

**St. Nathy's College**

**Subject Department Plan**

**English**

**2010/2011**

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## **St. Nathy's College Mission Statement**

St. Nathy's College was established to act as a Centre of Learning.

We strive to achieve this within a fostered Christian environment which equally provides for the faith and personal development of each student.

All of our school endeavours and activities are directed towards these objectives.

## **Mission Statement**

As teachers of English, we aim to develop in students:

- A mature and critical literacy to prepare them for State examinations and for the responsibilities and challenges of adult life.
- A respect and appreciation for language and a competence in a wide range of skills, both oral and written.
- An awareness of the value of literature in its many forms for enriching their perception, for enhancing their sense of cultural identity, and for creating experiences of aesthetic pleasure.

## **Programmes and levels**

The following English programmes are provided in the school:

- Junior Certificate to all levels
- Established Leaving Certificate to all levels
- Leaving Certificate Applied Programme
- Extra support in studying English for students whose first language is not English.

## **Subject Aims**

### **Junior Cycle**

The essential aim of teaching English at Junior Cycle is to reinforce and continue the work of the primary school in nurturing the intellectual, imaginative and emotional growth of each student by developing his or her personal proficiency in the arts and skills of language.

This personal proficiency involves three dynamically interrelated elements: personal literacy, social literacy and cultural literacy.

Although these three elements must be separated for full delineation of their curricular significance, in the living context of English teaching they form an organic wholeness of experience. The interdependence of these elements is the essential foundation for the successful teaching of English in the Junior Cycle.

The development of skills in speaking and listening should play as important a role as reading and writing in this English programme. Fostering an awareness in the student of the interrelationship of these skills, and of their central role in the learning and thinking processes, is an integral element of personal growth through English.

### **Senior Cycle**

The essential aims of teaching English at Senior Cycle is to initiate students into enriching experiences with language so that they become more adept and thoughtful users of it and more critically aware of its power and significance in their lives.

The syllabus builds on the aims of the Junior Certificate English syllabus, which emphasises the development of a range of literacy and oral skills in a variety of domains, personal, social and cultural. In the Leaving Certificate course, students will be encouraged to develop a more sophisticated range of skills and concepts. These will enable them to interpret, compose, discriminate and evaluate a range of material so that they become independent learners who can operate in the world beyond the school in a range of contexts.

English at this level must excite students with aesthetic experiences and emphasise the richness of meanings and recreational pleasure to be encountered in literature and in the creative play of language. Students should be engaged with the voice of literature, learn to dialogue critically with it, and so come to understand its significance and value.

An English course at Leaving Certificate must also be wide-ranging enough to accommodate not only vocational needs and further education, but also the lifelong needs of students and the language demands, both oral and written, that are placed on them by the wider community.

## **Subject Teachers**

Mr. M Daly, Fr. A Finan, Mrs. C Farrell, Mrs. T Flatley, Mrs. A Kiely,  
Ms. K O'Dowd, Mr. P mulligan, Ms. M Sheridan, Ms. K Staunton

## **Time Allocation**

**Junior Cycle** : Five class periods per week.

### **Senior Cycle**

**LCA** - Seven class periods per week.

**Leaving Certificate** (Established) - Six class periods per week.

## **Bilingual Learners**

In Year 1 a specific, designated class is provided for students whose first language is not English. However, it is not as comprehensive as in previous years.

## **Transition Year Programme**

English – Three class periods per week.

The aim of this programme is to study literature as a vehicle for meaning.

## **Leaving Certificate Applied Programme**

### **Year 1**

English Communication - Three class periods per week.

Drama - Three class periods per week.

### **Year 2**

English Communication - Four class periods per week.

Drama - Three class periods per week.

## **Options Structure**

English is compulsory for all students.

Students are placed in mixed ability classes in First Year. A specific class is in place in First Year for students whose first language is not English. Extra help is given to students with special needs.

All First Years follow an agreed English programme. A variety of teaching methods are used to cater for their needs.

At the end of first year all students take a common exam in English. Based on the results of this exam, and exams in the other compulsory subjects, classes are formed for second year.

All students in Second year have the opportunity to study English at Higher level and are encouraged to do so.

