

Overview of Literacy Goals from Montessori Classes to Preparatory Classes Nov 2016

| | End of Montessori Two Year Cycle | End of Preparatory Two Year Cycle |
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| Reading | | |
| Reading Culture | <p>Experience of good rich literature and good sentence structure.</p> <p>Sit in circle quietly and listen to a story,</p> <p>Name of book (title), start, middle, end of story.</p> <p>Talk about a story orally.</p> <p>Respect for and care of books: turning pages and handling.</p> <p>Teacher as role model. Rich reading; teacher-led daily.</p> <p>Books available in class library.</p> <p>Books used for class lesson.</p> <p>Comic sans ms used if typing or printing posters/handouts</p> | <p>Experience of good rich language.</p> <p>Sit in circle quietly and listen to story being read to the group</p> <p>Familiarity of a book:</p> <ul style="list-style-type: none"> • Knowledge of title, author and illustrator. • Care for books. • Emergent reader, growing in fluency. • Able to read books from extensive selection in class library i.e. fiction, non-fiction and reading schemes. <p>Not following scheme but using varied books in order to extend vocabulary.</p> <p>There will be three levels of books in a space in the classroom (early, middle and challenging). The teacher will guide the child to the appropriate book shelf/level.</p> <ul style="list-style-type: none"> • Reading 1-on-1 with teacher 3/ 4 times a week |

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| | | <ul style="list-style-type: none"> • Pupil reads daily • Reading sent home (Prep Senior) on Tuesday to Thursday (teacher direct amount/quantity of reading for each individual child) • Overview sheet to explain what and how of reading at home. There will also be an explanation of the dolch words and how to support their sight reading. A MAMJS school guidance sheet will be used. <p>If printing or typing words for display, 'comic sans ms' font to be used</p> |
| Comprehension Strategies | <p>Answer short questions about content of book.</p> <p>Relate story to life experiences (connecting)</p> | <p>Discuss and connect with story.</p> <p>Describe images relating to life experiences.</p> <p>Retell story in own words: predicting, determining importance, recounting, sequencing and questioning.</p> <p>Sequencing: three or four pictures</p> <p style="padding-left: 40px;">Beginning, middle and end of a story</p> <p>Listening skills</p> |

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| | | <ul style="list-style-type: none"> • Listen to story and match with relevant pictures • Follow instructions • Follow yoga poses |
| Practices in Story Books | Teacher initiates / facilitates discussion. Front to back and left to right orientation. | Extension work: Predicting: What will happen? Make comparisons between characters. Personal experiences, feelings and thoughts. Problem solving e.g. lessons learnt. Change ending, gender, plural. |
| Rhymes | Children enabled to have repertoire of short classic nursery rhymes and poems : number rhymes, jingles, tongue twisters.(oral & aural) Clapping to poem rhythms. | Broadening of repertoire. Rich classic poems and rhymes. Highlighting rhyming words. (visual, oral and aural) |
| Approach to teaching letters and sounds | Sand paper letters Sound games and 'I' Spy Memory games e.g. mystery bag, number sequencing | Sand paper letters Movable alphabet large and small used to make short stories and sentences. (all compositions to be corrected before being transcribed onto paper) |

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| | <p>Orally know beginning, middle and end sound (Montessori Senior)</p> <p>Enrichment of vocabulary –</p> <ul style="list-style-type: none"> Classified pictures Language training Experiences of good speech and good language | <p>Reading boxes</p> <p>Reading folders</p> <p>Puzzle words – i.e.: Dolch words List 1+2+3 (read & write)</p> |
| Letter and sounds taught | <p>26 sounds – ability to recognise associate and apply at least 10</p> <ul style="list-style-type: none"> • ie: s,t,m,o,a,c,f,g,h,k,d. • usually start with sounds that link with familiar names in the child’s family e.g. own name, sibling name <p>sh, ch, ee.</p> | <p>All sounds a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,r,s,t,u,v,w,x,y,z, and all phonograms (vowel digraphs)</p> <p>ee,ch,sh,oo,th,oy,ai,ue,or,ar,er,ie,qu,oa,au,ou.</p> <p>Dolch list 1+2+3</p> <p>Silent ‘e’</p> <p>‘ing’</p> <p>‘y’ as word ending</p> <p>Name of letters x26 (lower and upper case letters)</p> |
| Writing | | |
| Punctuation | <p>Capital letter for names including own name and some classmates.</p> | <p>Capital letter</p> <p>Full stop</p> |

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| | | <p>Question mark</p> <p>Margin</p> <p>Date on page: written as '14th January'</p> |
| Grammar | <p>Correct use of past, present and future tense orally.</p> | <p>Correct use of past, present and future tense orally and written.</p> <p>Action words (verb)</p> <p>Naming word (noun)</p> <p>'a' and 'the' game</p> |
| Handwriting Style (see page 16 & 17) | <p>American print.</p> <p>Pincer grip on all writing material</p> <p>Correct formation of letters and numbers (from initial exposure to letters or numbers)</p> <p>Left to right orientation.</p> <p>Top to bottom.</p> | <p>American print (same as letter in movable alphabet)</p> <p>Correct pencil grip (pincer grip)</p> <p>Correct formation of letters and numbers (from outset of learning)</p> <p>Correct positioning of letters on blue and red lined paper/copy.</p> |
| Writing devise and Paper Used | <p>Sand tray with stylus.</p> <p>Chalkboards – chubby chalk.</p> <p>Chubby crayons.</p> <p>Chubby paint brushes.</p> <p>Late Montessori, if using a pencil, they have to be the triangular chubby pencils</p> | <p>Introduction of insets starts only in Preparatory level</p> <p>Activities that support pre-writing, e.g.:</p> <ul style="list-style-type: none"> • tracing • transcribing • pattern activities |

