

## 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](https://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](https://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 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 your ability to:

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