All Leaving Certificate (Established) students, who wish, may take Higher level English. Great effort is made by teachers and management to accommodate this.

In practice a student's decision is influenced by the advice of the teacher they had in third year, by Junior Certificate results and by the level of English studied for Junior Certificate.

## **Provision For Students With Special Needs**

Teachers of English endeavour to help students with special needs in a variety of ways.

The methods and approaches used include:

- Assessment of students' needs.
- Careful choice of appropriate texts.
- Teaching of concepts and vocabulary.
- Spelling programmes and phonetic awareness.
- Multi-sensory approach.
- The development of reading comprehension.
- Lots of reading practice and encouragement to read for pleasure.
- Discussion.
- Use of audio-visual materials.
- A structured approach to writing skills.
- Opportunity for repetition and revision.
- Active methodology - using worksheets, puzzles, word searches.
- Evaluation of progress

Students with learning difficulties are integrated into regular classes and some also receive extra help in small groups. Some of these students have learning difficulties in the area of literacy and continue to need a great deal of support with basic skills of language, reading, writing and spelling.

Additional English classes enable some students with learning difficulties to receive a greater level of attention.

Work is planned and structured to meet their needs. The extension of receptive and expressive language, reading development and improved writing and spelling skills are key priorities for them.

Work in English is differentiated to match their needs and to help them find a path through the course.

Students have access to all levels.

Where students in mixed ability classes have special needs e.g. dyslexia, they are supported to access texts using CDs, DVDs etc. and they can present work on tape, or word processor.

## **Timetabling**

**Junior Cycle** - Five class periods per week.

**Senior Cycle (Established)** - Six class periods per week.

**Leaving Cert Applied 1** - Six class periods per week

**Leaving Cert Applied 2** - Seven class periods per week.

**Transition Year** - Three classes per week

## **Cross-Curricular Planning**

The English faculty has close links with several faculties in the school. These include : History, Music, French, Geography, Religion, SPHE and CSPE. This encourages and facilitates cross-curricular contact.

## **Grouping of Pupils**

### **Year 1**

All First Year classes are mixed ability classes. Students with special needs are identified at the start of the year and are given special help.

A common first year exam is given at the end of First Year. At the end of first year classes are reorganised, based on results and performance during the year.

### **Year 2**

All Second Year classes are potentially Higher level classes. Students are encouraged to positively consider Higher level. Courses and texts are chosen to facilitate this.

### **Year 3**

Third Year classes continue on as in second year.

### **Years 4 and 5**

At Fourth Year every effort is made to accommodate students who wish to take Higher level in the Leaving Certificate. At present a majority of students take Higher level at Fourth year. An Ordinary Level English class will parallel a Higher level class where numbers allow.

## **Streaming**

- We do not stream in Year 1.
- At the start of Year 2 students are divided into four or five English classes. Special/extra help is given to students with special needs.
- All Second Year students will have the option to take higher level in the Junior Certificate.
- Class structure for third year continues on from second year.
- Fourth Year (Established Leaving Certificate) - We do not stream.
- Fifth Year (Established Leaving Certificate) - We do not stream.
- Leaving Certificate Applied - Does not apply.
- Transition Year – Does not apply.

## **Student Access to Subject/Level**

All students, in all years, have access to all levels in English. Students are actively encouraged to achieve their best. Great effort is made by every teacher in the faculty to accommodate this.

All students have access to the Guidance Counsellor. Where necessary the Guidance Counsellor liaises with the teacher(s).

## **Textbooks and Course Materials**

**Year 1** An agreed textbook is used by all teachers. A common course is followed . Teachers may introduce extra material.

## **Common First Year course Content 2009/2010**

First Year English Book - *Chrysalis*

### **Poetry**

- A general introduction to poetry is pursued by all teachers. Students are introduced to a wide range of carefully chosen poems. These poems are studied to deepen students' awareness and appreciation of poetry, and to convey an understanding of theme, tone, image and the best use of language.
  
