

Primary Language Curriculum

Curaclam Teanga na Bunscoile





Contents

1	Introduction - Réamhrá	4
2	Rationale - Réasúnaíocht	6
3	Aims - Aidhmeanna	12
4	Strands and elements - Snáitheanna agus Gnéithe	14
5	Learning Outcomes - Torthaí Foghlama	18
6	The Primary Language Curriculum in practice Curaclam Teanga na Bunscoile i bhfeidhm	34
7	Primary Language Toolkit - Uirlisí Úsáide Teanga na Bunscoile	52
8	Glossary - Gluais	54
9	References - Tagairtí	60
10	Appendices - Aguisíní	
	Appendix 1: Language skills and elements	62
	Appendix 2: Functions of language	66

1. Introduction

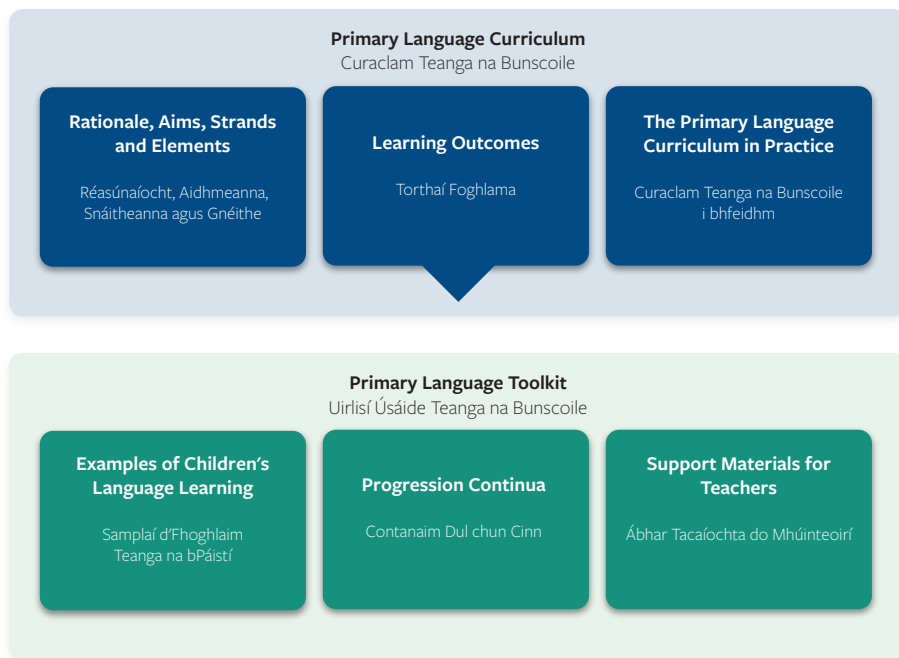
The Primary Language Curriculum marks a significant landmark in the ongoing development of the curriculum for primary schools. Recent decades have seen significant changes in Irish society with over 200 languages now used in Ireland. Curriculum reviews and research during this time have highlighted strengths and challenges of the 1999 curriculum for English and Irish. Successes include the increasing emphasis on active learning methodologies, attainment in reading in English and the ongoing support of children with special educational needs. There are, however, challenges, including the learning of Irish in English-medium schools, developing children's digital and critical literacy, problem-solving skills and progressing learning for the most able children in classrooms. Research and feedback from teachers highlight the need for a new Primary Language Curriculum which

- integrates English and Irish and includes all children and the language knowledge and experiences that they bring to the classroom
- engages teachers and supports children to develop positive dispositions toward language and literacy
- supports teachers to help children to progress in their language learning and development through the primary years
- is less crowded and places greater emphasis on practice
- is more than functional, so that it enables children to make and explore language meaning as well as receive and create it

The Primary Language Curriculum supports teaching and learning in English and Irish. The curriculum is for teachers of children of all abilities in all school contexts- English-medium schools, Gaeltacht schools, Irish-medium schools and special schools. The Primary Language Curriculum has the same structure and strands for both languages, English and Irish. It is an integrated curriculum that makes connections across and within languages and that seeks to support the transfer of skills between languages. Integration between the two languages supports teachers to plan for and progress children's learning in Language 1 and Language 2 of the school, whether English or Irish. This builds on the approaches to integration described in the 1999 curriculum, while supporting multi-disciplinary, inter-disciplinary and trans-disciplinary approaches to language learning.

The Primary Language Curriculum presents the intended learning and development for all children by providing the Rationale, Aims, Strands and Elements, and Learning Outcomes. Teachers are further supported by the Primary Language Toolkit, found at www.curriculumonline.ie. The Primary Language Toolkit supports the Learning Outcomes of the curriculum by providing practical support for teachers in building rich language-learning experiences for children. The three components of the toolkit include Examples of Children's Language Learning, Progression Continua and Support Materials for Teachers. These are presented in more detail in section 7 of this document and are important reference points as teachers begin to plan for and use the curriculum in their classrooms.

Figure 1: The Primary Language Curriculum supported by the Primary Language Toolkit



