write</b> for a variety of purposes and forms</li> </ul>
				<ul style="list-style-type: none"> <li><b>Experience</b> live or recorded Drama</li> </ul>
				<ul style="list-style-type: none"> <li>Read drama to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text</li> </ul>
				<ul style="list-style-type: none"> <li><b>Select</b> key moments from their texts and give thoughtful value judgements on the main character and a key scene</li> </ul>
				<ul style="list-style-type: none"> <li><b>Read</b> a Shakespearean drama for understanding and appreciation of character, setting, story, theme and action, conflict and tension: to explore how and why characters develop, and to recognise the importance of setting and plot structure</li> </ul>
				<ul style="list-style-type: none"> <li><b>Use</b> a wide range of reading comprehension strategies appropriate to drama text</li> </ul>
				<ul style="list-style-type: none"> <li><b>Read</b> their texts to <b>understand</b> and <b>appreciate</b> language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and language patterns</li> </ul>
				<ul style="list-style-type: none"> <li><b>Appreciate</b> the social, cultural and historical context in which the performance texts studied are set and develop an understanding of Elizabethan Context</li> </ul>
<ul style="list-style-type: none"> <li><b>Increase</b> their familiarity with Shakespearean language and expression, decoding groups of words/phrases and not just single words</li> </ul>				
<b>Autumn Mid-Term Assessment</b>				
	Oral Writing Reading	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of Poetry key literary terms in speaking, reading and writing</li> <li>Read poetry to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and</li> </ul>	Poetry <i>Thematic Unit</i>	<ul style="list-style-type: none"> <li>Learn, understand, and apply the language of Poetry key literary terms in speaking, reading and writing</li> </ul>
			<i>Conflict Poetry</i>	<ul style="list-style-type: none"> <li>Read poetry to understand and appreciate language enrichment by examining an author’s choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images</li> </ul>
				<ul style="list-style-type: none"> <li>Analyse how a theme is explored in a poem</li> </ul>
				<ul style="list-style-type: none"> <li>Recognize poetry from a particular genre and historic periods of war</li> </ul>
				<ul style="list-style-type: none"> <li>Compare two war poems</li> </ul>
<ul style="list-style-type: none"> <li>Listen, engage, reflect and collaborate actively</li> </ul>				

		<p>language patterns, and images</p> <ul style="list-style-type: none"> <li>Analyse how a theme is explored in a poem</li> <li>Recognize poetry from a particular genre and historic periods of war</li> <li>Compare two war poems</li> <li>Listen, engage, reflect and collaborate actively</li> </ul>		
--	--	---	--	--

**Christmas Exams**

Term 2	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	Mock Exam Preparation	<ul style="list-style-type: none"> <li>O.8. Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way</li> </ul>
				<ul style="list-style-type: none"> <li>0.12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts</li> </ul>
				<ul style="list-style-type: none"> <li>R.1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words</li> </ul>
				<ul style="list-style-type: none"> <li>R.2. Read for a variety of purposes: learning, pleasure, research, comparison</li> </ul>
				<ul style="list-style-type: none"> <li>R.3. Use a range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate</li> </ul>
				<ul style="list-style-type: none"> <li>R.4. Use an appropriate critical vocabulary while responding to literary texts</li> </ul>
				<ul style="list-style-type: none"> <li>R.6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognize the importance of setting and plot structure</li> </ul>
				<ul style="list-style-type: none"> <li>R.7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web-based event</li> </ul>
				<ul style="list-style-type: none"> <li>R.8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text</li> </ul>
				<ul style="list-style-type: none"> <li>R.9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them</li> </ul>
				<ul style="list-style-type: none"> <li>R.11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect</li> </ul>
				<ul style="list-style-type: none"> <li>R.12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose</li> </ul>
				<ul style="list-style-type: none"> <li>R.13. Appreciate a variety of registers and understand their use in the written context</li> </ul>