- The following poems are studied by all:
  - The Daffodils - W. Wordsworth
  - Mid-Term Break - S. Heaney
  - The Early Purges - S. Heaney
  - Digging - S. Heaney
  - The Listeners - W. de la Mare
  
  - Tich Miller - W. Cope
  - The Lake Isle of Innisfree - W.B. Yeats
  - The Road Not Taken - R. Frost
  - Back in the Playground Blues - Mitchell
  - Base Details - S. Sassoon
  - But You Didn't - M. Glass

## **Personal Writing**

Students are introduced to various types of prose compositions - narrative, descriptive, dramatic, short story, dialogue, etc. They are encouraged to pursue a personal, lively approach. Organisation, structure and accuracy in writing is encouraged.

## **Functional Writing - Letters, Diary Entries and Reviews.**

A strong emphasis is placed on -

- Well-structured answers
- Clarity of expression
- An appropriate tone
- Good grammar, spelling and punctuation

## **Short Stories**

A careful selection of short stories is studied by all students. Students are introduced to the following in each story studied: plot, character, setting, contrast, theme and tone.

The following short stories are studied by all:

- The Sniper - L.O'Flaherty
- His First Flight - L.O' Flaherty
- The Hitch-Hiker - R. Dahl
- The Secret Life of Walter Mitty - J. Thurber
- The Open Window - Saki

## **Media Studies**

All students are presented with a general introduction to Media Studies. A more detailed study of advertisements and the mass media is explored, with special emphasis on the language of advertising.

## **Drama**

Drama is introduced to students in preparation for a more demanding study of drama for the Junior Certificate. Students are introduced to plot, setting, dialogue, tension, characterisation, etc.

All students study the following drama extracts:

- The Field - J.B. Keane
- Four Weddings and a Funeral - R. Curtis

## **Basic Grammar**

We encourage a positive attitude towards correct grammatical usage. Grammar is at the core of good and effective expression. Students are made aware of the basic units of writing from the single letter to the syllable, word, phrase, sentence and paragraph, resulting in an eventual composition. Punctuation is seen as playing a very important part in writing, as it marshals language in order to maximise expression. Incorrect use of punctuation can cause embarrassment, especially if displayed in a public place e.g. the misuse of the apostrophe. Students need to be aware of new challenges arising from the fast rising use of text messages. Grammar should not be viewed as something mechanical and merely technical, but as an organic part of rich and effectual composition.

## **Year 2 and Year 3**

What is introduced in Year 1 is built on and further developed in years 2 and 3. Students are prepared for the Junior Certificate examination. Textbooks are wisely and carefully chosen to fulfil the requirements of the Junior Certificate course and to enrich the students with a wide study of drama, poetry and fiction.

Students' skills in personal writing, functional writing, comprehension and media studies are further developed.

Textbooks and course material are carefully chosen from the wide selection available.

## **Year 4 and Year 5 (Established)**

The skills acquired for the Junior Certificate are further honed to meet the challenges of the Leaving Certificate course. Literacy and oral skills are further developed in a variety of domains - personal, social and cultural. This enables them to interpret, compose, discriminate and evaluate the variety of texts they encounter.

Richness of meanings, recreational pleasure and the creative play of language are all encountered at senior cycle. Creativity in expression is encouraged. Vocational use of language is explored.

Appropriate textbooks are chosen.

## **Leaving Cert. Applied Programme**

*Communicate!* a Gill and Macmillan publication, is used in both Year 1 and Year 2.

- Communication and the working world
- Communication and Enterprise.
- The Communication's media.
- Critical literacy and composition.

This is supplemented by newspapers, film, a play, or extracts from a play, poems, song lyrics, a novel, or extracts from a novel.

## **Transition Year Programme**

Subject Title/Module Title – Telling Stories.

Approximate Duration – Three class periods per week.

Aims – To study literature as a vehicle for meaning.

Objectives/ Desired Learning Outcomes

That the student will have

- Produced reports for school magazine.
- Entered haiku, report and fantasy writing competitions.
- Developed the skills to make a comparative study on literary texts.

Teaching and Learning Strategies

- Activity based learning.

Content

- Mary Shelly's "Frankenstein" (novel)
- 32 A (film)
- Selected poetry from Elizabeth Bishop
- Saki's "The Lumber Room" (short story)

Assessment

- In-house exams
- Practical tasks
- Oral presentations

Resources

- Local library
- Roscommon Arts Centre

Cross Curricular Links

- Religious Education Comparative study with film "Gattaca"
- Enterprise Studies. Written tasks.