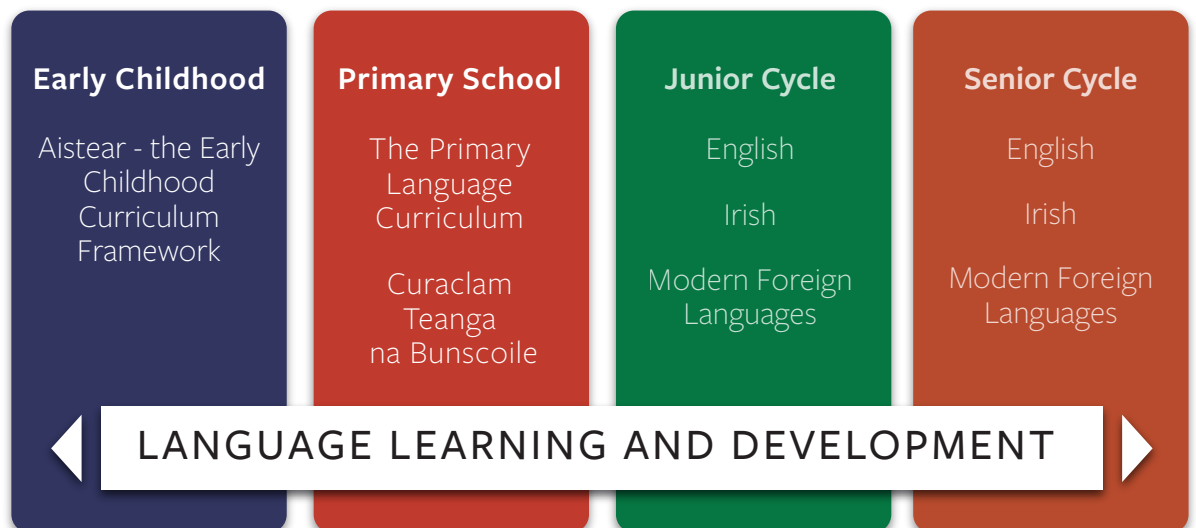
The opening sections of the Primary Language Curriculum present the Rationale, Aims, Strands and Elements, and Learning Outcomes. The curriculum continues by providing guidance on the curriculum in practice, and the use of the Primary Language Toolkit in planning for rich learning experiences. A glossary of terms and appendices are also provided.

2. Rationale

Language learning enables children to understand the world around them and to communicate effectively with others. Communication takes many forms, from the non-verbal and verbal to print-based and digital texts. Through interacting with adults, children are initiated into, and engage in communicative relationships through which they come to understand, interpret, construct meaning and critically appreciate the communication of others. Language enables children to engage emotionally, socially, cognitively, imaginatively and aesthetically in relationships and cultural experiences. It empowers children to develop their thinking, expression, reflection, critique and empathy, and it supports the development of self-efficacy, identity and full participation in society.

The Primary Language Curriculum seeks to support children on their language-learning journeys, in both English and Irish, while also acknowledging the diversity of languages spoken in Irish primary schools. The curriculum acknowledges the learning journeys that all children are on. From birth, children learn language through their interactions and experiences at home, in early childhood settings and into primary school. Children continue to engage in language learning and development as they progress to post-primary school through their experience in junior cycle. In its strands, elements and learning outcomes, the Primary Language Curriculum is aligned with the junior cycle specifications for English and Irish. This provides for continuity of experience and progression in language learning as children make the transition from primary to post-primary school.

Figure 2: The Primary Language Curriculum in the context of curriculum provision from birth to 18 years



2.1 Language shapes who we are

Language is central to how and what we learn. It is the primary medium through which new learning is acquired and assimilated. As such, it plays a vital part in the expansion of the child's own understanding of the world and their acquisition of knowledge, dispositions and skills. Language is our chief means of intrapersonal and interpersonal communication and is key to the development of the child as a person.

As a child's language develops it enables them to think about their own cultural identity and their personal place in the world. Distinguishing characteristics of cultures are often contained within their languages.

The learning of English and Irish both play an important role in developing an understanding of Irish cultural identity. Engaging with Irish broadens linguistic experience and can deepen cultural awareness, allowing children to share in a unique and rich strand of the cultural heritage of Irish society.

Language learning has significance for children's learning across the curriculum. While children continue to learn and acquire language, they also learn through language. Each curriculum area has its own terminology and its own way of using language; therefore, every lesson is a language lesson in itself.

2.2 Language learning is a developmental process

Language learning is a developmental process in which the child engages at his/her own rate. From birth, children progress at differing rates along a continuum of learning and development. The range of abilities children bring to language-learning tasks and the influence of their environment, their homes and their early childhood experiences, contribute to the variation in children's rates of progress. Children's language develops through communicating—by giving, receiving and making sense of information. For teachers, it is important to recognise the individual, inherent abilities of children and needs and their early experience of language when establishing a starting point for further language development. This is particularly important in the early years of primary school.



2.3 Language learning is an integrated process

Children extend their linguistic experiences through learning languages at home, in early childhood settings, in school or in community settings. This deepens their understanding of and connection with culture and heritage. Languages by their nature are interconnected. Developing skills in one language will help children to develop similar skills in another language, provided they have adequate exposure to the language, and adequate motivation and opportunities to engage with the language. An explicit focus on integration between languages enables children to make cross-lingual connections and develop an awareness of how language works. These connections and awareness are also called Language Awareness. This leads to learning efficiencies for the child. Thus, using language across the curriculum in other subjects outside of the discrete language lesson enables children to reinforce and generalise what they have learned.

In the context of the Primary Language Curriculum, it is important to note that Ireland is a linguistically- and culturally-diverse country. Our schools include children with English as a first language, children with Irish as a first language and children with another language as their first language. Children with neither English nor Irish as a first language are already learning in an integrated way which will enhance their learning of English and Irish in primary school.

Although discrete language skills associated with each strand are essential, engaging with all three strands of oral language, reading and writing in an integrated way enables the child to become a more effective communicator. Within the Primary Language Curriculum, integration is defined in terms of

- the transfer of skills that occurs across languages
- teaching language in other curriculum areas
- interaction across the three strands of oral language, reading and writing

Children transfer certain skills and concepts from their first to their second language and to a third language in some instances. When teachers are aware of opportunities for transfer, they can introduce these skills and help children to generalise what they have learned to other languages. Identifying and focusing on skills that transfer across languages allows teachers to reinforce what has been taught in the school's first language, using the second language. Examples such as skills associated with word recognition, conventions of print and engagement in the writing process can transfer from one language to the other and thereby help the child learn the second language.

Not all skills, however, will transfer across languages. Differences exist between the languages of English and Irish, such as morphology, sentence structure and some aspects of phonology. Schools can make specific provision for teaching language-specific skills and content as part of the planning process. It is important that English is taught through English and Irish is taught through Irish to effectively support children's learning of and across the two languages.