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| | <p>Activities that support pre-writing:</p> <ul style="list-style-type: none"> • tracing • pattern activities | <ul style="list-style-type: none"> • finish a picture • pegboard (follow a pattern) <p>Lined Copy (School Designed Format)</p> <ul style="list-style-type: none"> - sequence: <ul style="list-style-type: none"> ○ Blue and red lined Paper (Prep Junior) ○ Blue and red lined copies (wide lines: Start of Prep Senior)) ○ Blue and red lined copies (narrow lines) - Used extensively to give visual memory of letter position. - Use control card for letter position when transcribing. - Integrate with punctuation and grammar as outlined - Triangular pencils - standard pencils for insets only - Experience of standard pencils before entering 1st class |
| | | <p>All spellings correct prior to transcribing at (Prep J & S)</p> |

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| <p>Spellings (transition from phonetics to key words)</p> | <p>Correct spelling of name.</p> | <p>Correct spelling of words in Dolch list 1 + 2 + 3</p> <p>Use homemade class dictionary to note correct spelling of unusual words: i.e. Christmas, Valentine, favourite etc.</p> <p>Correcting pieces of work</p> <ul style="list-style-type: none"> • Tick and dated • Positive written comments (if deemed necessary) <p>Correcting mistakes made on transcript(ideally, correction should be made in advance of the transcribing of the final transcript)</p> <ul style="list-style-type: none"> • Corrections must be made if pupils have been taught the words • Teachers identify mistakes/or dot mistakes and direct the pupils to self-correct |
| <p>Oral Language</p> | | |
| <p>Themes</p> | <p>Calendar</p> <p>Time of year</p> <p>Weather</p> <p>Children's interests and preoccupations</p> <p>Culture, Geography, History.</p> <p>Events in world at large.</p> | <p>Children's interests and preoccupations.</p> <p>Culture including customs and feasts,</p> <p>Geography including Geology,</p> <p>History including own timeline.</p> <p>Events in the world at large.</p> <p>Note: Themes are a catalyst for pupils to write stories or recounts</p> |

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| <p>Activities to support oral language development</p> | <p>Sample of activities:</p> <ul style="list-style-type: none"> • Vocabulary enrichment: Storytime, Drama, • Language training: clear and correct speech • Classified pictures • Sensorial activities incorporating mathematical language. • Nomenclature. • News time. | <p>Sample of activities:</p> <ul style="list-style-type: none"> • Vocabulary enrichment : Storytime, Drama • Language training: clear and correct speech. • Classified pictures. • Sound games with Phonograms (vowel diagraphs) • Language exercises to include: superlatives, plurals, rhyming words, word families, odd one out, masculine/feminine, sentence reconstruction, and sequencing. • Dictation of short sentences |
| <p>Recording Pupil Work and Tasks</p> | <p>Record of sounds and phonograms visually recognised.</p> <p>Record of sounds and phonograms acquired.</p> <p>Record of sounds and phonograms transcribed on sand tray or chalkboard.</p> | <p>Teacher to keep sample of written work September/ December and May to show progress.</p> <p>Send literacy portfolio home in October, December, February, Easter and end-of-year (selection from any literacy area)</p> <p>Written work of good standard, external to portfolio, should be sent home frequently</p> <p>Teacher to keep Reading record for each child.</p> |
| <p>Assessment</p> | <ul style="list-style-type: none"> • Teacher observation. | <p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation |

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| | <ul style="list-style-type: none"> • Teacher led question and answer on topics to ensure understanding. • MAMJS development checklist • 2 parent/teacher meetings (November & February) • 2 written report card (December and May) | <ul style="list-style-type: none"> • Irregular casual testing of dolch words learned to ensure they have been mastered. • Regular one on one reading with teacher record • literacy portfolio completed by October, December, February, Easter and end-of-year <p>Formal : Following test administration and correction, analysis will be carried out by class teacher and Support Teacher.</p> <ul style="list-style-type: none"> • Trinity Early Screening test – Test 2R administered in mid-October for Preparatory Senior in preparation for parent/teacher meetings by class teacher • M.I.S.T. administered in February by Support Teacher Preparatory Senior • Drumcondra Early Test of Literacy for Preparatory Senior administered in march by Support Teacher |
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| Dolch List 1 | Dolch List 2 | Dolch List 3 |
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| The | At | Do |
| To | Him | Can |
| And | With | Could |
| He | Up | When |
| A | All | Did |
| I | Look | What |
| You | Is | So |
| It | Her | See |
| Of | There | Not |
| In | Some | Were |
| Was | Out | Get |
| Said | As | Them |
| His | Be | Like |
| That | Have | One |
| She | Go | This |
| For | We | My |
| On | Am | Would |
| They | Then | Me |

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| But had | Little Down | Will yes |
|------------|----------------|-------------|

| MAMJS Penmanship Font | | | |
|------------------------------|----|----|----|
| Aa | Bb | Cc | Dd |
| Ee | Ff | Gg | Hh |
| Ii | Jj | Kk | Ll |
| Mm | Nn | Oo | Pp |
| Qq | Rr | Ss | Tt |
| Uu | Vv | Ww | Xx |
| Yy | Zz | | |