Re-presented Content Objectives: English

Infants – Second Class

The three strands of Oral Language, Reading and Writing, as outlined in *English: Additional Support Material* (2005), remain unchanged as do all the content objectives. The content objectives for each strand are re-presented under two categories: *development* and *skills*. The categories are further divided into groups of related content objectives. The groups have been informed by the *English Curriculum* (DES, 1999) and the *English Curriculum: Teacher Guidelines* (DES, 1999).

	Oral language		Reading	Writing
Development	**Oral language development** Enjoy oral language Perform social functions Explore story and poetry Discuss experiences Discuss issues, concerns and new concepts Share solutions and opinions Share feelings and imagination		**Reading development** Enjoy listening to reading Print-rich environment Early reading Reading genres Personal reading Independent reading Respond to reading	**Writing development** Oral language and writing Classroom environment Early writing Writing genres Personal experiences and choice Writing across the curriculum Independent writing Respond through writing Range of audiences Writing with others Valuing children's writing
Skills	**Listening skills** Active listening	**Speaking skills** Tone, facial expression and gesture Vocabulary and syntax Asking questions Giving descriptions	**Reading skills** Sight vocabulary Word identification Phonological and phonemic awareness Confirming and self-correction Comprehension Information retrieval skills	**Writing skills** Writing process Spelling Grammar, punctuation and syntax Penmanship and presentation

NCCA An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Re-presented Content Objectives: English
Oral language
Infants – Second Class

The three strands of Oral language, Reading and Writing, as outlined in *English: Additional Support Material* (2005), remain unchanged as do all of the content objectives. The content objectives for each strand are re-presented under two categories: *development* and *skills*. The Oral language skills are further divided into Listening skills and Speaking skills. The categories are further sub-divided into groups of related content objectives. The groups have been informed by the suggestions in the *English Curriculum: Teacher Guidelines* (1999).

Oral language			
Oral language development			**Page #**
Enjoy oral language			3
Perform social functions			3
Explore story and poetry			3 – 4
Share experiences			4
Discuss issues, concerns and new concepts			4
Share solutions and opinions			4
Share feelings and imagination			4
Listening skills	**Page #**	**Speaking skills**	**Page #**
Active listening	5	Tone, facial expression and gesture	6
		Vocabulary and syntax	6
		Asking questions	6
		Giving descriptions	6

These re-presented materials do not replace the curriculum documents. It is still important that teachers consult the curriculum when planning. The content objectives follow a spiral progression in each strand unit from infants to sixth class. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, the teacher maintains and consolidates the learning, or continues to explicitly teach these if the required level of understanding has not been reached. The simple coding system below ensures that the content objectives can be easily traced back to the four strand units of the *English Curriculum* (1999).

levels	Original strand units	Example
A = Infants **B = First & Second** **C = Third & Fourth** **D = Fifth & Sixth**	**1.0 Receptiveness to language** **2.0 Competence and confidence in using language** **3.0 Developing cognitive abilities through language** **4.0 Emotional and imaginative development through language**	**A1.4 = Infants >> Receptiveness to language > 4th content objective as listed in the Curriculum Statement for English**

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National Council for Curriculum and Assessment

The child should be enabled to

Infants	First and Second
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Oral language development	
Enjoy oral language	
A4.6 Listen to, learn and recite rhymes, including nonsense rhymes A4. 7 Listen to, learn and ask riddles	B4.10 Listen to, read, learn and recite rhymes more sophisticated nonsense verse and rhymes B4.8 Listen to, learn and tell riddles and jokes B4.7 Listen to and say nonsense words and unusual words B4.9 Clap the rhythms of poems and rhymes
Perform social functions *(Teacher Guidelines: Social context of language p. 35)*	
A.2.6 Use language to perform common social functions *introducing oneself and others* *greeting others and saying goodbye* *giving and receiving messages* *expressing concern and appreciation*	B2.6 Engage in real and imaginary situations to perform different social functions *greeting others receiving and giving compliments* *using the telephone* *making requests for information.*
Explore story and poetry *(Teacher Guidelines: Story p. 45 - 47, Poetry p. 69 - 75, Improvisational drama p. 48 - 49)*	
A4.2 Create and tell stories	B4.3 Tell stories in his/her own words and answer questions about them
A3.6 Show understanding of text A4.3 Listen to, learn and retell a rich variety of stories, rhymes and songs	B4.4 Listen to, read, learn and recite a varied and appropriate repertoire of rhymes and poems