2.4 Children learn language through interactions

We know that the homes and communities of children play a key role in their language learning, which is developed through meaningful interactions with parents and extended family and friends. Parents play a key role in supporting the language development of their children and in establishing the language of the home prior to the acquisition of additional languages. Language is co-constructed between the adult and child through joint attention, mutual interest and enjoyment. Language learning occurs when child and adult or child and child have meaningful interactions and conversations. The role of the teacher is to support and develop children's talk during processes of exploration, discovery, and problem-solving.

The learning environment influences what and how children learn. An environment that supports and promotes children's differences is important for children to feel accepted and comfortable; an environment where differences of need, culture and language are celebrated. Children for whom English is an additional language (EAL) bring greater awareness and appreciation of languages and cultures to a classroom. Encouraging children to explore similarities and differences between languages and cultures can be of great benefit to the classroom language-learning environment by fostering a greater appreciation of languages. In the same way, children who have special communication needs and use signs, gestures or aids to communicate help raise awareness of how different methods of communication can contribute to the language-learning environment. For instance, Irish Sign Language (ISL) as a recognised language of Ireland has its own unique linguistic structure, rules and features.

An engaging environment encourages and helps all children to explore, make discoveries, solve problems, express themselves and interact with others. Playful and engaging experiences are an important part of this language-learning environment, involving children in meaningful communication. Children use language for different purposes, matching language style and tone to these purposes and to different audiences. They also play with language, sharing rhymes, jokes, nonsense syllables, and gain an early and growing understanding of language as a system that can be manipulated. An appropriately playful, stimulating and engaging learning environment facilitates language learning and development.



2.5 Children learn language in different school contexts

There are different school contexts in which language learning occurs: schools where English is the medium of instruction, Gaeltacht schools and Irish-medium schools. The prior and current Irish language learning experiences of children, of teachers and of schools vary greatly across the different types of schools.

In an English-medium school, English is the working language and Irish is taught as the school's second language. Central to the successful learning of a second language is exposure to the language. Children learning Irish as an L2, who have less exposure to the language, need opportunities outside of the Irish lesson to hear and listen to the language that they are learning. They can also practice and consolidate the language that they have already acquired. Teachers do this by using Irish regularly as an informal means of communication throughout the day and by teaching other subjects or aspects of other subjects through Irish and using Content and Language Integrated Learning (CLIL). In this way, the children will hear and speak Irish during the day. Fostering a positive disposition towards using the language and encouraging the use of Irish informally during the day supports the acquisition of the language. By teaching Irish effectively as L2, a foundation is laid on which the teaching of a third and possibly fourth language will be built later.

In Gaeltacht and Irish-medium schools, Irish is the working language of the school and children use it to communicate and to access a broad range of subjects across the curriculum. For children who are native Irish speakers, their language is developed and enriched at school. The school provides an essential setting where language is maintained and perpetuated. The teacher has a key role in affirming the type of Irish that the child speaks at home and in drawing attention gradually to other versions and to vocabulary from other dialects. Children who are not native Irish speakers are immersed in the language as the school contributes to increasing the number of Irish speakers in the Gaeltacht. The curriculum seeks to support Gaeltacht schools in preserving and fostering the language of the community by enabling children who are not native speakers to achieve advanced skills in Irish.

Children in Irish-medium schools also access the curriculum through Irish. While Irish is the working language of the school, it is recognised that it is not the language of the home for the vast majority. The curriculum seeks to support Irish-medium schools to enable children to achieve advanced skills in Irish and therefore function as a place where the language is used in day-to-day life.

We know that the language experiences of children attending primary school vary considerably. The number of children who speak a language other than Irish or English at home is a feature of Irish primary schools, creating a multilingual context for language learning. For children with English as an Additional Language (EAL), partnerships between the primary school and their homes are critical for planning for and supporting their language learning; developing their first school language while maintaining their home language.

Additionally, children with special educational needs may encounter challenges in the development of language and communication skills. A differentiated approach which focuses on the identified needs of children with special educational needs will involve planning at individual-teacher and whole-school levels.

All children come to school with a level of competence in one or more languages, which may or may not be the first language of the school. The language curriculum supports teachers to value the language experience of all children. It recognises that when children develop skills in one language, they are not just learning the skills of that language, they are also developing a common underlying proficiency which enables them to transfer language skills and learning strategies to other languages.



3. Aims

The Primary Language Curriculum sets out a vision of children as communicators, readers, writers and thinkers. It presents an understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and through relationships that are supportive, engaging and inclusive.

The aims of the Primary Language Curriculum are presented in three groups: focusing on children and their lives, children's communications and connections with others, and children's language learning and development.

I. Children and their lives

The Primary Language Curriculum aims to support teachers to

- enable children to build on prior knowledge and experience of language to enhance their language learning
- encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language
- encourage children of different languages and cultures to be proud of and to share their heritage
- recognise the wide variation in experience, ability and language style that children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships

