

Eire (Irish Republic) – English Curriculum Correlation - BRAINtastic!™ Word Skills

This document details the skills and objectives outlined in the English language curriculum which are addressed by the educational content and activities in the BRAINtastic! Word Skills series.

Primary Classes

Infant Classes		First & Second Classes		Third & Fourth Classes	
Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class
BRAINtastic! Word Skills Stage 1		BRAINtastic! Word Skills Stage 1		BRAINtastic! Word Skills Stage 2	
<p>Reading: developing concepts of language and print</p> <p>Learn to recognise and name the letters of the alphabet; Develop an awareness of letter-sound relationships.</p> <p>Reading: developing reading skills and strategies</p> <p>Learn to isolate the beginning sound of a word or syllable; Learn to isolate beginning and final sounds in written words; Learn to isolate the part of a word or syllable which allows it to rhyme with another word or syllable; Use knowledge of word order, illustration, context and initial letters to identify unknown words.</p> <p>Reading: developing interests, attitudes and the ability to think</p> <p>Analyse and interpret characters, situations, events and sequences presented pictorially; Predict future incidents and outcomes in stories;</p>		<p>Reading: developing strategies</p> <p>Continue to build a sight vocabulary of common words from books read and from personal experience; Engage in activities designed to increase awareness of sounds focusing on the sounds associated with letters and letter-clusters, patterns of sounds in words; Learn about the sounds associated with the part of a word or a syllable that allows it to rhyme with another word or syllable; Learn about the sounds associated with the beginning of a word or syllable; Learn to connect the beginnings of words and syllables with their rhyming parts as an auditory and visual exercise; Learn about common word endings, word families and roots of words; Use knowledge of letter-sound relationships (graphophonic cues), grammar and syntax (syntactic cues) and surrounding text (contextual cues) when attempting to identify unfamiliar</p>		<p>Oral language: developing competence and confidence in using oral language</p> <p>Discuss the meanings and origins of words, phrases and expressions with the teacher; Become aware of new words and new connotations of words; Play synonym and antonym games; Become familiar with the functions of words without necessarily using technical grammatical terms: noun, verb, adjective, adverb, pronoun, preposition.</p> <p>Reading: developing strategies</p> <p>Use more than one strategy when reading unfamiliar text (graphophonic, syntactic and contextual cues); Identify unfamiliar words by reference to word parts, prefixes and suffixes; Understand the relationship between text and illustration.</p> <p>Reading: reading for pleasure and information</p> <p>Experience different types of text; Use simple dictionaries effectively.</p>	

<p>Differentiate between text and pictures; Understand the function of text, become aware that text says something</p> <p>Writing: developing competence, confidence and the ability to write independently Use labels to name familiar people and things;</p> <p>Become aware of lower-case and capital letters and the full stop; Write letters and words from memory; Begin to develop conventional spelling of simple words.</p> <p>Writing: clarifying thought through writing Draw a picture and write about it a name, a caption, a sentence; Write naming words and add descriptive words; Rewrite sentences to make the message clearer.</p>	<p>words; Develop reading skills through engaging with reading material appropriate to his/her stage of development; Adapt his/her reading style for different purposes: browsing, simple scanning, skimming.</p> <p>Writing: developing competence, confidence and the ability to write independently Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns, in particular:</p> <p>simple words with short vowel rimes; simple words with regular patterns; two-syllable words with regular patterns; words with common prefixes and suffixes;</p> <p>perform alphabetical order tasks; use information technology to increase motivation to read and enhance reading development;</p> <p>Writing: clarifying thought through writing Write a simple sentence.</p>	<p>Writing: developing competence, confidence and the ability to write independently Develop an appreciation of how the intended audience should influence the nature of a piece of writing; Develop an understanding of the difference between written and oral language; Learn to use a wider range of punctuation marks with greater accuracy; Learn to write with increased grammatical accuracy; Use a range of aids and strategies to improve his/her command of spelling: Dictionaries, word lists, word searches, anagrams, regular word patterns; Develop his/her ability to write using information technology, word-processing.</p> <p>Writing: clarifying thought through writing Write in a variety of genres with greater sophistication.</p>
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Fifth Class	Sixth Class
BRAINtastic! Word Skills Stage 2	BRAINtastic! Word Skills Stage 3
<p style="text-align: center;">Oral language: developing competence and confidence in using oral language</p> <p>Discuss the positive and negative effects of jargon, slang and cliché, and express examples of them; Understand the functions and know the names of the parts of speech: noun, verb, adjective, adverb, pronoun, conjunction, preposition, article; Learn about and name the basic properties of nouns and verbs: common, proper, gender, case, tense, voice, person, number; Become familiar with compound and complex sentences, and know and understand the terms, 'phrase' and 'clause'; Discuss the meaning, effect and diversity of local words and expressions.</p> <p style="text-align: center;">Oral language: developing emotional and imaginative life through oral language</p> <p>Experience and enjoy playful aspects of language; Experiment with sequences of words discussing the origins and effects of unusual words; Play word association games.</p> <p style="text-align: center;">Reading: developing strategies</p> <p>Achieve proficiency in word identification by refining the different word identification skills; Improve his/her ability to recognise and understand words by using root words, prefixes, suffixes, syllabification – engage with an increasing range of narrative, expository and representational text.</p> <p style="text-align: center;">Writing: creating and fostering the impulse to write</p> <p>Observe models of a wide variety of writing genres.</p> <p style="text-align: center;">Writing: developing competence, confidence and the ability to write independently</p> <p>Observe the conventions of grammar, punctuation and spelling in his/her writing; Use dictionaries and thesauruses to extend and develop vocabulary and spelling; Choose a register of language appropriate to subject and audience; Choose a form and quality of expression appropriate to the audience.</p>	

