

❖ General Timetabling

- What is my current time allocation for language 1 and language 2?
Language 1 - 5hrs. (long day), 4hrs. (short day)
Language 2 - 3.5 hrs. (long day), 2.5 hrs. (short day)



❖ Discretionary Time

Discretionary Time - 2hrs (long day), 1 hr. (short day)

- Is any of my discretionary time given to **languages**?
- Have I considered using my discretionary time **flexibly across subjects** “.....whether the planning period encompasses a week, four weeks, twelve weeks, or a shorter or more extended period, it is important that discretionary time is used flexibly and that all subjects benefit from it. It should not be given exclusively to any one subject or curriculum area.” (Introduction to Primary Curriculum, page 77)

❖ Literacy Focus

- Is there value in allowing one particular strand to take precedence throughout a particular learning process? *e.g. While teaching a genre in Writing, Oral Language and Reading may take precedence towards the start of this process. As the class teacher, I can decide this based on the needs of my class / children.*
- Do I allow **flexibility within my timetable to adapt the amount of time** given to a strand based on the needs of the children?
- Are there particular aspects of Literacy that I would find **helpful to have explicitly timetabled** *e.g. Spellings - Writing L.O. 4, DEAR time, Read aloud - Reading L.O. 1 & 2*
- Am I aware of the **potential within school initiatives**, e.g. Grandparent's Day, debating competitions etc., to develop Literacy skills? Would it be beneficial to have them explicitly timetabled?

❖ In Class Support / Team Teaching

- Are there opportunities within my timetable for **in-class support / team teaching** models in order to address the needs and abilities of children on the continuum of support / school provision plan i.e. class support / school support / school support plus?

❖ Teaching Approaches

- Am I aware of my **agency as a teacher** in using my scheme as a resource and **choosing** only the activities that best meet the interests, needs and abilities of the children?
- Do I allow for flexibility within my timetable to **embrace unexpected learning opportunities**?
- Have I considered some / more **Assessment for Learning (AFL) strategies** that could be integrated into my practice which could enhance teaching and learning time? *e.g. Peer and Self Assessment*
- Would it be more beneficial for my children to complete some **activities collaboratively / orally**? *e.g. Comprehension questions following a text*
- Have I considered opportunities to develop and / or consolidate **Literacy skills through other subject areas** (Disciplinary Literacy)? *e.g. Procedural Writing in Science, Retelling in History*

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