2. Children's communications and connections with others

The Primary Language Curriculum aims to support teachers to

- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults

3. Children's language learning and development

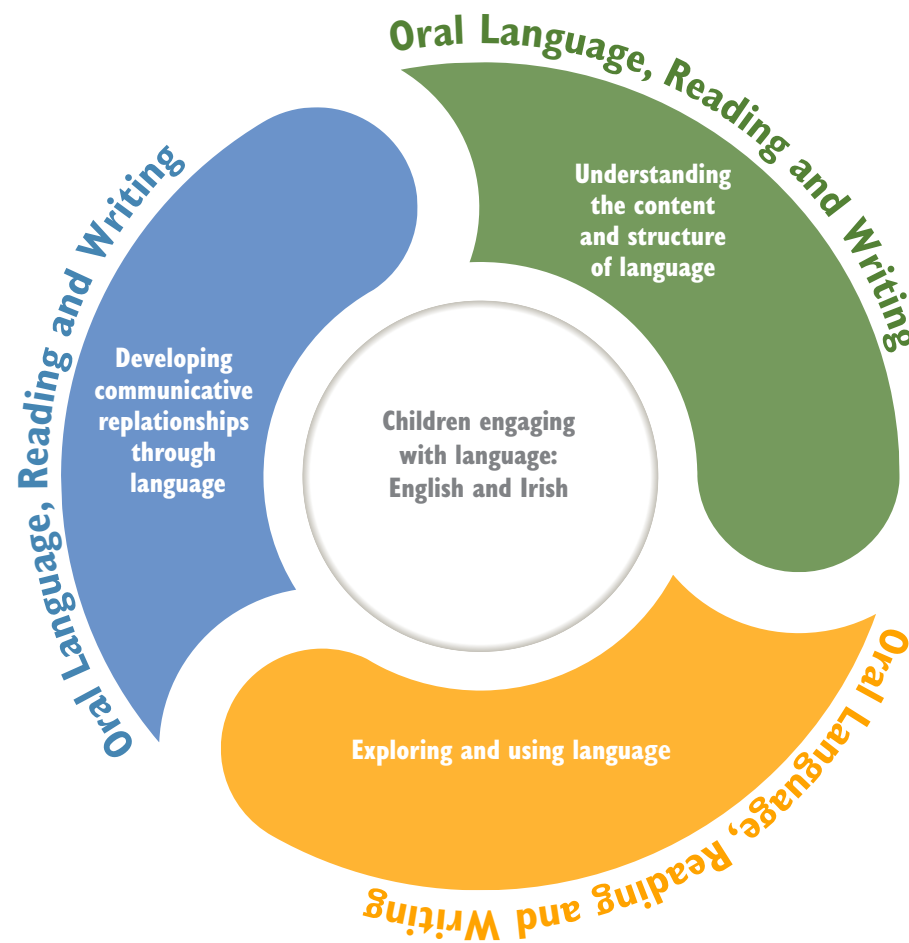
The Primary Language Curriculum aims to support teachers to

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- enable children to use language imaginatively and creatively and to appreciate its aesthetic aspects
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages

4. Strands and elements

There are three strands in the Primary Language Curriculum — oral language, reading and writing in both English and Irish. Across the strands, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills. The elements are interdependent, as Figure 3 below shows.

Figure 3: The elements of language



The elements of language learning in each of the strands are:

1. Developing communicative relationships through language
2. Understanding the content and structure of language
3. Exploring and using language

A web of interconnections exists, not only among the elements but also across the strands. While each strand supports the development of the other, the oral language strand requires specific attention in the early years of primary school as it is fundamental to the development of reading, writing and learning across the curriculum. It is through an awareness of the interrelationships between the elements and across the strands that the potential of the integrated language curriculum is realised. This potential is highlighted, in particular, through the use of the terms 'text' and 'genre'.

The Primary Language Curriculum builds upon the principles of *Aistear: the Early Childhood Curriculum Framework*. These principles highlight the importance of adult-child relationships and playful and meaningful experiences for children's learning and development. In nurturing the development of children as competent and confident communicators, the Primary Language Curriculum spotlights the importance of developing dispositions alongside concepts and skills.

Aistear defines dispositions as enduring habits of mind and action and states that 'a disposition is the tendency to respond to situations in characteristic ways' (NCCA, 2009, p.54), including independence, curiosity, playfulness, perseverance, confidence, resilience and resourcefulness. In the case of children's language learning and development, for example, a positive disposition towards reading (i.e., the 'will to read') is included in Learning Outcomes along with the concepts and skills involved in learning to read.

Concepts, dispositions and skills are at the heart of language Learning Outcomes in this curriculum. These concepts, dispositions and skills are developed as appropriate to each school context and children's learning in the first and second languages. Further information on specific concepts, dispositions and skills is provided in the Glossary. The language skills associated with each element are outlined in greater detail in Appendix I.



Element 1: Developing communicative relationships through language (Communicating)

Gné 1: Caidreamh cumarsáideach a fhorbairt trí theanga (Cumarsáid)

This element focuses on developing children's knowledge and understanding of how we build and share meaning together in communicative relationships, as listeners and speakers, and as givers and receivers of information. In specific terms, it is about developing the skills which support that process, and, in this way, the element builds on the theme of Communicating in Aistear. Building and sharing meaning in communicative relationships requires that children engage both as listeners and speakers. In this process, listening and speaking are reciprocal skills and these skills are developed in tandem.

Children's attention and listening comprehension are supported and developed through the relevance of their responses and contributions to the topic under discussion. In a conversational setting, the teacher affirms and/or adjusts the comprehension levels and takes her/his turn in contributing to the topic and further challenging the child/children for listening comprehension and expression as they contribute in turn. In doing this, the teacher recognises that some children learn best using signs, visuals, or through other senses, including touch. The reciprocal exchange of meaning relies on the treatment of listening and speaking as reciprocal skills for development within the curriculum. The majority of children will come to the classroom with a well-developed sense of the communicative relationship and this element builds on their existing experience. For some children these relationships will be less developed, and, for a minority, the focus will be on initiating them into a communicative relationship. While the three elements are interrelated, the concepts, dispositions and skills represented in the Learning Outcomes for this element relate to children's progress in the other two. These Learning Outcomes promote enjoyment, motivation, choice, and a sense of purpose and engagement in using language to communicate with others.

