



Junior Infants

Oral Language Programme Response Book



Sample Pages

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Evaluation 3

Evaluation

- Individual Pupil Profile Evaluation Record 1
- Individual Pupil Profile Evaluation Record 2
- Individual Pupil Profile Evaluation Record 3

UNIT 1

First Day at School





For the teacher:

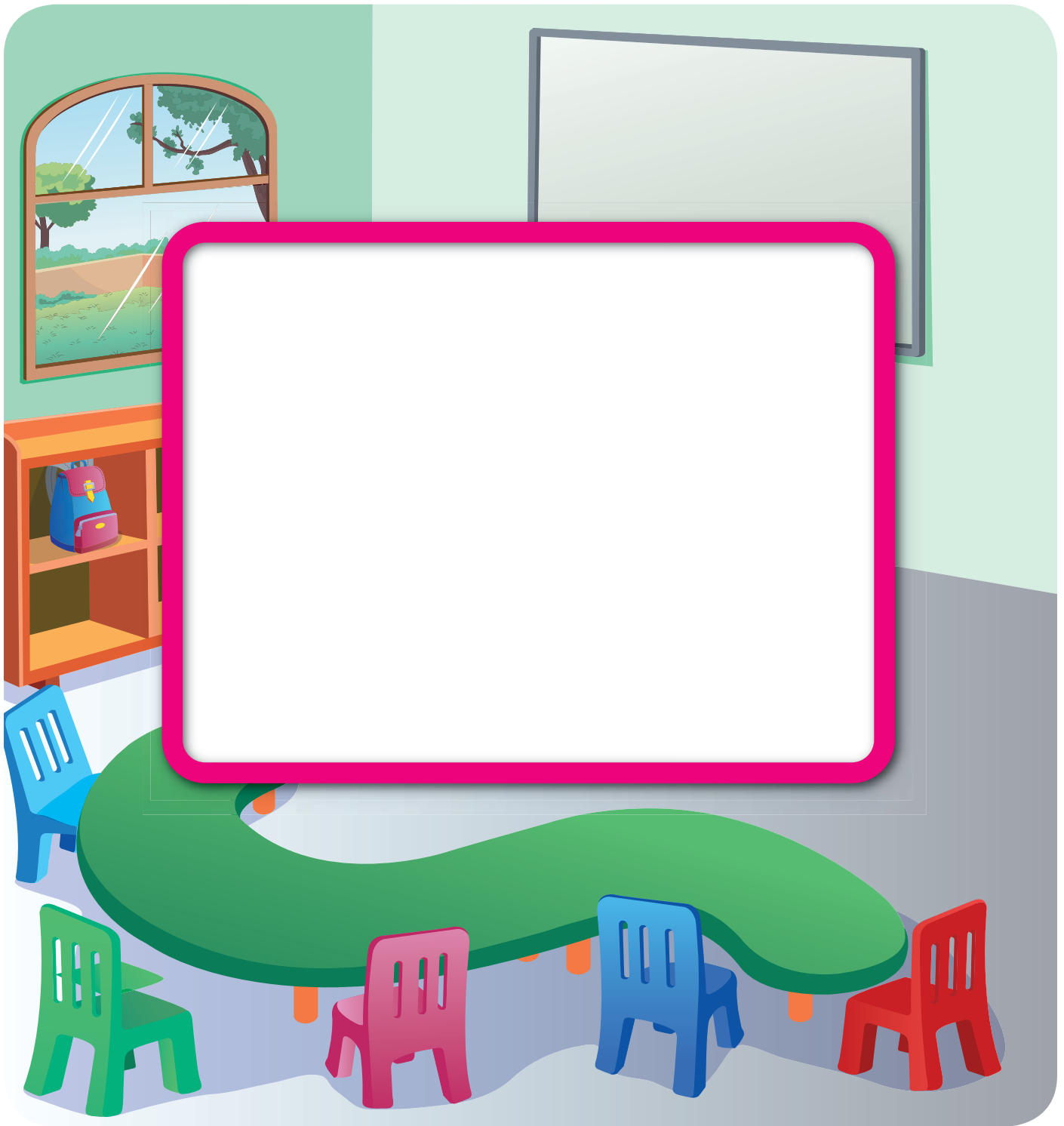
Through sustained shared thinking, discuss the picture. Ask the children in pairs/groups to describe the activities they see. Who is in the picture? Where are they? How does this remind you of your first day at school? What is your favourite part of this picture? Why? Talk about their experience of school so far.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 4, 6, 7, Exploring and using 8, 9, 10, 11, 13, 14.