The child should be enabled to

Infants	First and Second
A4.4 Respond through discussion, mime and role-playing to stories, rhymes and songs heard and learnt A4.10 Experiment with different voices in role playing *a favourite story, a cartoon character*	B4.5 Re-create stories and poems in improvisational drama B4.13 Use imaginative play to create humorous characters and situations
Share experiences [(Teacher Guidelines: p. 39)](#)	
A2.1 Talk about past and present experiences, and plan, predict and speculate about future and imaginary experiences A4.1 Reflect on and talk about a wide range of everyday experiences and feelings	B2.1 Talk about past and present experiences, and plan, predict, anticipate and speculate about future and imaginary experiences
Discuss issues, concerns and new concepts [(Teacher Guidelines: p. 39)](#)	
A2.1 Initiate and sustain a conversation on a particular topic A3.1 Provide further information in response to the teacher's prompting	B2.4 Focus on the subject under discussion and sustain a conversation on it B2.5 Initiate discussions, respond to the initiatives of others, and have practice in taking terms
Share solutions and opinions [(Teacher Guidelines: p. 39)](#)	
A3.4 Discuss different possible solutions to simple problems	B3. 5 Engage in real and imaginary situations involving language use *explain, persuade, enquire, report, agree, dissent, discuss a point of view, justify opinions, provide solutions to problems*
Share feelings and imagination [(Teacher Guidelines: Play and games p. 41 - 42, Improvisational drama p. 48 - 49)](#)	
	B4.2 Express feelings in order to clarify them and explain them to others
A1.6 Mime and interpret gesture, movement and attitude conveying various emotions	B1.6 Express in mime various emotions and reactions, and interpret the emotions and reactions of others

The child should be enabled to

Infants	First and Second
Listening skills	
Active listening *(Teacher Guidelines: Talk and discussion p. 38)*	
A1.2 Listen to a story or description and respond to it	B1.2 Listen to stories, descriptions instructions and directions and respond to them
A3.2 & B3.4 Listen to a story or a narrative and ask questions about it	
A1.1 Experience, recognise and observe simple commands *look, listen, watch*	
A4.8 & B4.12 Create real and imaginary sound worlds A4.9 & B4.11 Recognise and recreate sounds in the immediate environment	
	B3.2 Listen to other children describe experiences and ask questions about their reactions to them

The child should be enabled to

Infants	First and Second
Speaking skills	
Tone, facial expression and gesture	
A1.4 Use and interpret tone of voice expressing various emotions A1.5 Learn to adopt appropriate verbal and nonverbal behaviour to secure and maintain the attention of a partner *establishing eye contact using appropriate head movements, gestures and facial expressions ensuring audibility and clarity*	B1.4 Become more adept in using appropriate verbal and non-verbal behaviour in order to secure and maintain the attention of the listener *eye contact, facial expression, audibility and clarity of enunciation, tone of voice* B1.5 Use gesture and movement to extend the meaning of what he/she is saying
Vocabulary and syntax *(Teacher Guidelines: The role of the teacher p. 35, English and the European dimension p. 37)*	
A1.3 Hear, repeat and elaborate words, phrases and sentences modelled by the teacher A2. 2 Choose appropriate words to name and describe things and events	
A2. 4 Combine simple sentences through the use of connecting words	B 2.2 Experiment with more elaborate vocabulary and sentence structure in order to extend and explore meaning *experimenting with descriptive words* *combining simple sentences* *elaborating simple sentences* B 2. 3 Experiment with word order and examine its implications for meaning and clarity
Asking questions	
A3.5 Ask questions in order to satisfy curiosity about the world	B3. 6 Ask questions that will satisfy his/her curiosity and wonder *what? why? when? where? who? how? what if?*
Giving descriptions	
A3.3 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size and position A.2. 3 Experiment with descriptive words to add elaborative detail	B3.1 Give a description, recount a narrative or describe a process, and answer questions about it B2.3 Become increasingly explicit in relation to people, places, times, processes and events by adding elaborate detail to what he/she describes and narrates