Element 2: Understanding the content and structure of language (Understanding)

Gné 2: Ábhar agus struchtúr na teanga a thuiscint (Tuiscint)

This element focuses on developing the ability of children to create and interact successfully with texts using increasingly-sophisticated knowledge and understanding of the content and structure of language. The Learning Outcomes associated with this element focus on sentence structure and grammar, oral vocabulary and reading vocabulary, conventions of print, phonological and phonemic awareness, word recognition, spelling and comprehension. Within the curriculum, children will understand and use vocabulary and sentence structures at increasingly-complex levels. Listening comprehension is critical to the child's development of vocabulary and sentence structure. In the oral language strand, listening and speaking, comprehension and expression are developed as reciprocal skills in the social interaction of teacher/child and child/child(ren) conversations. Listening and oral comprehension skills are given expression. They are further developed through the child's use of words and phrases in the original context and in their generalisation to contexts beyond those in which they were originally heard and used.

Element 3: Exploring and using language (Exploring and using)

Gné 3: Teanga a fhiosrú agus a úsáid (Fiosrú agus úsáid)

This element prioritises the development of children's ability to explore and use language for a wide range of purposes, in a variety of genres, and with a range of audiences, familiar and unfamiliar. Through exploring and using language, a sense of voice is nurtured and an appreciation of the aesthetic dimension of language develops. As they engage with and create a wide variety of oral and written texts, children develop a greater awareness of author voice. In exploring and using language in the curriculum, they will be required to listen to and present narratives and factual accounts of increasing complexity and abstraction. Listening comprehension of complex oral texts is critical to children's understanding of how language is used within a curriculum, to build ideas and propositions. In the oral language strand, listening and speaking are developed as reciprocal skills and understanding is supported and extended through expression. This oral and social construction of meaning through listening and speaking supports reading and writing where the child is required to engage individually and to understand and respond in the construction of meaning with written texts.

Questioning should focus on three types— curiosity questions, procedural questions and questions used for social purposes. The creative and playful use of language includes playing with nonsense language which contributes significantly to the development of children's metalinguistic skills. The Learning Outcomes for this element focus on a wide range of language functions and genres across oral language, reading and writing as well as on fluency, comprehension, handwriting, the writing process, and author's intent.



5. Learning Outcomes

Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The curriculum acknowledges that children's progress towards Learning Outcomes will be influenced by their varying circumstances, experiences and abilities. By focusing on learners, outcomes enable teachers to use a range of appropriate pedagogical approaches to support children on their learning journey. Reflecting *Aistear's* principles the phrase, 'Through appropriately playful learning experiences, children should be able to...' is used to introduce all Stage 1 Learning Outcomes (junior and senior infants), clearly indicating a playful approach to teaching and learning in the early years of primary school. For Stages 2 to 4 (first to sixth class), the phrase, 'Through appropriately engaging learning experiences, children should be able to...' is used to introduce all Learning Outcomes. Together, these introductions to the Learning Outcomes highlight the importance of active, interactive and enjoyable language-learning experiences for children throughout their primary school years.

Learning Outcomes focus on learning being an enabling process that helps children in their development of concepts, skills and dispositions. They support teacher agency in making professional judgements when planning, teaching and assessing all children. Learning Outcomes help teachers to select what to teach and the best order in which to teach it. They also help teachers to choose appropriate pedagogical approaches and to identify the most appropriate assessment methods that match the intended learning. Learning Outcomes, when shared with learners, can support them to be clear about what they are learning, to be aware of their progress and be active agents in their own learning. Teachers support children in the achievement of Learning Outcomes by providing learning experiences related to aspects of the learning outcome and which are best suited to the needs of the children. Outcomes recognise that children learn and teachers teach in a variety of contexts and that the teaching/learning journeys will be different in these contexts.

The Learning Outcomes emphasise children's development of both constrained and unconstrained skills.

- Constrained skills, such as letter knowledge and conventions of print, are essential because they are fundamental to children's subsequent learning and development. These can be achieved over a particular period of time and once demonstrated these skills enable children to engage in the further development of their literacy.
- Unconstrained skills, such as comprehension and vocabulary, develop across the lifespan of the child. Progression and development of these skills require children to engage with and create increasingly-complex oral and written texts.

5.1 Learning Outcomes are organised by strands and elements

Concepts, dispositions and skills are at the heart of language Learning Outcomes in this curriculum. Table 1 provides a brief overview of the Learning Outcomes. Labels or abbreviations for the outcomes are used to reference the concepts, dispositions and skills across the strands and elements. For example, looking at Element 1 in the table, Engagement is central to the first Learning Outcome for each strand—oral language, reading and writing.

Table 1: Overview of Learning Outcomes

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating Cumarsáid	Engagement, listening and attention Rannpháirtíocht, éisteacht agus aird	Engagement Rannpháirtíocht	Engagement Rannpháirtíocht
	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha	Motivation and choice Inspreagadh agus rogha
	Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
Undertsanding Tuiscint	Sentence structure and grammar Struchtúr abairte agus gramadach	Conventions of print and sentence structure Gnásanna cló agus struchtúr abairte	Conventions of print and sentence structure Struchtúr abairte agus gnásanna cló
	Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
	Demonstration of understanding Léiriú tuisceana	Phonics, word recognition and word study Fónaic, aithint focal agus staidéar ar fhocail	Spelling and word study Litriú agus staidéar ar fhocail
		Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	
Exploring and using Fiosrú agus úsáid	Requests, questions and interactions Iarratais, ceisteanna agus idirghníomhuithe	Purpose, genre and voice Cuspóir, seánra agus guth	Purpose, genre and voice Cuspóir, seánra agus guth
	Categorisation Catagóiriú	Comprehension Tuiscint	Writing process and creating text Próiseas na scríbhneoireachta agus ag cruthú téacs
	Retelling and elaboration Athinsint agus mionléiriú	Response and author's intent Freagairt agus intinn an údair	Response and author's intent Freagairt agus intinn an údair
	Playful and creative use of language Teanga a úsáid go spráúil agus go cruthaitheach	Fluency and self-correction Líofacht agus féincheartú	Handwriting and presentation Peannaireacht agus cur i láthair
	Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
	Description, prediction and reflection Cur síos, tuar agus machnamh		

5.2 Text, genre and transfer of skills

Many Learning Outcomes refer to ‘text’ and ‘genre’. The definitions of these terms are broad in nature and intended to support a multi-modal, multi-disciplinary and inclusive approach to language teaching and learning.