Junior Cycle English – BRAINtastic! Word Skills Stage 3

First Year English

Students should be confirmed and developed in their understanding of:

- ⇒ The forms and structures of sentences and paragraphs
- ⇒ The basic punctuation conventions
- ⇒ Language awareness, e.g. nouns, adjectives, verbs and adverbs
- ⇒ A range of spelling patterns
- ⇒ A sense of register and audience

Students should be encouraged to

- ⇒ Read for revising and editing purposes
- ⇒ Read and respond to a range of literary genre; develop an awareness of the significance of sound, texture and rhythm
- ⇒ Respond to cloze-testing and sequencing procedures

Students should be encouraged to engage in the following forms of written discourse:

- ⇒ Give information in short cogent notes
- ⇒ Compose captions, headlines and titles
- ⇒ Report on events
- ⇒ Describe in a variety of forms places events and people
- ⇒ Engage in word-play to increase familiarity with the linguistic conventions of spellings, punctuation, grammar and syntax

Second Year English

Students should be confirmed and developed in their understanding of:

- ⇒ The basic punctuation conventions
- ⇒ More complex spelling patterns
- ⇒ Language awareness, e.g. prefixes, suffixes, root-words, pronouns, prepositions

Third Year English

Students should be confirmed and developed in their ability to

- ⇒ Develop basic vocabulary to discuss language use: the grammatical terms, and such terms as phrase, connotation, cliché, synonym, register, audience
- ⇒ Identify manipulative language techniques
- ⇒ Recognise appropriate and inappropriate use of style and register
- ⇒ Be aware of strategies for spelling and punctuation procedures

Level Information & Examples – Spelling Patterns & Rules

Stage 1

Level 2

Students working in this level will have experience with:

- Identifying and typing beginning consonants,
- Focussing on simple CVC words Identifying simple initial blends (e.g. *sh*)
- Matching sight words such as *he, of, in* and *the*
- Building common CVC words by matching initial consonants to appropriate endings
- Making letter patterns for given CVC words (e.g. log =)
- Using *a* and *an* appropriately

Level 3

Students working in this level will have experience with:

- Sorting CVC words by their endings (e.g. *-in,-ot*)
- Identifying and typing simple initial blends (e.g. *dr*)
- Identifying and typing one- and two-letter word endings to make three- and four-letter words
- Building words by matching initial consonant blends to appropriate endings (e.g. *wh + at = what, dr + ess = dress*)
- Making letter patterns for three- and four-letter words
- Matching sight words such as *not, him*
- Unjumbling CVC words to match a correct list
- Using *you* and *your* appropriately