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Re-presented Content Objectives: English
Reading
Infants – Second Class

The three strands of Oral language, Reading and Writing, as outlined in *English: Additional Support Material* (2005), remain unchanged as do all of the content objectives. The content objectives for each strand are re-presented under two categories: *development* and *skills*. The categories are further sub-divided into groups of related content objectives. The groups have been informed by the suggestions in the *English Curriculum: Teacher Guidelines for English (1999).*

Reading			
Reading development	**Page #**	**Reading skills**	**Page#**
Enjoy listening to reading	8	Sight vocabulary	11
Print-rich environment	8	Word identification	11
Early reading	9	Phonological and phonemic awareness	11 - 12
Reading genres	9	Confirming and self-correcting	12
Personal reading	9	Comprehension	13
Independent reading	10	Information retrieval skills	13
Respond to reading	10		

These re-presented materials do not replace the curriculum documents. It is still important that teachers consult the curriculum when planning. The content objectives follow a spiral progression in each strand unit from infants to sixth class. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, the teacher maintains and consolidates the learning, or continues to explicitly teach these if the required level of understanding has not been reached. The simple coding system below ensures that the content objectives can be easily traced back to the four strand units of the *English Curriculum* (1999).

Class levels	Original strand units	Examples
A = Infants **B = First & Second** **C = Third & Fourth** **D = Fifth & Sixth**	**1.0 Receptiveness to language** **2.0 Competence and confidence in using language** **3.0 Developing cognitive abilities through language** **4.0 Emotional and imaginative development through language**	**A1.4 = Infants >>** **Receptiveness to language >** **4th content objective as** **listed in the Curriculum** **Statement for English**

The child should be enabled to

Infants	First and Second
Note: The page numbers below refer to the hard copy of the *English Curriculum: Teacher Guidelines* (DES, 1999). Click on the supplied links to bring you to the *English Curriculum: Teacher Guidelines* (DES, 1999) at it appears on www.curriculumonline.ie. Scroll down the web page to locate the appropriate paragraph.	
Reading development	
Enjoy listening to reading	
A1.1 Listen to, enjoy and respond to stories, nursery rhymes, poems and songs A1.2. Become an active listener through the development of a range of listening activities based on stories read or told *telling and retelling a story in sequence* *recalling and relating a simple story or event, asking questions, role playing* A4.1 Associate print with enjoyment, through listening to stories and poems read aloud A4.3 Perceive reading as a shared, enjoyable experience	**B4.1** Continue to listen to and enjoy stories and poems being read aloud B4.5 Listen to entire stories read aloud in installments
Print-rich environment *(Teacher Guidelines: Print-rich environment p. 50 – p. 53, Information and communication technologies p. 91 - 92, Appendix p. 98 - 99)*	
A1.5 Become familiar with a wide range of environmental print, beginning with print in the classroom A2.2 Handle books and browse through them	B1.3 Visit the school library and the local library
	B2.3 Learn to find books in a classroom or school library
A1.6 Learn about the basic terminology and conventions of books *author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation*	

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The child should be enabled to

Infants	First and Second
Early reading	
(Teacher Guidelines: p. 54 - 56, Information and communication technologies p. 91 - 92)	
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A1.7 Read texts created by himself/herself and by other children in collaboration with the teacher A2.3. Encounter early reading through collaborative reading of large-format books and language-experience material	B1.12 Develop reading skills through engaging with reading material appropriate to his/her stage of development
A2.1 Experience the reading process being modeled	B1.1 Continue to experience the reading process being modelled
A2.9 Engage in shared reading activities *stories, poems, plays, picture books*	B1.2 Engage in shared reading activities
Reading genres	
(Teacher Guidelines: Comprehending a range of texts p. 61, Story p. 45 - 47, Poetry p. 69 - 75)	
	B4.3 Engage with a wide variety of text: *picture books, poetry, stories, informational material*
	B3.8 Use information technology to increase motivation to read and to enhance reading development
Personal reading	
A4.5 Pursue and develop individual interests through engagement with books	B2.2 Engage in personal reading
	B3.1 Pursue individual interests through independent reading fiction and non-fiction
	B2.4 Read aloud to share a text with an audience