My First Day at School



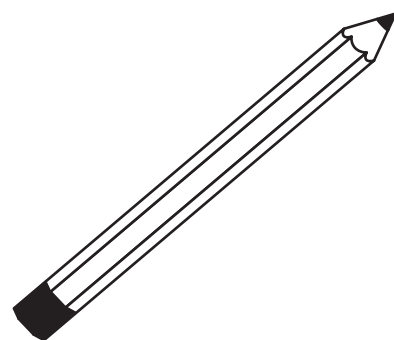
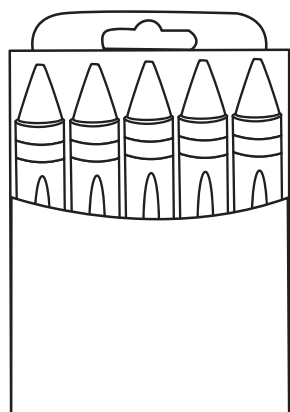
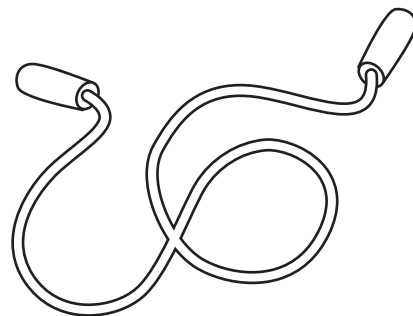
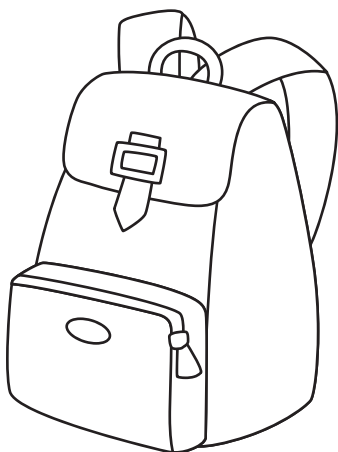
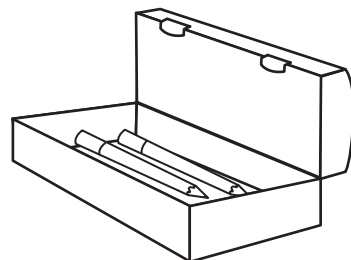
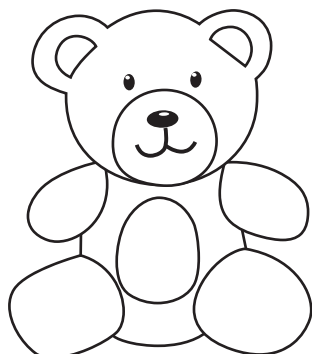
For the teacher:

Ask the children to draw/insert a photograph of themselves in their school clothes in the classroom scene. Allow time for the children to orally share their picture initially in pairs and then as a class group.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 4, 7, Exploring and using 14.

What You Need for School



For the teacher:

In pairs, ask the children to discuss the items on the page. Have the children colour the items that they need for school. Encourage them to give reasons for needing these items.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 7, Exploring and using 8, 9; Writing – Communicating 1.

UNIT 2

Visit to the Doctor





For the teacher:

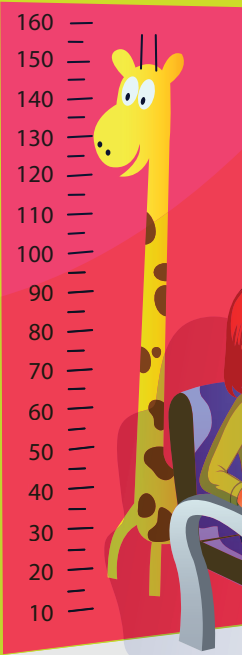
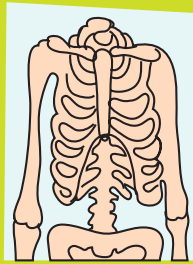
Through sustained shared thinking, discuss the picture. Ask the children in pairs/groups to describe what they see and to name all the items they can identify. Ask the children: Why do people go to see the doctor? Talk about their experience of having been at the doctor if applicable.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 4, 6, 7, Exploring and using 8, 9, 10, 11, 13, 14.

