



Long Term Recorded Preparation for English

Ullmhúchán Fadtéarmach don Béarla

3rd Class  Pleanáil

School / Scoil	Scoil Samplach (19999A)	Teacher / Múinteoir	Seán Ó Briain
Class Level / Rang	3rd Class	Academic Year	2025-2026
Mode	Structured (Month-by-Month)	Learning Outcomes	12 (T1: 4 · T2: 4 · T3: 4)

Key / Eochair: T1 / T2 / T3 = term the outcome is planned for (T1 Sep–Dec, T2 Jan–Mar, T3 Apr–Jun) • 1. Engagement = learning outcome number and name from the curriculum specification • ↔ TF2, C3+4 = transfer of skills link between English and Gaeilge in the Primary Language Curriculum (TF = transferable skill number, C = class band)

Structure follows the Guidance on Preparation for Learning, Teaching and Assessment (Department of Education, 2026): expected learning in broad terms, sequencing, learning experiences, assessment and integration.

Expected Learning / Torthaí Foghlama Ionchais		
Strand / Element	Strand Unit	Content Objective / Learning Outcome
Oral Language	Oral Language	1. Engagement, listening and attention recognise themselves as listeners and speakers, engaging purposefully and empathetically with others. T1
		3. Social conventions and awareness of others use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. T1
		5. Vocabulary select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. T1
		8. Categorisation explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. T1
		11. Information giving, explanation and justification analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading. T2
Reading	Reading	3. Conventions of print and sentence structure

Strand / Element	Strand Unit	Content Objective / Learning Outcome
		Analyse and compare conventions of print in texts of increasing complexity. Analyse sentence structures, including simple, compound and complex sentences in texts. T2
		6. Vocabulary Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. T2
		8. Response and author's intent Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. T2
Writing	Writing	1. Engagement use writing as a tool to clarify and structure thought and to express individuality. T3
		3. Conventions of print and sentence structure use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing. T3
		5. Vocabulary examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences. T3
		7. Writing process and creating text identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences. T3

Focus of Learning & Learning Experiences

Fócas na Foghlama agus Eispéiris Foghlama

Aims <i>Aidhmeanna</i>	Develop confident, expressive oral communicators through daily talk and discussion. Foster a genuine love of reading through our class novels, DEAR time and the class library. Build stamina and craft in writing across a range of genres, one genre block per month. Consolidate spelling patterns (Spellbound 3) and establish fluent cursive handwriting (Just Handwriting 3).
Learning Experiences <i>Eispéiris Foghlama</i>	Guided reading in levelled groups (PM+ and Oxford Reading Tree); literacy stations twice weekly; writers' workshop with modelled, shared and independent writing; novel studies: The Legend of Spud Murphy (Eoin Colfer), Fantastic Mr Fox (Roald Dahl) and Charlotte's Web (E.B. White); poetry recitals and performance; oral presentations linked to SESE topics; DEAR time daily after lunch; paired reading with 6th Class buddies each Friday.
Methodologies <i>Modheolaíochtaí</i>	Talk and discussion; modelled, shared and guided writing; Building Bridges of Understanding comprehension strategies (prediction, visualising, questioning); station teaching with SET support; think-pair-share; KWL grids; direct teaching of phonics, grammar and spelling; drama in context for character study.
Resources <i>Acmhainní</i>	Starlight 3rd Class (Folens) core programme; Spellbound 3 (Folens); Just Handwriting 3rd Class; PM+ and Oxford Reading Tree guided readers; class library and local library visits; Building Bridges of Understanding materials; class novels (Spud Murphy, Fantastic Mr Fox, Charlotte's Web); IWB and Epic! digital library.
Differentiation <i>Difreáil</i>	Guided reading groups organised by instructional level and reviewed each term; differentiated spelling lists (core and challenge); graphic organisers and writing frames for pupils who need scaffolding; extension novel-response menus for strong readers; in-class SET support during literacy stations twice weekly; assistive spelling supports for two pupils as per support plans.