The child should be enabled to

Infants	First and Second
Independent reading	
	B4.2 Engage in spare-moment reading and browsing by having ready access to reading material
	B2.1 Read from a range of children's literature, choosing material for reading during silent reading periods
	B4.4 Experience enhanced levels of self-esteem through success in Reading
Respond to reading	
(Teacher Guidelines: Responding to text p. 65 - 68)	
	B4.8 Engage frequently in informal discussion of books with teachers and others
A4.2 Respond to characters, situations and story details, relating them to personal experience	B4.6 Respond to characters and events in a story *talk and discussion, writing, drama, visual arts* B4.7 Explore different attitudes and feelings by imagining what it would be like to be certain characters.
A4.4 Record response to text through pictures and captions	B3.7 Express a more formal response by giving a considered personal opinion of a book in oral or in written form
B3.3 Give recommendations to and receive recommendations from the wider community of readers on the choice of reading material *parent, teacher, librarian, other children*	

The child should be enabled to

Infants	First and Second
Reading skills	
Sight vocabulary *(Teacher Guidelines: p. 57)*	
A2.4 Build up a sight vocabulary of common words from personal experience, from experience of environmental print and from books read	B1.5 Continue to build a sight vocabulary of common words from books read and from personal experience
Word identification *(Teacher Guidelines: Word identification p. 57, Information and communication technologies p. 91- 92)*	
A2. 8 Use knowledge of word order, illustration, context and initial letters to identify unknown words	B1.10 Use knowledge of letter-sound relationships (grapho/phonic cues), grammar and syntax (syntactic cues) and surrounding text (contextual clues) when attempting to identify unfamiliar words
Phonological and phonemic awareness *(Teacher Guidelines: p. 58 - 59)*	
A1.3 Play with language to develop an awareness of sounds *language games, phoneme and morpheme sound relationships, nursery rhymes, chants, singing games, action songs and poems with a wide variety of rhythms,* *attempts at writing words appropriate to a particular need such as the child's own name*	B1.5 Engage in activities designed to increase awareness of sounds *focusing on the sounds associated with letters and letter-clusters, patterns of sounds in words*
A1.4 Develop a sense of rhythm and rhyme *songs, nursery rhymes, jingles, clapping and dancing to syllabic rhythms*	

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The child should be enabled to

Infants	First and Second
A1.8 Learn to recognise and name the letters of the alphabet A1.9 Develop an awareness of some letter-sound relationships	

A2.5 Learn to isolate the beginning sound of a word or syllable	B1.7 Learn about the sounds associated with the beginning of a word or syllable
	
	B1.8 Learn to connect the beginnings of words or syllables with their rhyming parts as an auditory and visual exercise
	'onset and rime': *r-at c-at m-at*
	different onsets
	    single consonants r-at
	    consonant blends pl-an
	    digraphs ch-at
	
	different rimes
	    vowel digraphs tr-ee
	    vowel-consonant
	    combinations h-and

A2.6 Learn to isolate beginning and final sounds in written words	B1.9 Learn about common word endings, word families and roots of words
A2.7 Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable	B1.6 Learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable *d-ock t-able* *s-ock c-able* *cl-ock f-able*
Confirming and self-correcting (*Teacher Guidelines: p. 60 - 61*)	
	B1.11 Self-correct reading errors when what he/she reads does not make sense