Waiting Room

Please have a seat



What is the Doctor Helping With?



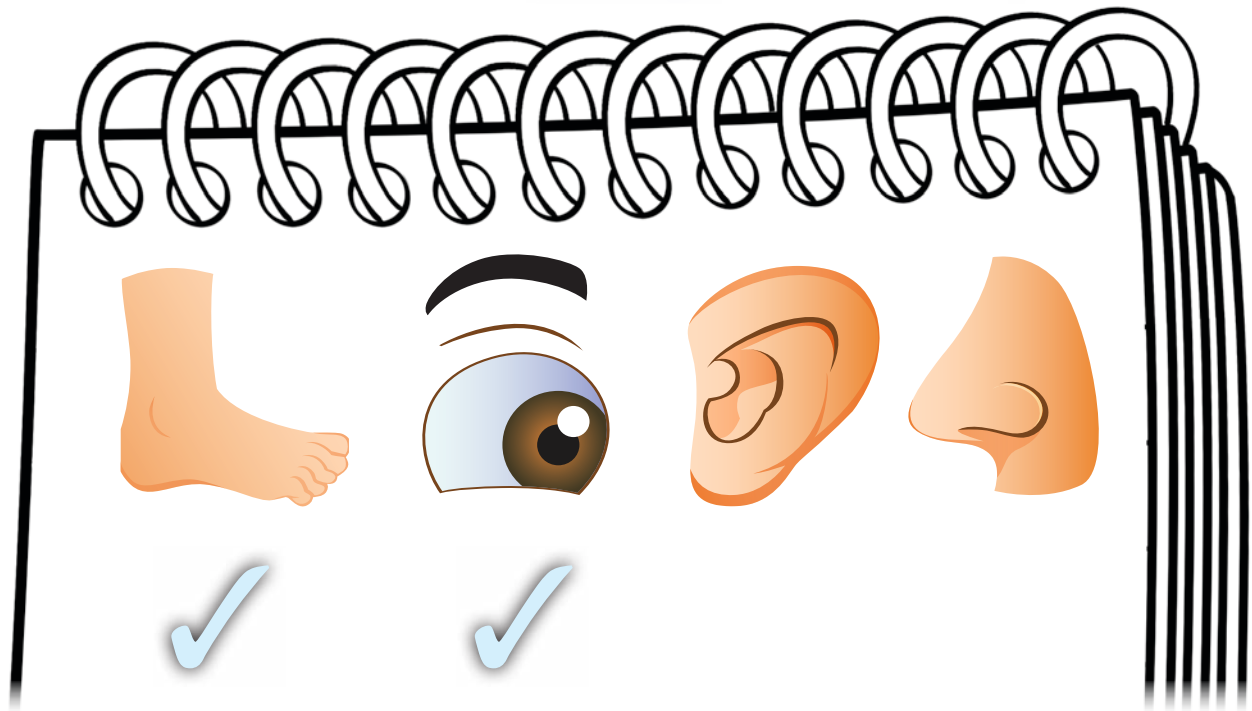
For the teacher:

As a class or in groups, have the children play Charades based on the pictures above. Ask a child to act out an ailment and encourage the rest of the children to guess what the child is miming. Once guessed correctly, the children circle the picture of that ailment. Encourage the children to discuss what the doctor would do to help the 'patient' get better.

