

Supporting engagement with L2LPs in the English classroom

The following are some supports for students engaging with Level 2 in the English classroom. Click on the links below. Once you click on a link it will bring you to a new tab, where you can download and/or edit the required document.



'L2LPs Priorty Learning Units'

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Linking Junior Cycle English with Level 2 Learning Programmes			
Eli	ements of the Priority	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle:
	Learning Unit	Usion to obtain information relating to more than one option, e.g. Buten to substantial minimum ments, using a speaking timefolde to	Suggested Links to Learning Outcomes CL8 Listin activity in order to interpret meaning, compare, exist effectiveness of, and respond to charae, prefix, media becarbants, di
	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a fintener	lister to school reliabel announcements, using a speaking timetable to get a hain aminal and departure time.	
	fatoner	12 Ask questions to obtain information, e.g. to check dates prices	systematic way. Oil 1 Know and use the conventions of oral language interaction.
		(face to face and by telephone), booking a meal-over the telephone.	O.T. Now and use the governors of our language interactor, variety of contexts, including class groups, for a range of purposes is as assing for information, storing at opinion, latering to office, information, arguing persuading, criticising, commentating, name
		1.3 Follow a series of spoken instructions under supervision, e.g. go to heacher's room, liceratiop, or post office, top-up a mobile brieghone.	explaining, arguing persuading, citizeng, commentating name imagining, speculating.
		1.4 Express personal opinions, facts and feelings appropriately, e.g. expressing an aprison on a trevision programme, relate news from their weekend.	Ot, 2 Engage actively and responsively within class groups in order basen to an ecounit experiences and to express heatings and class.
		1.5 Participate in practical, formal and informal communications, e.g.	CI.11 Engage with the world of oral language use as a pleasurable
		an interview or a parent leader meeting, an interview with peers on interest related topics, challing while out with frends, making announcements on the school intersors.	OLS Deliver a short and text, alone and or in collaboration with others
		1.6 Listen to and respond to a range of stories.	using appropriate language, style and visual content for specific audiences and chosen purposes.
	Using non-verbal behaviour to get the message across	1.7 Martily a range of non-verbal communications methods, e.g. facial expression, some of volum symbols, stoffing, colours to agree!	
	the message scross	mood lappropriate action.	RS Use a wide range of reading comprehension stategies appropria
		1.8 Use appropriate non-verbal behaviour in communicating a single idea. e.g. disappointment or ply, time of voice to seek assistance/complein.	tends, including digital tends; to nethrive information; to link to pre- viously follow a process or argument, summarise, link main idea monitor their own understanding: to question, analyse, synthesise
		1.11 Follow the sequence of non-verball instructions or directions for a frequent admity, e.g. using household againment with time or now.	evaluate.
		operations, putting a battery in a try, finding safety extinitioning fire arit.	
	Finading to obtain basic information	112 Read familiar words that are correctly used and personally relevant, e.g. read a list of items relating to a personal interesting-orthology, names of family members.	Rt. Real texts with fluency, understanding and competence, dece groups of words/phrases and not and single words.
		interestisposithobby, names of family members. 173 Use simple rules and find conventions that suppost meaning, e.g.	RQ Read for a variety of purposes; learning, pleasure, resecongs record
		pouse at a full stop.	RS the a vide come of mading composituration stateming appropriate
		1.14 Insepez-different forms of witing and text, including social signs and symbols, e.g. common timests of falls, menus, times, timesbees, made and other regins, simple to douglessestion instructions about a registrate a sandwish, make a cup of text), short pace of personally relevant witing.	tods, holiding digital links to entires information to link to per- hosividige, tiline is process or argument, summarise, tilk main tibu monitor fine own understanding, to question, analyse, synthesise evaluate.
		1.15 Find key information from different forms of writing, e.g. loader factual information in forms-bills, sines and dates of appointments, menus, sinesables, newspapers.	
		1.15. Use a range of reading strategies, e.g. clues, sortext, sound, prediction and decoding.	
	Using a range of writing forms to express opinions	117 Writishge notes and messages needed for simple tasks, e.g. address an envelope.	W4 Wite computerity in a range of text forms, for example letter, re- multi-model text, review, blog, using appropriate vocabulary, tone as variety of styles to achieve a chosen purpose for different audience.
		1.18 Withhope at least five sentences so that they convey meaning crinformation, e.g. anange a meeting with a friend, give directions.	W11 Use language conventions appropriately, especially punduation
		1.15 Use the main rules of witing appropriately, e.g. use capital letters and full stops.	esperience.
		120 Use a range of spelling patterns, e.g. add 'Ing' to a word-drop, double or nothing.	
		121 Use a range of different forms of writing to suit purpose and audience, e.g. write a chapus, fill a simple form, complete a diary	
		eny.	
	Using expressive arts to communicate	122 Participate in a performance or a presentation, e.g. presentation of a short drama piece to members of the class, performance of discover music to parents.	OLS Deliver a short oral text, sinne and/or in collaboration with off- using appropriate language, style and visual content/for specific audier and chosen summers.
		or music to parents. 123 Oreate a range of images using a variety of materials.	
		124 Produce a piece of work for display.	
		125 Laten to a range of music and respond by decussing thoughts	
		and leelings, e.g. favourite singer and say why they like their music. 126 Use drama or dence to explore real and linearizery situations.	
			83 lbs
	Using suitable technologies for a range of purposes	1.27 identify three everyday uses of technology, e.g. for learning, sorking and for fun.	AS the a wide range of reading comprehension sharapes appropriations, including digital lands to entirely information; is link to previous horizontal including a poissor or argument, summaritie, this main liquid median free own understanding to question, analyse, synthesize excellent.
		1.29 Use technology to communicate in an activity with others.	monitor their own understanding to question, analysis, synthesise evaluate.
		1.26 Find information for a project on the web. 1.37 Send and open an email.	Will Write for a variety of purposes, for example to analyse, evalu- imagine, expitre, engage, amuse, namele, inform, explain, an persuade, criticise, comment on what they have heard, viewed and re
		Control and open an evan.	persuade, criticise, comment on what they have heard, viewed and re



'Working with L2LPs'

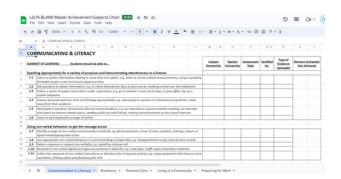
'Linking Junior Cycle English with Level 2 Learning Programmes' 'L2LPs Subject Planning Template'

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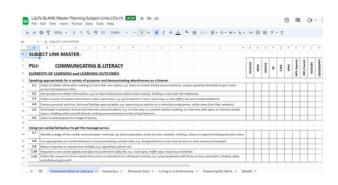
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'L2LPs Blank Master Achievements Subject Chart'

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'L2LPs Blank Master Planning Subject Links LOs'

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'Level 2 and Level 3 in the Junior Cycle English Classroom - workshop from English CPD 2021/22'.

Junior Cycle English classroom.

Please note: This workshop was orginally delivered by the JCT English team.

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