

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 explore and use language

English

Statement code no. EJC4

Student:

Class:

I can explore and use language

I have begun ☐☐☐ | I am working on this ☐☐☐ | I can ☐☐☐

This has been demonstrated by your ability to:

- | | |
|---|--|
| 1. Listen actively to respond to a spoken or written text in a clear and reflective way | ☐ ☐ ☐ |
| 2. Identify and use effective ways of communicating from spoken texts | ☐ ☐ ☐ |
| 3. Pay attention to the opinions of others and express my own point of view appropriately | ☐ ☐ ☐ |
| 4. Enjoy interacting with and exploring meaning while participating in listening and speaking activities | ☐ ☐ ☐ |
| 5. Read or listen for enjoyment, applying what I have learned about reading and listening to spoken and written texts | ☐ ☐ ☐ |
| 6. Recognise and discuss the plot, character(s) and setting of a text using key terms | ☐ ☐ ☐ |
| 7. Select key moments from texts | ☐ ☐ ☐ |
| 8. Comment and talk about key scenes, characters and images from spoken or written texts | ☐ ☐ ☐ |
| 9. Find and write about key features and interesting words used by authors, playwrights, poets and directors | ☐ ☐ ☐ |
| 10. Understand the meaning of the word genre and how it shapes a text | ☐ ☐ ☐ |
| 11. Read a text, select its key features and apply them to my own work | ☐ ☐ ☐ |
| 12. Use my editing skills to improve the impact and meaning of my work | ☐ ☐ ☐ |
| 13. Form a creative written response appropriate to a text | ☐ ☐ ☐ |
| 14. Produce and redraft a piece of writing, over a period of time that expresses my personal style | ☐ ☐ ☐ |
| 15. Engage in writing as a private, enjoyable activity with a clear purpose | ☐ ☐ ☐ |
| 16. Use interesting words and make interesting choices about the way I organise my spoken and written texts | ☐ ☐ ☐ |

Reflecting on my learning...

One thing I did well...

One thing that I might improve...

I really enjoyedbecause...