‘Text’ includes all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital.

‘Genre’ refers to a selection of oral and written forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions. Oral forms include, but are not limited to, storytelling, drama, poetry, speeches, debates, film and digital media such as podcasts, videos, advertising, tv and radio broadcasts. More specifically, genres are types of multi-sentence oral or written texts that have become conventionalised for particular purposes. They have expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre.


The Learning Outcomes are presented by the school’s first language, English (L1), followed by the school’s second language, Irish (L2). They are grouped by strand, beginning with oral language, then reading and writing; and are listed in order using the three elements. Many of the Learning Outcomes in one language have concepts and skills which transfer across Learning Outcomes in the school’s other language. A link symbol  listed after the relevant outcome shows where transfer can occur. The link symbol is followed by a two-part code. This code begins with the number of the linked Learning Outcome in the school’s other language and is followed by the stage(s) to which that outcome belongs. This is illustrated in the example in Table 2. In this case, the link is to the first Irish (L2) Learning Outcome--‘TF1’ is the first part of the code standing Toradh Foghlama (Learning Outcome) number 1. This particular linked Toradh Foghlama is for Stages 1 and 2--‘C1+2’ is the code for Céim (stage) 1 and 2.

Table 2 :Transfer across Learning Outcomes – 

Language: English L1 Strand: Oral Language Stages: 1 and 2 Element: Developing communicative relationships through language	
I. Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate  TF1, C1+2

5.3 Literacy in the school's first and second languages

English-medium schools

Building on a rich foundation of oral language and emergent reading and writing experiences, children in English-medium schools will be introduced to formal literacy skills in English (L1) during Stage 1 (junior and senior infants). Formal literacy skills in the school's L2 (Irish) will be introduced at the latest before the end of second class, in line with the Learning Outcomes which identify emergent oral language, emergent reading and writing skills to be developed by children in Stage 1. Opportunities for 'partial Irish language immersion' for all children can be created through the teaching of curriculum areas or aspects of curriculum areas in Irish.

Irish-medium schools

Non-native Irish speakers attending a Gaeltacht or Irish-medium school will be immersed for a period in the school's L1 (Irish). Immersion occurs when children are taught through a language that is different from their home language. Following a period of immersion in Irish, children transfer the skills—particularly in literacy—that they have learned to their home language and vice-versa. In Irish-medium schools following a period of active engagement with the Irish language and a foundation of oral language and emergent reading and writing experiences, children will be introduced to formal literacy skills in the school's L1 (Irish) in Stage 1 (junior and senior infants).

To facilitate the practice of immersion education in Irish-medium schools an option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association, is available. For Gaeltacht schools a period of total early immersion up to the end of senior infants is required; as such the teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion as outlined in the Policy on Gaeltacht Education 2017-2020. In these schools the emphasis in Stage 1 (junior infants and senior infants) will be on achieving the

Learning Outcomes for the school's L1 (Irish). The achievement of the Learning Outcomes for the school's L2 (English) will be postponed until after the period of immersion, when the children will be helped to transfer the skills that they have acquired in Irish to English.

Thus, it will be expected that, although the children will be later beginning English, they will go through the Stage 1 Learning Outcomes more quickly. The research on contexts such as these, in which the learning of the major language is postponed for a period, shows that the children fare as well or better in the major language eventually and that it assists the perpetuation, acquisition and learning of the minority language. In addition to that, it gives status to the minority language.

The tables on the following pages present the Learning Outcomes for English (L1) and for Irish (L2) for English-medium schools. Most Learning Outcomes span a single stage and describe the intended learning and development at the end of that stage. Some learning lends itself to longer-term development, therefore in some instances learning is described across two stages. Where Learning Outcomes are described across two stages, teachers use age-appropriate topics and increasingly sophisticated texts to plan for and support children's language learning. Differentiation and teacher judgement play an important role in supporting each child's progression towards the Learning Outcomes.

Learning Outcomes for Oral Language (L1)					
Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
Communicating	1. Engagement, listening and attention	Through appropriately playful learning experiences, children should be able to Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate. TF1, C1+2	Through appropriately engaging learning experiences, children should be able to	Through appropriately engaging learning experiences, children should be able to Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others. Express their individuality through their knowledge and use of various languages. Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages. TF1, C3+4	Through appropriately engaging learning experiences, children should be able to Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent
	2. Motivation and choice	Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest. TF2, C1+2+3		Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. TF2, C4	
	3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences. Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally. TF3, C1 Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences.	Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. TF3, C2	Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. TF3, C3 Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. TF3, C4	Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.
	4. Sentence structure and grammar	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately. TF4, C1+2+3		Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. TF, C4	

Learning Outcomes for Oral Language (L1)

5. Vocabulary	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language. TF5 , C1+2	Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. TF6 , C3+4	Critically select and use a wide-ranging, complex oral vocabulary phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.
6. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case. TF6 , C1+2	Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate. TF6 , C3+C4	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.
7. Requests, questions and interactions	Express personal needs, opinions and preferences, and make requests with confidence. Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. TF7 , C1+2	Respond creatively and critically to what they have heard and experienced	Express personal needs, opinions and preferences, explaining and justifying their perspective. TF7 , C3 + 4
8. Categorisation	Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding. TF8 , C1+2	Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.	Select how and when appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.
9. Retelling and elaboration	Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. TF9 , C1+2+3	Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. TF8 , C3+4	Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. TF9 , C4
10. Playful and creative use of language	Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate. TF10 , C1+2	Use language playfully and creatively in their own conversations and texts and across other languages as appropriate. TF10 , C3+4	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level.
11. Information giving, explanation and justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language. TF11 , C3+4	Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.	Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
12. Description, prediction and reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. TF12 , C3+4	Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.	Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.

