

Linking Junior Cycle English with Level 2 Learning Programmes

Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
<p>Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener</p>	<p>1.1 Listen to obtain information relating to more than one option, e.g. <i>listen to school related announcements, using a speaking timetable to get a train arrival and departure time.</i></p> <p>1.2 Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by telephone), booking a meal over the telephone.</i></p> <p>1.3 Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, top up a mobile telephone.</i></p> <p>1.4 Express personal opinions, facts and feelings appropriately, e.g. <i>expressing an opinion on a television programme, relate news from their weekend.</i></p> <p>1.5 Participate in practical, formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom.</i></p> <p>1.6 Listen to and respond to a range of stories.</p>	<p>OL8 Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way.</p> <p>OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.</p> <p>OL 2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas.</p> <p>OL11 Engage with the world of oral language use as a pleasurable and purposeful activity.</p> <p>OL5 Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes.</p>
<p>Using non-verbal behaviour to get the message across</p>	<p>1.7 Identify a range of non-verbal communications methods, e.g. <i>facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action.</i></p> <p>1.8 Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain.</i></p> <p>1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire drill.</i></p>	<p>R3 Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.</p>
<p>Reading to obtain basic information</p>	<p>1.12 Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby, names of family members.</i></p> <p>1.13 Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop.</i></p> <p>1.14 Interpret different forms of writing and text, including social signs and symbols, e.g. <i>common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing.</i></p> <p>1.15 Find key information from different forms of writing, e.g. <i>locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers.</i></p> <p>1.16 Use a range of reading strategies, e.g. clues, context, sound, prediction and decoding.</p>	<p>R1 Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words.</p> <p>R2 Read for a variety of purposes: learning, pleasure, research, comparison.</p> <p>R3 Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.</p>
<p>Using a range of writing forms to express opinions</p>	<p>1.17 Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope.</i></p> <p>1.18 Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions.</i></p> <p>1.19 Use the main rules of writing appropriately, e.g. <i>use capital letters and full stops.</i></p> <p>1.20 Use a range of spelling patterns, e.g. <i>add "ing" to a word- drop, double or nothing.</i></p> <p>1.21 Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a cheque, fill a simple form, complete a diary entry.</i></p>	<p>W4 Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences.</p> <p>W11 Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience.</p>
<p>Using expressive arts to communicate</p>	<p>1.22 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents.</p> <p>1.23 Create a range of images using a variety of materials.</p> <p>1.24 Produce a piece of work for display.</p> <p>1.25 Listen to a range of music and respond by discussing thoughts and feelings, e.g. <i>favourite singer and say why they like their music.</i></p> <p>1.26 Use drama or dance to explore real and imaginary situations.</p>	<p>OL5 Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes.</p>
<p>Using suitable technologies for a range of purposes</p>	<p>1.27 Identify three everyday uses of technology, e.g. <i>for learning, working and for fun</i></p> <p>1.29 Use technology to communicate in an activity with others.</p> <p>1.36 Find information for a project on the web.</p> <p>1.37 Send and open an email.</p>	<p>R3 Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate.</p> <p>W4 Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read.</p>

Numeracy	Managing money	2.3 Explain a shopping receipt, in relation to what was bought, money tendered and correct change given.	OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.
	Using data for a range of different purposes	2.38 Identify uses of data in everyday life, e.g. class survey on the most popular movie for teenagers. 2.43 Talk about/discuss information from basic data e.g. a pictogram, bar chart, or trend graph.	R3 Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate. OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating.
Personal Care	Recognising emotions	3.36 Identify common emotions and associated words used to express them. 3.38 Describe appropriate ways of expressing their emotions.	OL2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas.
	Making personal decisions	3.42 Describe how values are linked to making decisions in a range of scenarios, e.g. consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations.	OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating. R7 Select key moments from their texts and give thoughtful value judgements on the main character, a key scene, a favourite image from a film, a poem, a drama, a chapter, a media or web-based event.
Living in a Community	Developing good relationships	4.2 Identify situations where people speak differently depending on audience, e.g. peers, teachers, parents, other adults. 4.6 Participate cooperatively in a group situation.	OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating. OL7 Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process. OL2 Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas.
	Making consumer choices	4.28 Write a complaint or make a verbal complaint in a mock situation.	OL7 Choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process. W4 Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences.
Preparing for Work	Being able to set goals for learning	5.2 Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP, e.g. each night I am going to read a page of my book. 5.4 Express opinions on how performance could be improved, e.g. next time I will give myself more time to reach the target.	OL3 Engage in extended and constructive discussion of their own and other students' work.
	Finding out about work	5.6 List three local employment opportunities. 5.7 Describe one way in which people get a job or course of their choice, e.g. from a newspaper, information from a college. 5.8 List possible jobs that they are interested in and find information on the requirements for the jobs. 5.10 Use a variety of ways to check for the advertisement of jobs, e.g. local newspapers, websites, TV ad.	OL1 Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating. W11 Use language conventions appropriately, especially punctuation and spelling, to aid meaning and presentation and to enhance the reader's experience. W3 Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read.
	Preparing for a work-related activity	5.12 Create a curriculum vitae including personal profile, education and work experience details. 5.13 Participate in a short interview, e.g. mock job interview with a teacher. 5.16 Keep a record of tasks completed in a journal, e.g. start and finish times for a task, describe what the steps are in the task.	OL12 Demonstrate how register, including grammar, text structure and word choice, varies with context and purpose in spoken texts. W4 Write competently in a range of text forms, for example letter, report, multi-modal text, review, blog, using appropriate vocabulary, tone and a variety of styles to achieve a chosen purpose for different audiences.
	Taking part in a work-related activity	<ul style="list-style-type: none"> Gather background information to help plan and participate in the activity. Use key words associated with the activity correctly. Assess effectiveness of own role in the activity. 	R2 Read for a variety of purposes: learning, pleasure, research, comparison. R1 Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words. OL3 Engage in extended and constructive discussion of their own and other students' work.

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.