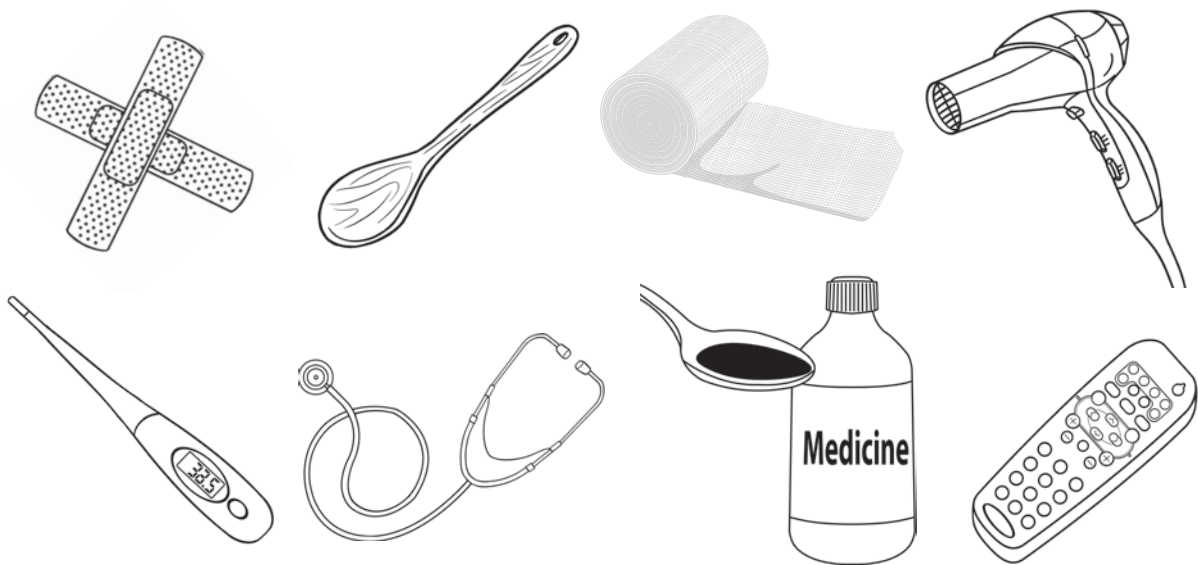
Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, 7, Exploring and using 12; Writing – Communicating 1.

Doctor's Checklist



What Does a Doctor Need?



For the teacher:

In pairs, ask the children to take turns acting out the roles of doctor and patient. Using the doctor's checklist above, ask the children to tick the items on the checklist as they question their patient, e.g. Is your foot sore? Can you move your toes? Reinforce the children's use of the vocabulary and questions from the poster.

In the same pairs, have the children name and discuss the items above. Ask the children to colour the items that a doctor needs.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, Exploring and using 12; Writing – Communicating 1.

UNIT 3

Autumn





For the teacher:

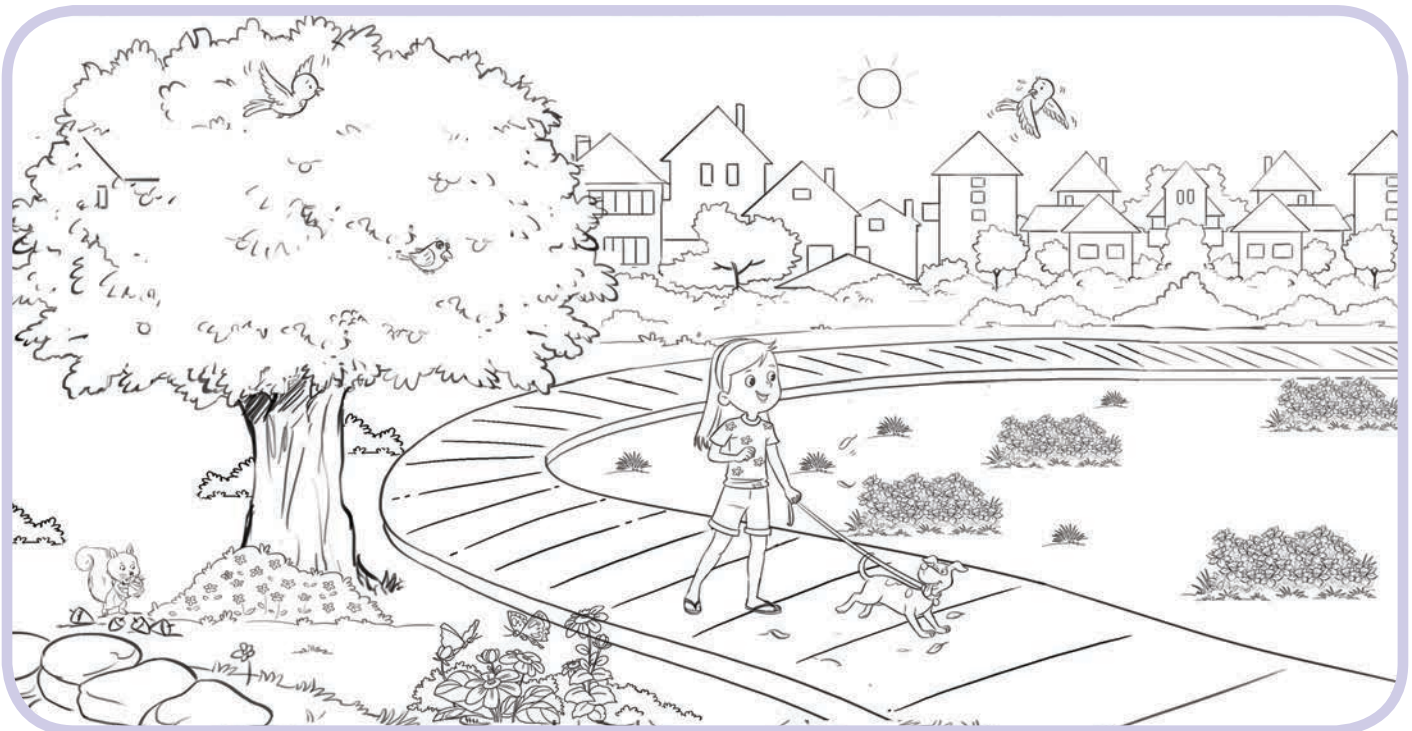
Through sustained shared thinking, discuss the picture. Ask the children in pairs/groups to describe what they see and to name all the autumn items they can identify in the park. Ask the children questions, such as: How do you know that it is autumn in the picture? What are the different activities that people are doing? What would be different in this picture if it was spring, summer or winter?

