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| **Long-term plan** | | | | | |
| **Date:** | **2017/2018** | **Class** | **Junior Infants** | **Time-span:** | **September-June** |

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| **Element** | **Oral Language** | **Milestone a** | **Milestone b** | **Milestone c** | **Milestone d** | **Milestone e** |
| Explaining and understanding | **11.Retelling, and elaborating** | * With help, uses voice, sound, gesture, and props to join the adult in singing songs, reciting rhymes, retelling stories, providing accounts, initiating communications and presenting objects and news | * With help, shares a familiar or personal story, activity or event using single or multiple words. | * Exchanges information on a shared experience. * With help identifies main characters and sequences main points in a narrative * Constructs a story drawing on experiences and orally narrates to a group with support. * Gives an account from direct experience sequencing up to three events. | * Retells the main points of an unshared event or conversation using a clear structure to an audience of peers * Creates a short story, identifying main characters and events and tells main points of their own news. * Retells a familiar story sequencing key events. * Explains a factual account from direct experience to a group, introduces a topic, outlines and describes processes. | * Sequences events of own news in the correct order and responds to questions on it. * Names and describes a problem giving main details and possible solutions. * Retells a wider range of events in the past, present and future and predicts outcomes. |
| **12. Playful and creative use of language** | * Listens and attends to familiar rhymes and songs. | * Listens to and joins in with rhymes, songs and language games. | * . Responds to poetry, rhymes and songs through gesture, action and props. * Distinguishes between and has fun with nonsense words and real words. * In pretend play, uses language to create simple imaginary scenarios with peers and adults | * Uses language playfully and creatively in providing alternative endings for rhymes while maintaining the rhyme. * In pretend play uses language from experiences and texts to create elaborative imaginary scenarios. | * uses a growing bank of vocabulary and uses this imaginatively in oral texts. |
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