Torthaí Foghlama don Teanga Ó Bhéal (T2)

Gné	Céim 1: Naíonáin shóisearacha agus náíonáin shínearaacha	Céim 2: Rang 1 agus Rang 2	Céim 3: Rang 3 agus Rang 4	Céim 4: Rang 5 agus Rang 6
Uimhir agus Lipéad	<p>Trí eispéiris chuí foghlama spráilúla ba cheart go mbeadh páistí in ann</p> <p>Spéis agus comhaird a léiriú agus éisteacht go gníomhach le Gaeilge shabhair á labhairt i réimse comhthéacsanna ar mhaithe le spraoi, cé nach gá go dtuigfeadh siad gach focal.</p> <p>LO1, S1+2</p>	<p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Spéis agus comhaird a léiriú agus stór focal a shealbhú trí éisteacht go gníomhach le Gaeilge shabhair á labhairt i réimse comhthéacsanna ar mhaithe le spraoi agus cúiseanna faoi leith, cé nach gá go dtuigfeadh siad gach focal.</p> <p>LO1, S1+2</p>	<p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i dteangacha éagsúla, nuair is cuí. Bri agus taitneamh a bhaint as na comhráite agus na téacsanna sin.</p> <p>Éisteacht go gníomhach le réimse réimseanna teanga, canúintí agus blasanna ar mhaithe le cuspóirí ar leith.</p> <p>LO1, S3</p>	<p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i dteangacha éagsúla (nuair is cuí). Bri agus taitneamh a bhaint as na comhráite agus na téacsanna sin.</p> <p>Éisteacht go gníomhach le réimse réimseanna teanga, canúintí agus blasanna ar mhaithe le cuspóirí ar leith. Comparáidí a dhéanamh idir na réimseanna teanga, na canúintí agus na blasanna sin.</p> <p>LO1, S3</p>
Cumarsáid	<p>Téacsanna a roghnú agus éisteacht leo i gcomhair pléisiúir agus spéise.</p> <p>LO2, S1+2</p> <p>A aithint go n-athraíonn an stíl chainte ag brath ar an ngaol idir na daoine agus ag brath ar an lucht éisteachta.</p> <p>Feidhmiú mar chuid de ghrúpa agus roinnt focail/frásaí Gaeilge á n-úsáid.</p> <p>LO3, S1</p>	<p>Téacsanna a roghnú agus a chruthú ar ábhar spéise.</p> <p>LO2, S1+2</p> <p>Leas a bhaint as noim shóisialta chuí chun comhrá gearr a thosú, taitneamh a bhaint as, agus le tacaíocht ó chainteoir a bheith ábalta é a choimeád ar siúl ag úsáid roinnt focail/frásaí Gaeilge in abairt Bhéarla agus/nó Ghaeilge in éineacht le geáitísí chun eolas i dtaobh ábhar nó eispéireas a bhfuil cur amach aige air a roinnt.</p> <p>Focail agus frásaí Gaeilge a úsáid laistigh de ghníomhalachtaí páirteacha.</p> <p>LO3, S2</p>	<p>Téacsanna ó bhéal i réimse seánraí trasna an churaicléim a roghnú ar mhaithe le pléisiúir, spéis agus cuspóirí ar leith.</p> <p>LO2, S3</p> <p>Gnásanna sóisialta teanga a úsáid agus tús á chur le comhrá nó páirt á glacadh i gcomhrá bunaithe ar ábhar pearsanta agus ar ábhair an churaicléim.</p> <p>LO3, S3</p>	<p>Éisteacht le téacsanna agus a gcuid tuairimí faoi na téacsanna sin a chur in iúl.</p> <p>LO2, S4</p> <p>Gnásanna sóisialta teanga a úsáid agus tús á chur le comhrá nó páirt á glacadh i gcomhrá bunaithe ar ábhar pearsanta agus ar ábhair an churaicléim, agus teanga a úsáid go muinteach chun oibníú i bpáirt le daoine eile.</p> <p>Stíl agus tuin chainte a chur in oiriúint do lucht éisteachta agus do chuspóirí éagsúla i réimse seánraí labhartha...</p> <p>LO3, S3</p>
Struchtúr abairte agus gramadach	<p>Frásaí coitianta agus abairtí bunúsacha a úsáid.</p> <p>LO4, S1+2</p>	<p>Abairtí gearra a chruthú leis an struchtúr ceart den chuid is mó chun eolas a thabhairt agus cur síos a dhéanamh ar rudai a bhfuil taithí phearsanta acu orthu.</p> <p>LO4, S1+2</p>	<p>Abairtí a chruthú ag úsáid aimsir chaithe agus aimsir láthreach na mbriathra go cuí chun eolas a thabhairt agus cur síos a dhéanamh ar rudai a bhfuil taithí phearsanta acu orthu.</p> <p>LO4, S1+2</p>	<p>Úsáid a bhaint as abairtí leanúnacha leis an aimsir cheart, le hord ceart na bhfocal agus le struchtúr ceart na habairte.</p> <p>Úsáid chuí na gramadaí a léiriú agus difríochtaí idir struchtúir abairte agus struchtúir gramadaí a aithint i dteangacha agus i gcanúintí éagsúla.</p> <p>LO4, S3+4</p>
Tuiscint	<p>Éisteacht le cainteoir agus leideanna éagsúla ar nós geáitísí, forábhair, nó tuin chainte a úsáid chun teacht ar an bpríomhtheachtairteacht agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla.</p> <p>Úsáid a bhaint, le linn spraoi agus comhrá as roinnt focail/frásaí Gaeilge bunúsacha a chloiseann siad go minic.</p> <p>LO5, S1+2</p>	<p>Ciall a bhaint as focail/frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós gheáitísí agus thuin chainte an chainteora, focail ghaolmhara, pictiúr, gníomhalachtaí, míneanna nó ón gcomhthéacs nó trí éisteacht le cur síos ar an bhfocal.</p> <p>Úsáid chuí a bhaint, le linn spraoi, comhrá agus tuairiscí, as stór focal/frásaí bunúsacha a bhaineann le topaicí a bhfuil cur amach acu orthu agus focail/frásaí Gaeilge a bhaineann leis an timpeallacht scoile agus le saol an pháiste, in abairt Bhéarla agus/nó Ghaeilge.</p> <p>LO5, S1+2</p>	<p>Beannachtaí, nathanna cainte, agus frásaí coitianta a úsáid le tuin agus le foghtraíocht chuí.</p> <p>Úsáid a bhaint as stór focal agus frásaí ó bhéal, ina measc teanga a bhaineann le téacs agus le topaicí.</p> <p>Straitéisí éagsúla a úsáid chun stór focal agus frásaí a shealbhú ó fhoinsí éagsúla.</p> <p>LO5, S3</p>	<p>Réimse leathan beannachtaí, nathanna cainte agus frásaí coitianta a úsáid le tuin agus le foghtraíocht chuí.</p> <p>Úsáid a bhaint as réimse níos leithne de stór focal agus de fhrásaí i réimse seánraí.</p> <p>Straitéisí éagsúla a roghnú agus a úsáid chun stór focal agus frásaí a shealbhú ó fhoinsí éagsúla.</p> <p>LO5, S3</p>