The child should be enabled to

Infants	First and Second
Comprehension	
([Teacher Guidelines:](Comprehension p. 61- 65) [Comprehension p. 61- 65](), [Information and communication technologies p. 91- 92]())	
A3.5 Differentiate between text and pictures A3.6 Understand the function of text *become aware that text says something*	B1.5 Understand the relationship between text and illustration
A3.1 Re-read, retell and act out familiar stories, poems or parts of stories A3. 2 Recall and talk about significant events and details in stories	B3.4 Develop comprehension strategies *recalling details and events* *assimilating facts* *retelling stories*
A3.3 Analyse and interpret characters, situations, events and sequences presented pictorially	B3.2 Adopt an active approach to a text by posing his/her own questions
A3.4 Predict future incidents and outcomes in stories	B3.6 Predict future events and outcomes in a book that is being read aloud
Information retrieval skills	
	B1.13 Adapt his/her reading style for different purposes *browsing, simple scanning and skimming*
	B3. 5 Perform alphabetical order tasks
	B2.5 Find information and share it with others B2.6 Perform simple information retrieval tasks *using a table of contents* *using a simple index*

Re-presented Content Objectives: English
Writing
Infants – Second Class

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Writing				
Writing development	**Page #**		**Writing skills**	**Page #**
Oral language and writing	15		Writing process	19
Classroom environment	15		Spelling	19
Early writing	15		Grammar, punctuation and syntax	20
Writing genres	16		Penmanship and presentation	20
Personal experiences and choice	16 – 17			
Writing across the curriculum	17			
Independent writing	17			
Respond through writing	17 – 18			
Range of audiences	18			
Writing with others	18			
Valuing children's writing	18			

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The child should be enabled to

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Writing development	
Oral language and writing *(Teacher Guidelines: The importance of oral work p. 79, Registers of language p. 80)*	
A4.5 Hear a rich variety of stories, rhymes and songs and draw and write about them	B2.1 Experience an abundance of oral language activity when preparing a writing task
Classroom environment	

A.1.1 Experience and enjoy a print-rich environment	B.1.1 Experience a classroom environment that encourages writing
	    personal writing collections class library
	    writing corner displays of writing

Early writing *(Teacher Guidelines: Early writing p. 77, Exemplar 4 p. 55, Exemplar 7 p. 88)*	
A2.1 Learn to form and name individual letters using various materials *plasticine, sand, soft letters, magnetic letters, writing instruments* 2.2 Write and draw *scribbles, shapes, signs, letters, numerals* A2.3 Understand the left-right, top bottom orientation of writing A2.5 Copy words from signs in the environment A2.6 Copy letters and words informally as part of class activities A2.7 Write his/her name A2.8 Use labels to name familiar people and things A2.9 Write letters and words from memory A3.1 Draw a picture and write about it : *a name, a caption, a sentence* A2.13 See the teacher model writing as an enjoyable experience	

The child should be enabled to

Infants	First and Second
*Writing genres* (Teacher Guidelines: Writing genres p. 81)
	B1.7 Explore different genres : *a story an invitation a letter*

	B3.1. Write in a variety of genres: *stories diaries*
	                                                            poetry charts
	                                                             lists captions
	                                                              cards

	B3. 8 Listen to a story and write down questions to ask about it B1.2 Observe the teacher as he/she models writing stories B1.4 Experience how a story structure is organised by reading and listening to fiction
A4.4 Draw and write stories	B4.6 Draw and write stories and poems B3.2 Write a version of a story told by the teacher
*Personal experiences and choice* (Teacher Guidelines: Selecting topics for writing p. 78 - 79)

A3.2 Draw and write about everyday experience or about something just learned
    pictures and scribbles
	B3.4 Write the significant details about an event or an activity
	    a game I played
	     my birthday
	
	B4.2 Write about experiences
	     enjoyable, funny, annoying,
	     frightening

A4.3 Draw and write about sensory experiences
    hot, cold, bright, dark, sweet
	B4.4 Draw and write about sensory experience
	    sight, hearing, taste, touch, smell

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The child should be enabled to

Infants	First and Second

A4.1 Draw and write about feelings
    happiness, sadness, love, fear
A4.2 Draw and write about things he/she likes and dislikes
	B4.1 Express feelings in writing
	    happiness, sadness, excitement pride, anticipation