Month-by-Month Breakdown								
Miondealú Mí ar Mhí								
Month & Focus	OL Topics	Poetry	Novel / Story	Phonics / Spelling	Grammar	Writing Genre	Handwriting	Integration
Term 1: September – December								
September <i>Meán Fómhair</i> <i>Establish routines: stations, DEAR, Friday buddies.</i>	Myself and my summer; our class charter; news time routines	Please Mrs Butler (Allan Ahlberg)	The Legend of Spud Murphy ch. 1-4	Revision of blends and digraphs; Spellbound wks 1-4	The sentence; capital letters and full stops	Recount: My Summer Holidays	Cursive revision a-m	SPHE: class charter
October <i>Deireadh Fómhair</i> <i>Publish spooky stories for corridor display.</i>	Autumn; Halloween traditions; class debates (Is homework fair?)	Seasonal and Halloween poems; performance in groups	Spud Murphy finish + book response	-tion and -sion endings; Spellbound wks 5-8	Common and proper nouns	Narrative: spooky stories	Joins to t and d	History: Our Locality Long Ago
November <i>Samhain</i> <i>Report writing feeds the Science display.</i>	People who help us; interviews with visitors	From a Railway Carriage (R.L. Stevenson)	Fantastic Mr Fox ch. 1-9	Double consonants; Spellbound wks 9-12	Verbs and verb tenses	Report: Irish wildlife	Joins to e and i	Science: animals and habitats
December <i>Nollaig</i> <i>Short month; assessment-light; Christmas performance lines.</i>	Christmas around the world; show and tell	'Twas the Night Before Christmas (Clement Clarke Moore)	Fantastic Mr Fox finish + character study	Revision block; Spellbound wks 13-14	Adjectives for description	Persuasive: letters (to Santa and to the principal)	Consolidation of joins	Visual Arts: card printmaking; SPHE: kindness calendar
Term 2: January – March								
January <i>Eanáir</i> <i>Running records for target group.</i>	Winter; weather reports to camera	Snowball (Shel Silverstein); comparing funny poems	Starlight core unit: myths and legends	Silent letters; Spellbound wks 15-18	Pronouns	Procedural: recipes and how-to guides	Capital letters in cursive	Maths: procedural writing for maths games

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February <i>Feabhra</i> Grandparents Day <i>writing and readings.</i>	Friendship and belonging; circle time talk	Limericks: reading and performing	Charlotte's Web ch. 1-7	Homophones; Spellbound wks 19-22	Contractions and apostrophes	Poetry: writing our own limericks	Speed and fluency practice	SPHE: friendship themes in Charlotte's Web
March <i>Márta</i> World Book Day: <i>character dress-up and buddy reading.</i>	Seachtain na Gaeilge; World Book Day favourites	Poems by Irish poets; The Sloth (Roald Dahl favourites)	Charlotte's Web ch. 8-15	Prefixes un- and re-; Spellbound wks 23-26	Adverbs	Book review and blurb writing	Presentation pieces for open day	Gaeilge: bilingual book reviews
Term 3: April – June								
April <i>Aibreán</i> Explanation genre <i>pairs with Science observation diaries.</i>	Spring and new life; class news reports	Spring poems; haiku	Charlotte's Web ch. 16-22	Suffixes -ful and -less; Spellbound wks 27-30	Commas in lists	Explanation: life cycles	Consolidation	Science: life cycles (chick hatching project)
May <i>Bealtaine</i> Drumcondra Primary Reading <i>Test this month.</i>	Debates: Should 3rd Class have more PE?	Summer poems; anthology selection	Charlotte's Web finish + film comparison	Revision; Spellbound wks 31-34	Revision of parts of speech	Persuasive: formal letter to the principal	Assessment piece	Drama: hot-seating Wilbur and Fern
June <i>Meitheamh</i> Class anthology <i>printed and sent home.</i>	Memories of 3rd Class; school tour recount	Class anthology: each pupil's chosen poem	Free choice reading; author study display	Class spelling bee	Fun revision games	Recount: our school tour; free writing Fridays	Pen licence awards	SESE: tour location project

Assessment Measúnú	
Teacher observation and conferencing during stations; running records in September and February; weekly Friday spelling check; one assessed writing sample per genre kept in portfolio; Drumcondra Primary Reading Test in May; pupil self-assessment using two stars and a wish; shared learning intentions and success criteria for each genre block.	
Integration Throughout the Year Comhtháthú i rith na Bliana	
SESE: Our Locality report writing and famine narratives. Gaeilge: dual-language classroom labels and Seachtain na Gaeilge performances. Visual Arts: character and setting art for each novel. SPHE: friendship and belonging themes through Charlotte's Web. Maths: procedural writing (how to play our maths games).	
Other Eile	
Aligned with the whole-school approach to Building Bridges and DEAR. Term 1 family reading challenge runs September and October. World Book Day whole-school event in March. Cursive handwriting policy as agreed at staff meeting, June 2025.	
Review & Adjustments Athbheithniú	Long-term preparation is tentative and dynamic (Guidance on Preparation for LTA, 2026). Note term-by-term adjustments here as the year unfolds.