Level 4

Students working in this level will have experience with:

- Identifying middle sounds as well as initial and final sounds
- Finding small words in longer words (e.g. *is - listen*)

- Matching words to their letter patterns
- Differentiating between vowels and consonants
- Ordering letters to spell given words (e.g. *ohseu* = *house*)
- Choosing the correct word from a list to fill a given space (e.g. *_i__* = *dice*)
- Identifying three-letter word endings (e.g. *-ock*)

Level 5

Students working in this level will have experience with:

- Identifying and using three-letter blends to make words
- Adding initial blends to a variety of endings to make correct words
- Matching sight words such as *people*, *write*
- Identifying base words (e.g. the base word of *picking* is *pick*)
- Changing words from singular to plural by adding *-s*
- Matching words to their letter patterns
- Completing simple sentences by choosing between given words
- Unjumbling three- and four-letter words to match a correct list

Level 6

Students working in this level will have experience with:

- Selecting and copying the correct spelling of a word from a list (e.g. *thm*, *them*, *tham*, *thim*)
- Identifying whether or not a word is spelled correctly and correcting it if necessary
- Matching words to their letter patterns
- Identifying and using words with double letters
- Adding the suffixes *-ed* and *-ing* to verbs
- Using vowel pairs in words (e.g. *beach*, *goat*)
- Matching words from a word bank to given clues (e.g. a word that ends in *ck* = *stick*)

Level 7

Students working in this level will have experience with:

- Identifying and correcting errors in words of up to four letters
- Identifying the number of syllables in given words
- Differentiating between short and long vowel sounds in given words
- Locating vowels and consonants in words
- Changing one letter in a word to make a new word
- Matching words to their letter patterns
- Using word endings such as *-able* and *-ible*

Stage 2

Level 1

Students working in this level will have experience with:

- Using *there* and *their* appropriately
- Removing letters from the beginning or end of words to make smaller words
- Finding words in a grid
- Using homophones correctly in sentences (e.g. *son/sun*)
- Differentiating between singular and plural words in a group
- Adding *-s/-es*, *-ed*, *-ing* and *-er*
- Changing verbs from present to past tense and using them correctly in sentences
- Identifying spelling errors in a given sentence

Level 2

Students working in this level will have experience with:

- Identifying an initial blend that can be added to a variety of word endings to make correct words
- Making compound words from given words
- Identifying words with silent letters
- Identifying words that are the same in both their singular and plural forms (e.g. *sheep*)
- Changing words that end in *-y* into their plural forms (e.g. *baby*, *babies*)

Level 3

Students working in this level will have experience with:

- Identifying and spelling words with silent letters
- Unscrambling multiple four-letter words to match those in a given list
- Identifying and fixing errors in capitalization of nouns
- Identifying initial and final blends that can be added to a variety of word endings and beginnings to make correct words

Level 4

Students working in this level will have experience with:

- Identifying and spelling words which are exceptions to plural and suffix rules
- Using *they're* and *their* appropriately
- Solving clues to make spelling words from a set of given letters
- Recognising and making simple anagrams

Level 5

Students working in this level will have experience with:

- Identifying related words given the meaning of a base word (e.g. *enter* = *entry*, *entrant*, *entrance* but not *entity*)
- Proofreading and selecting correctly spelled words
- Reordering groups of five or more letters to spell both anagrams and real words
- Transforming words by removing or changing one letter to make a new word
- Spelling comparative and superlative forms by adding *-er* and *-est*

Stage 3

Level 1

Students working in this level will have experience with:

- Selecting between two commonly misused or misspelt words and spelling the correct word to complete sentences (e.g. *accept* or *except*)
- Completing words in a list to find a secret word
- Identifying rhyming words that have different endings (e.g. *choir* and *buyer*)
- Matching words to descriptions of the rule they follow

Levels 2, 3, 4

Students working in this level will have experience with:

- Identifying the correctly spelled word from a variety of common misspellings and using it in context (e.g. *decendant*, *descendent*, *descendant*)
- Using common acronyms
- Spelling increasingly complex words to solve anagrams and puzzles
- Identifying and correcting spelling errors in given sentences and paragraphs

Spelling