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 4, 6, 7, Exploring and using 8, 9, 10, 11, 13, 14.



Spot the Differences



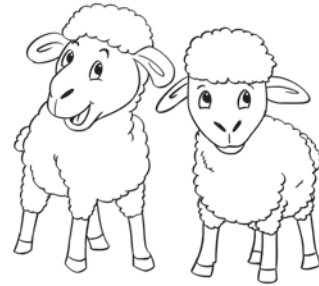
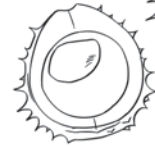
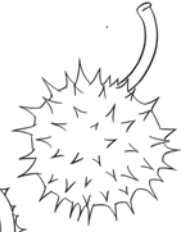
For the teacher:

Ask the children to look at the two pictures above. Use topic-specific vocabulary to describe the pictures. What is the same/different in the two pictures? Encourage the children to colour the differences in the summer picture.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 6, 7, Exploring and using 10, 13; Writing – Communicating 1.

Signs of Autumn



For the teacher:

In groups or pairs, ask the children to discuss the pictures above. Encourage them to identify and colour the autumn pictures. In their groups or pairs, ask them to discuss the remaining pictures and identify which season is being depicted.

In pairs, have the children discuss their favourite thing about autumn. In the first box, they draw their favourite thing and in the second box, they draw their partner's favourite thing.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 6, Exploring and using 10, 13, 14; Writing – Communicating 1.

UNIT 4

Halloween





For the teacher:

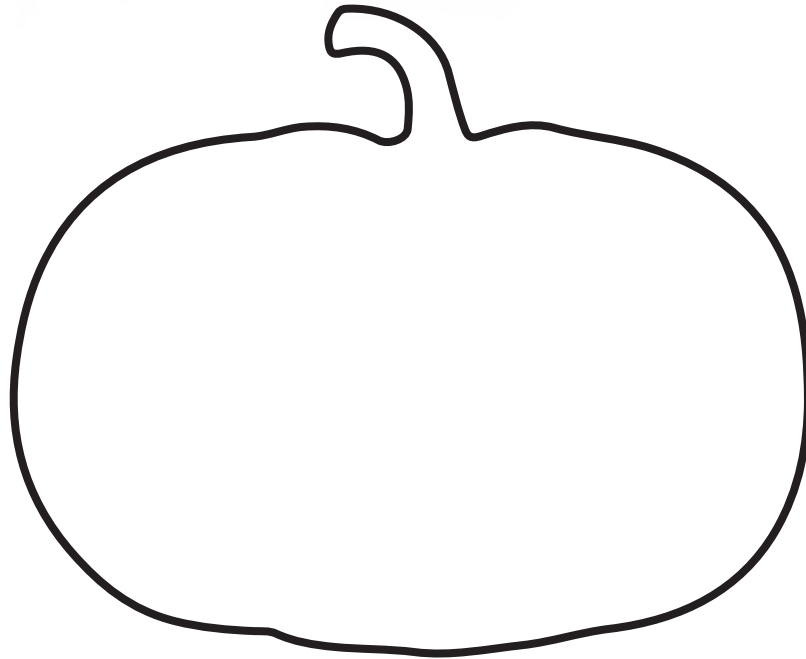
Through sustained shared thinking, discuss the picture. Ask the children in pairs/groups to describe what they see. Ask the children to name all the different Halloween activities that they can see. Ask the children questions, such as: Why are people dressed up? What is your favourite thing about Halloween?

