

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.

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 your 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...