				<ul style="list-style-type: none"> <li>W. Write for a variety of purposes and forms</li> </ul>
				<ul style="list-style-type: none"> <li>W.7. Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images</li> </ul>
				<ul style="list-style-type: none"> <li>W.8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web-based event</li> </ul>
				<ul style="list-style-type: none"> <li>W.9. Use a personal voice as their individual style is thoughtfully developed over the years</li> </ul>
				<ul style="list-style-type: none"> <li>W.10. Use and apply their knowledge of language structures, for example sentence structure, syntax, paragraphing, grammar, to make their writing a richer experience for themselves and the reader</li> </ul>
<b>Spring Mid-Term Assessment</b>				
	Oral Writing Reading	<ul style="list-style-type: none"> <li>Communicating as a listener and speaker</li> <li>Exploring and using language</li> <li>Understanding the content and structure of language</li> </ul>	<b>Novel #2</b>	<ul style="list-style-type: none"> <li><b>Read</b> novel for understanding and appreciation of the building blocks of fiction including character, setting, story, conflict, tone, mood and narrative voice</li> <li><b>Use and demonstrate</b> a range of reading comprehension strategies appropriate to fiction texts</li> <li><b>Plan, draft, write and edit</b> elements of a story</li> <li><b>Write</b> for a variety of purposes and forms</li> <li><b>Discuss the</b> effectiveness of the opening and closing of their novel</li> <li><b>Identify and discuss</b> the theme of their novel</li> <li><b>Select</b> key moments from their texts and give thoughtful value judgements on the main character, a key scene, a chapter</li> <li><b>Read</b> their texts to <b>understand</b> and <b>appreciate</b> language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns</li> <li><b>Describe</b> and <b>discuss</b> the Narrative Arc (Opening, Closing, rising action, climax, falling action, resolution) of their novel</li> <li><b>Use and demonstrate</b> a range of reading comprehension strategies appropriate to fiction texts</li> </ul>
<b>Easter Assessment</b>				
Term 3	Oral Writing Reading		<b>Junior Cycle Preparation</b>	<ul style="list-style-type: none"> <li>O.8 Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way</li> <li>O.12. Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts</li> <li>R.1. Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words</li> <li>R.2. Read for a variety of purposes: learning, pleasure, research, comparison</li> <li>R.3. Use a range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate</li> <li>R.4. Use an appropriate critical vocabulary while responding to literary texts</li> <li>R.6. Read their texts for understanding and appreciation of character, setting, story and action: to explore how and why characters develop, and to recognize the importance of setting and plot structure</li> <li>R.7. Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web-based event</li> <li>R.8. Read their texts to understand and appreciate language enrichment by examining an author's choice of words, the use and effect of simple figurative language, vocabulary and language patterns, and images, as appropriate to the text</li> <li>R.9. Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them</li> </ul>

				<ul style="list-style-type: none"> <li>• R.11. Identify and comment on features of English at word and sentence level using appropriate terminology, showing how such features contribute to overall effect</li> </ul>
				<ul style="list-style-type: none"> <li>• R.12. Understand how word choice, syntax, grammar and text structure may vary with context and purpose</li> </ul>
				<ul style="list-style-type: none"> <li>• R.13. Appreciate a variety of registers and understand their use in the written context</li> </ul>
				<ul style="list-style-type: none"> <li>• W Write for a variety of purposes and forms</li> </ul>
				<ul style="list-style-type: none"> <li>• W.7 Respond imaginatively in writing to their texts showing a critical appreciation of language, style and content, choice of words, language patterns, tone, images</li> </ul>
				<ul style="list-style-type: none"> <li>• W.8. Write about the effectiveness of key moments from their texts commenting on characters, key scenes, favourite images from a film, a poem, a drama, a chapter, a media or web-based event</li> </ul>
				<ul style="list-style-type: none"> <li>• W.9. Use a personal voice as their individual style is thoughtfully developed over the years</li> </ul>
				<ul style="list-style-type: none"> <li>• W.10. Use and apply their knowledge of language structures, for example sentence structure, syntax, paragraphing, grammar, to make their writing a richer experience for themselves and the reader</li> </ul>

**State Examinations**