Learning outcomes:

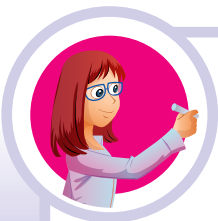
Oral language – Communicating 1, 2, Understanding 4, 6, 7, Exploring and using 8, 9, 10, 11, 13, 14.



Pumpkin Face



What's Your Costume?



For the teacher:

Arrange the children into small groups. Keeping their own page covered, each child takes a turn giving an instruction on how to draw a feature on the pumpkin face, e.g. draw a black spot under the mouth. They continue to take turns and provide instructions until the picture is complete. The goal of the game is to have all the players' pictures look the same at the end of the activity.

Then in pairs, have one child choose one of the costumes above and describe it to their partner. Their partner has to guess which costume they're describing. If they guess it correctly, they colour one of the stars. Each child takes three turns.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, 7, Exploring and using 8, 12, 14;
Writing – Communicating 1.

Halloween Bingo



For the teacher:

Explain the bingo grid above to the children. Ask the children to fill in each of the three blank squares with a Halloween picture. (If needed, help the children by suggesting possible additional pictures, e.g. cat, nuts, etc.) When they have completed their three pictures, start calling out Halloween words. The children will require counters to place on their pictures when they are called out in the bingo game. The winner is the first child to complete one line or all nine squares.

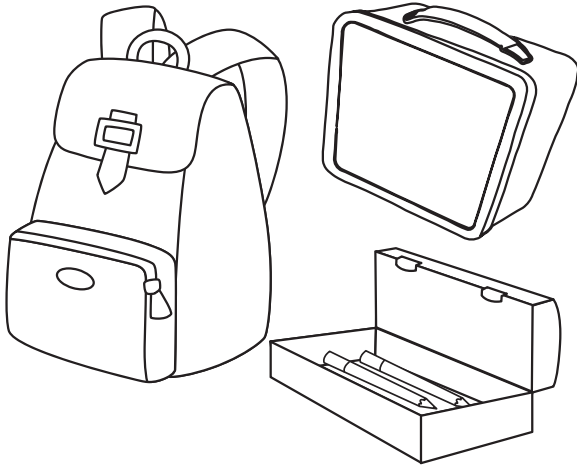
Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, Exploring and using 12; Writing – Communicating 1.

