

Rigby Star Shared and the Northern Ireland Curriculum

Programmes of Study	Rigby Star Shared
<p>Talking and listening</p> <ul style="list-style-type: none"> ● Context ● Audience ● Purpose ● Talking and Listening Activities ● Expected Outcomes 	<ul style="list-style-type: none"> ● Lesson plan activities ask children to talk and listen in both whole-class and group contexts, in role-play and conversation. ● Activities involve talking and listening to peers, in pairs, groups and whole-class situations and also to the teacher. ● Shared and feedback sessions encourage discussion, retelling stories, answering questions, talking about own work and expressing feelings and opinions. ● Lesson plans ask children to explore stories and poems, sometimes through role-play. Children listen to and say poems, retell stories and personal experiences. They express opinions and preferences and read aloud from their own work and from the shared text. ● Children present ideas in the feedback sessions and take turns in talking and listening in feedback and group work sessions. They are asked to co-operate in pairs and groups and are encouraged to practise reading with appropriate expression in shared reading sessions.
<p>Reading</p> <ul style="list-style-type: none"> ● Context ● Range ● Purpose ● Audience ● Reading Activities ● Expected Outcomes 	<ul style="list-style-type: none"> ● Lesson plan ideas ask children to read as members of their group and as members of their class. ● Rigby Star Shared offers stories, poems, plays and a variety of different non-fiction text types. ● All books are designed for reading with enjoyment as well as for information. ● Children read to themselves, to the teacher and to other pupils. ● Children listen to texts being read aloud and read themselves in shared reading sessions. They are often required to retell, re-read and act out stories and poems. They read out their own stories and poems to the rest of the class in feedback sessions. Children use role-play and discussion to focus on key features of texts. Children experience environmental print in the non-fiction texts. ● The books offer experience of many different reading strategies. Lesson ideas encourage using evidence from the text to support own views. Word work covers common spelling patterns and other features of written language. Story structure and sequencing skills are developed through sequencing pictures, story structure charts, etc. The non-fiction strand encourages reading for information and using contents pages, indexes, alphabetical order, etc. Children read aloud their own work in feedback sessions.
<p>Writing</p> <ul style="list-style-type: none"> ● Planning ● Purpose ● Context ● Audience ● Range ● Expected Outcomes 	<ul style="list-style-type: none"> ● Writing activities encourage children to plan their work using charts and diagrams and discussion of ideas with others. ● In the fiction strand children write to express opinions and narrate imaginings. In non-fiction they write to describe, report, inform, explain and record findings. ● The context for writing comes from texts that children are reading. ● Children write for themselves, teachers and other pupils. ● In the fiction strand children write stories, labels, poems and letters. In non-fiction they write descriptions, instructions, labels and records of observations. ● Children learn to write about their feelings, ideas and imaginings. Sentence level work covers sentence structure and the use of connectives. Word level work covers letter recognition, alphabetical order and common spelling patterns.