A2.14 Choose subjects for drawing and writing A2.15 Choose the form of expression he/she finds appropriate: *Scribbles, shapes, pictures, letters, words*	B1.6 Choose topics to write about B2.7 Choose topics for writing after conferring with the teacher
Writing across the curriculum	
A3.2 Draw and write about everyday experience or about something just learned *pictures and scribbles*	B3.3 Write about something that has been learned B3.9 Write answers to questions asked by the teacher B3.5 Write an explanation for something
Independent writing	
A1.3 Write and draw frequently: *Scribbling, making attempts at writing, letters and symbols, captions, words and sentences*	B2.8 Have regular opportunities to write for himself/herself or for others
Respond through writing	
	B4.3 Listen to the experiences of others and express reactions to them in writing
	B4.7 Express in writing likes and dislikes about events and characters in stories and poems
	B4.8 Listen to music and write about it

The child should be enabled to

Infants	First and Second
A4.6 Use mime and role-playing to create imaginary situations and then draw and write about them.	B4.5 Write about feelings experienced in drama activities

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Range of audiences
(Teacher Guidelines: Audience and purpose p. 80)

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A1.4 Write for different audiences: *oneself, teacher, other children, family, visitors*

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B1.5 Write regularly for different audiences: *personal purposes, the teacher, other children, the family*

B2.11 Write notes and messages to different audiences: *teacher, friends, parents*

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Writing with others

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B1.8 Work with other children when writing

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Valuing children's writing
(Teacher Guidelines p. 76, Information and communication technologies p. 91 - 92)

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A1.5 See personal writing displayed

   on worksheets
   as part of arts activities
   on a writing shelf or in a writing corner
   in class-made collections

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B1.9 Have writing valued

hearing it praised
having it displayed
   sharing it with others

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A1.6 Read personal writing aloud and hear it read.

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The child should be enabled to

Infants	First and Second
Writing skills	
Writing process *(Teacher Guidelines: Drafting, editing and re-drafting p. 81 - 83, Encouraging self correction p. 84)*	
A3.4 Rewrite sentences to make the message clearer.	B2.2 Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing B2.9 Decide whether or not **to re-draft** a piece of writing B3.6 Re-read work, confer with the teacher or others about it, and then rewrite it
Spelling *(Teacher Guidelines: Spelling p. 85, Information and communication technologies p. 91 - 92)*	
A2.11 Develop the confidence to use approximate spelling	B2.5 Use approximate spelling as an interim measure in mastering the conventions of spelling

A2.12 Begin to develop conventional spelling of simple words	B2.4 Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns
	simple words with short vowel rimes: dog, mill, rock
	simple words with regular patterns: street, came, float
	two-syllable words with regular patterns: robber, happen
	words with common prefixes and suffixes: display, wonderful
	
	B2.6 Spell correctly a range of familiar, important and regularly occurring words, and use a variety of sources as aids to spelling
	    words displayed in class
	    words compiled in personal dictionaries
	    words learned in reading.

The child should be enabled to

Infants	First and Second
Grammar, punctuation and syntax *(Teacher Guidelines: Grammar and punctuation p. 84, p. 89)*	
A2.10 Become aware of lower-case and capital letters and the full stop	B2. 3 Understand that the conventions of punctuation help to make meaning clearer in writing: *full stops, capital letters*
A3.3 Write naming words and add descriptive words	B3.7 Write a simple sentence and add words to it to extend its meaning
Penmanship and presentation *(Teacher Guidelines: Publishing p. 84, Information and communication technologies p. 91 - 92)*	
A2.4 Develop a satisfactory grip of writing implements	
A1.2 Receive help from the teacher, who will sometimes act as scribe to assist with accuracy and presentation	B1.3 Seek help from the teacher in order to achieve accuracy and an appropriate standard presentation B2.10 Confer with the teacher and others on the quality of presentation

NCCA would like to acknowledge the work of the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS) who developed similar resources for curriculum support in the past. This document, *Re-presented Content Objectives: English*, which was developed by NCCA draws on the original work of the Primary Professional Development Service (PPDS) who designed and developed 'glance cards' which highlighted key curriculum content and the progression in objectives from Infants to 6th class. We would like to thank them for their contribution to the early stages of our work in re-presenting the curriculum.