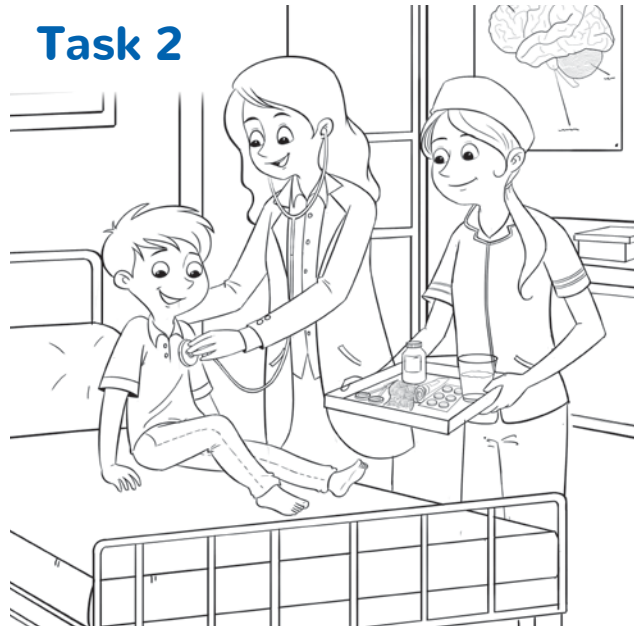
Evaluation 1

Listening Comprehension

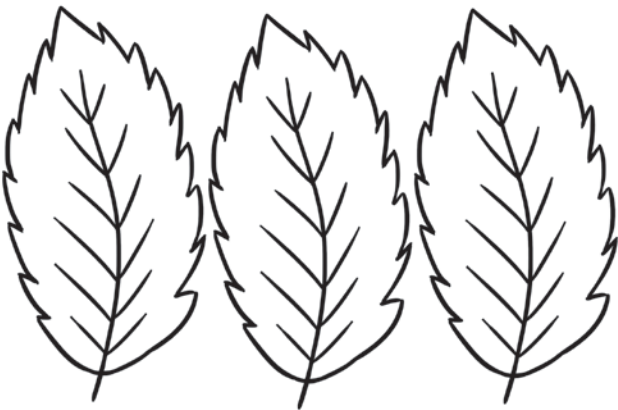
Task 1



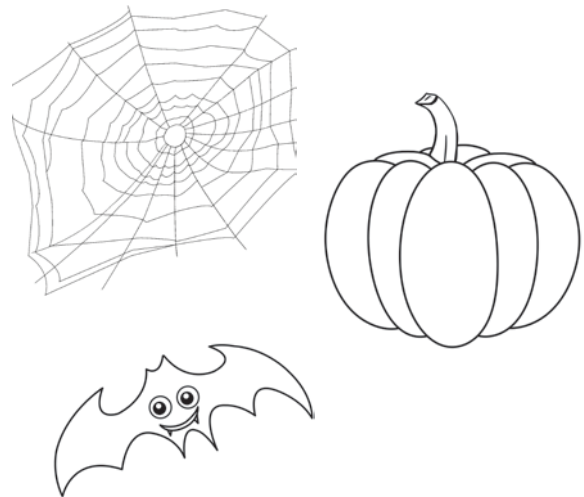
Task 2



Task 3



Task 4



/4



For the teacher:

Tell the children that they have to listen and follow the instructions that you give them. **Task 1:** Colour the lunchbox red. **Task 2:** Colour the patient blue. **Task 3:** Colour the leaves green, red and yellow. **Task 4:** Colour the pumpkin orange.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, 7, Exploring and using 10, 12, 14;
Writing – Communicating 1.

Description and Recall – Task 5



/3



For the teacher:

Arrange the children in groups of four. Ask each child to choose a different box and create three sentences that display an understanding of the vocabulary and recall of the unit. Observe and assess children as required to complete the Individual Pupil Profile Evaluation Record.

Learning outcomes:

Oral language – Communicating 1, 2, Understanding 5, 6, 7, Exploring and using 10, 12, 14;
Writing – Communicating 1.

Individual Pupil Profile Evaluation Record 1

Units 1–4 Evaluation Pages (pages 18 and 19)

Pupil: _____

Teacher: _____

Listening Comprehension	/4
Description and Recall	/3
Total	/7

Progression Continuum				
Element	Learning Outcomes	Progression Milestone A Progression Steps 1–14	needs help	satisfactory
Communicating	1: Engagement, listening and attention	Attends to stimuli, keeps eye gaze and tracks adult's gaze to visually attend to an object jointly.		
		Responds to and seeks adult attention.		
	2 and 3: Social conventions and awareness of others	Recognises and responds to and says own name.		
		Responds to stimuli and uses facial expressions, sounds, gestures, signs or speech to communicate.		
Understanding	4: Sentence structure and grammar	Uses single-word utterances and combines these with vocalisations.		
	5 and 6: Acquisition and use of vocabulary	Recognises people & objects/uses gestures to refer to link actions with objects.		
	7: Demonstration of understanding	Responds to own name & recognises familiar words.		
Exploring and Using	8 and 9: Requests and questions	Uses speech, sounds, gesture to make choices & requests.		
		Responds to a familiar question verbally and/or non-verbally.		
	10: Categorisation	Attends to familiar toys and objects.		
	11: Retelling and elaborating	Joins in singing songs, reciting rhymes, retelling stories, providing accounts, initiating communications, presenting objects and news.		
	12: Playful and creative use of language	Listens and attends to familiar rhymes and songs.		
	13: Information giving, explanation and justification	Chooses relevant objects to show understanding, to share meaning and shares meaning by linking relevant objects.		
	14: Description, prediction and reflection	Chooses relevant objects to indicate activities completed & to indicate choice of what they would like to do next.		

Teacher Observation Notes:

_____ has not yet achieved/has, broadly speaking, achieved Progression Milestone A in Oral Language.



