



Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Phase 1: English Statements 2023/2024



## 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.

# Area of Experience: English

## English

At Junior Cycle level I can

- |   |  |  |
|---|--|--|
| 1 | EJC1   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|   | I can communicate as a reader                          |  |
| 2 | EJC2   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|   | I can communicate as a speaker                         |  |
| 3 | EJC3   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|   | I can communicate as a writer                          |  |
| 4 | EJC4   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|   | I can explore and use language                         |  |
| 5 | EJC5   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|   | I can understand the content and structure of language |  |

Work begun ☐☐☐ | Working in progress ☐☐☐ | Work completed ☐☐☐

# 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...

# 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 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Agree or disagree with a statement  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Listen with focus while others are speaking   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Identify the main point/argument of a conversation or spoken text   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. State my opinion in a respectful way to my classmates, teachers and others                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Give information clearly  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Give clear instructions   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Explain my thoughts in a way that is clear and understandable   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Structure a report so that it contains enough detail for the listener to follow and understand                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Form and express an argument that is persuasive  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Criticise in a way that is constructive and respectful   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Comment on subject topics in a way that is reflective and justified  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Narrate a story or event using appropriate words and phrases   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Describe something that I have imagined using adjectives and descriptive language                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Discuss a novel, play, poem or film using appropriate language   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16. Talk about my own and other students' writing and how it can be improved                                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. Speculate on the events of a novel or drama using clear and thoughtful language                              | <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...

# I can communicate as a writer

## English

Statement code no. EJC3

Student:

Class:

## I can communicate as a writer

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

This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1. Write a brief note or paragraph about a personal experience or interest   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Pen a blog of 10 sentences or more about a hobby/pastime  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Research a person or persons I admire   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Write a note or paragraph expressing the emotions and experiences in a given situation                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Write a note or paragraph expressing a preference or opinion about a given situation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Produce a piece of writing responding to a letter, story, poem, book, film, newspaper article, TV programme or digital text | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Imagine the ending of a story, background of a character or event and create a written piece about it                       | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Discuss another student's written work giving helpful advice to improve it  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Plan, draft, re-draft and edit my own writing   | <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...

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

# I can understand the content and structure of language

## English

Statement code no. EJC5

Student:

Class:

## I can understand the content and structure of language

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

This has been demonstrated by your ability to:

- |  |  |
|--|--|
| 1. Use a dictionary, thesaurus and other online resources to grow my word power                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Think about and explain word choices  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Describe the effect of word choice  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Understand how word choices vary in different situations  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Make choices about the words and sentences that I can use to improve my writing                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Comment on the words the author uses  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Use a range of sentence structures  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Organise my writing using paragraphs  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Structure a piece of writing using correct spellings  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Form a piece of writing using appropriate punctuation  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Proof read my own piece of writing   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Reflect on my own piece of writing   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Give the title of an extract of interest and support this choice with 3 explanation statements | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Present my findings in a clear and understandable way  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Review my own writing and other students' written work and suggest how it can be improved      | <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...