Evaluation

- Teacher's own feedback
- Student feedback

### **Subject Planning for a Culturally Diverse Society**

- Create an atmosphere that respects cultural diversity.
- Encourage full participation by all students.
- Support students whose first language is not English.
- Encourage all students to pursue all levels in the state examinations.

### **Effective Teaching Methodologies**

- Planning
- Choosing material appropriate to students' ability
- Chalk and Talk
- Photocopied material.
- Dictation
- Discussion.
- Homework
- Use of data projector/laptop
- Use of Video and DVD.
- Overheads
- Use of IT facilities
- Regular examination of work learned.
- Group work and role play.

### **Range and Variety of Resources**

- Experienced and motivated staff.
- Wide range of books and notes.
- Teachers' own revision notes.
- Data projector in most classrooms.
- Videos, DVDs
- Overheads
- IT technology
- Library.

### **Availability and Use of ICT Facilities**

- Televisions, video recorders and DVD players are available in each block of classrooms.
- Most classrooms are now equipped with laptops and data projectors. This is a most welcome and much used teaching aid.
- Broadband access is available in all classrooms.
- Language laboratory.
- Computers are available in the staffroom with internet access.

## **Provision for Health and Safety Requirements**

- The Health and Safety policy of the school.
- Regular fire safety drills.

## **Homework Procedures**

- Homework is given and checked on a regular basis
- Homework is recorded in the student's diary. The diary is to be signed each night by parent, or guardian.
- Students are advised on good study/homework practice by teachers.

## **Assessment Procedures**

### **Year 1**

- Common examination at the end of Year 1.
- Examinations at November, Christmas and Easter.
- Other examinations at the discretion of teachers.

### **Year 2**

- Examinations at November, Christmas, Easter and Summer.
- Other examinations at the discretion of teachers.

### **Year 3**

- Examinations at November and Christmas.
- Mock/Pre-Junior Certificate examination.
- Other examinations at the discretion of teachers.
- Junior Certificate.

### **Fourth Year**

- Examinations at November, Christmas, Easter and Summer.
- Other examinations at the discretion of teachers.

### **Fifth Year**

- Examinations at November and Christmas.
- Mock examination.
- Other exams at the discretion of teachers.
- Leaving Certificate.

## **Leaving Certificate Applied Programme - Year 1**

- Examinations at Christmas and Summer.
- Key assignments to be completed after each module of work.

## **Leaving Certificate Applied - Year 2**

- Examinations at Christmas and Mock examinations
- Key assignments to be completed after each module of work.
- Oral examination in final term. (Dept. of Education examination)
- Written examination in June. (Dept. of Education examination)

## **Transition Year**

- Teacher's own assessment
- Student evaluation

## **Record Keeping Procedures**

- Examination results are recorded by teachers.
- Examination results are officially recorded in school report books. These are retained by the school. Grades are kept on file in the school and sent to the student's home twice a year.

## **Reporting Procedures**

- Each student has a school diary/journal. This allows for easy and daily contact with the student's parents, or guardian.
- A parent teacher meeting is held for each year at least once a year.
- A special progress report is available to inform parents of day to day behaviour/progress of a student, if necessary.
- Class teacher > Tutor > Year Head > Deputy Principal > Principal.
- Year Head meetings

## **Teacher In-Service Development**

- English in-service in the past, both in the school and at teacher centres (Castlebar and Carrick-on-Shannon etc).
- In-service on stress and classroom management.
- In-service on First Aid.

## **DES Subject Inspection - 22<sup>nd</sup> & 23<sup>rd</sup> April, 2004**

Based on recommendations made by the inspector the following has been done, or is in the process of being carried out:

- English classes are spread over the five days of the week.
- A long term vision plan for English has been drawn up.
- The library is presently being upgraded as funds allow.
- Many teachers of English operate classroom Book Clubs and encourage students to use the town library. A lot of unseen, good work is done in this way.
- A library of videos, DVDs is being established.
- Materials relating to the State Examinations Commission is accessible via internet access in each classroom and in the staffroom.
- Where a fourth year Higher Level class is paralleled with an Ordinary Level class teachers liaise on course work.

## **Reading List - Junior Cycle**

Z for Zachariah - Robert C. O'Brien  
The Adventures of Tom Sawyer - Mark Twain  
The Adventures of Huckleberry Finn - Mark Twain  
Roll of Thunder, Hear My Cry - Mildred Taylor  
The Friendship - Mildred Taylor  
The Road to Memphis - Mildred Taylor  
To Kill a Mockingbird - Harper Lee  
Nineteen Eighty-Four - George Orwell  
I am David - Anne Holm  
The Diary of Anne Frank - Anne Frank  
My Oedipus Complex and Other Stories - Frank O'Connor  
The Boy in the Striped Pyjamas - John Boyle  
Goodnight Mr. Tom - Michelle Magorian  
The Flight of the Doves - Walter Macken  
The Hobbit - J.R.R. Tolkien  
The Ghost of Thomas Kempe - Penelope Lively  
Harry Potter and the Philosopher's Stone - J.K Rowling  
The Machine Gunners - Robert Westall  
Lord of the Flies - William Golding  
Animal Farm - George Orwell  
A Christmas Carol - Charles Dickens  
Danny the Champion of the World - R. Dahl  
Oliver Twist - Charles Dickens  
Pride and Prejudice - Jane Austen  
The Lion, The Witch and the Wardrobe - C.S Lewis  
The Old Man and the Sea - E. Hemingway  
Across the Barricades - J. Lingard  
The Cay - T. Taylor  
Emma - Jane Austen  
A Man For All Seasons (drama) - R. Bolt  
Jane Eyre - C. Bronte  
The True Story of the Kelly Gang - Peter Carey  
Under the Hawthorn Tree - M.Conlon-McKenna  
David Copperfield - C. Dickens  
Great Expectations - C. Dickens  
Silas Marner - G. Elliot  
The Great Gatsby - F. Scott Fitzgerald

## **Reading List - Senior Cycle**

Cat's eye - M. Atwood  
Kepler - J. Banville  
Regeneration - P. Barker  
Circle of Friends - M. Binchy  
In Patagonia - B. Chatwin  
Spies - M. Frayn  
The Curious Incident of the dog in the Night-time - M. Haddon  
The Adventures of Tom Sawyer - Mark Twain  
The Speckled People - H. Haddon  
The Adventures of Huckleberry Finn - Mark Twain  
Roll of Thunder, Hear My Cry - Mildred Taylor  
Hard Times - C. Dickens  
A Portrait of the Artist as a Young Man - J. Joyce  
The Friendship - Mildred Taylor  
The Road to Memphis - Mildred Taylor  
Life of Pi - Y. Martel  
To Kill a Mockingbird - Harper Lee  
Nineteen Eighty-Four - George Orwell  
The Lonesome West - M.McDonagh  
The Diary of Anne Frank - Anne Frank  
The Secret Life of Bees - S. Monk Kidd  
My Oedipus Complex and Other Stories - Frank O'Connor  
The Boy in the Striped Pyjamas - John Boyle  
The Bookseller of Kabul - A. Seierstad  
Goodnight Mr. Tom - Michelle Magorian  
North of Ithaka - E. Gage  
The Hobbit - J.R.R. Tolkien  
Pride And Prejudice - Jane Austen  
The Blackwater Lightship - C. Tobin  
The Ghost of Thomas Kempe - Penelope Lively  
The Last September - E. Bowen  
Girl With the Pearl Earring - T. Chevalier  
Lies of Silence - B.Moore  
Lord of the Flies - William Golding  
Animal Farm - George Orwell  
The Grapes Of Wrath - J. Steinbeck  
A Christmas Carol - Charles Dickens  
The Story of Lucy Gault - W.Trevor  
Oliver Twist - Charles Dickens  
The Lion, The Witch and the Wardrobe - C.S Lewis  
The Old Man and the Sea - E. Hemingway  
Emma - Jane Austen

A Man For All Seasons (drama) - R. Bolt  
Jane Eyre - C. Bronte  
The True Story of the Kelly Gang - Peter Carey  
Under the Hawthorn Tree - M.Conlon-McKenna  
David Copperfield - C. Dickens  
Great Expectations - C. Dickens  
Silas Marner - G. Elliot  
The Great Gatsby - F. Scott Fitzgerald