Torthaí Foghlama don Teanga Ó Bhéal (T2)

6. Léiniú tuisceana	Tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghníomh nó fhreagra cuí a thabhairt as Béarla, nó trí fhocail nó fráisai coitianta Gaeilge a úsáid agus trí threoracha gearra a leanúint.	Éisteacht go gníomhach le téacsanna agus iad a thuiscint agus a phlé.
7. Iarratais, ceisteanna agus idirghníomhuithe	Úsáid a bhaint as gníomhartha agus/nó comhrá coitianta chun riachtanais agus roghanna pearsanta a chur in iúl, chun iarratais a dhéanamh. LO7, S1+2 Tuiscint ar cheisteanna dúnta a léiriú. LO7, S1+2 Ceisteanna simplí dúnta a chur agus freagraí gearra simplí a thabhairt, chun teacht ar eolas agus ar thuiscint. LO7, S1+2	Tuiscint a léiriú trí threoracha a leanúint agus a thabhairt. Tuiscint a léiriú trí scéilíní, míniúcháin agus cur síos a thuiscint. Tuairimí agus roghanna pearsanta a chur in iúl go muiníneach. Ceisteanna oscailte agus dúnta a chur agus a fhreagairt, chun cabhair a lorg, eolas agus tuiscint a fháil. LO7, S3+4 Réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspoirí éagsúla. LO7, S3+4
8. Catagóirí	Daoine, rudaí agus imeachtaí a aithníonn siad a ainmniú. LO8, S1+2	Riachtanais, tuairimí, agus roghanna pearsanta a chur in iúl agus iarratais a dhéanamh go neamhspleách agus go muiníneach. Réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspoirí éagsúla. LO7, S3+4
9. Athinsint agus mionléiriú	Daoine, rudaí, imeachtaí agus eispéirís a aithníonn siad a ainmniú agus cur síos gearr a dhéanamh orthu trí úsáid a bhaint as focail/geáitsí. LO8, S1+2	Catagóirí a chruthú, a mhíniú agus údar a thabhairt leo ar ábhar trasna an churaclaim agus ar ábhar nach bhfuil cur amach aige orthu. LO8, S3+4
10. Teanga a úsáid go spraiúil agus go cruthaitheach	Taitneamh a bhaint as éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú. LO9, S1+2	Scéalta pearsanta/neamhphearsanta agus scéalta samhlaíocha a insint ag déanamh cur i láthair struchtúrtha do luchtanna éisteachta éagsúla. Aimsirí agus stór focal oiriúnach a úsáid don chur síos. LO9, S3+4
11. Eolas, míniú agus údar a thabhairt	Aird a léiriú, éisteacht le hathrá ar dhánta, rannita agus amhráin ghearra Ghaeilge, agus páirt a ghlacadh iontu. LO10, S1+2	Éisteacht le gnéithe aeistéitiúla agus cruthaitheacha na teanga labhartha i réimse seánraí agus spraoi a bheith acu leo, chun cuidiú leo a cteanga labhartha féin a fhorbairt. LO10, S3+4
12. Cur síos, tuar agus machnamh	Úsáid a bhaint as teanga a bhaineann leis an ábhar atá á phlé, le tacaíocht. LO11, S1+2	Eolas cuí a roghnú agus a úsáid chun tuairimí agus smaointe a chur in iúl go soiléir. LO11, S1+2
	Cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha imeachtaí agus próisis a bhaineann le comhthéacsanna réalaíocha. LO12, S1+2	Cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha imeachtaí agus próisis a bhaineann le comhthéacsanna réalaíocha agus samhlaíocha ag úsáid teanga go muiníneach. LO12, S1+2

Learning Outcomes for Reading (L1)

Element	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
Communicating	<p>Through appropriately playful learning experiences, children should be able to</p> <p>Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.</p> <p>Discover and explore texts in various languages. TF1, C1 +2+3</p>	<p>Through appropriately engaging learning experiences, children should be able to</p> <p>Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. TF2, C2+3</p> <p>Use conventions of print and sentence structure to help understand text. TF3, C3</p>	<p>Through appropriately engaging learning experiences, children should be able to</p> <p>Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.</p> <p>Engage with texts of increasing complexity, and discover and explore texts in various languages. TF1, C4</p>	<p>Through appropriately engaging learning experiences, children should be able to</p> <p>Analyse and compare conventions of print in texts of increasing complexity.</p> <p>Analyse sentence structures, including simple, compound and complex sentences in texts.</p> <p>Compare sentence structures and texts in various languages. TF3, C3+4</p>
	<p>Choose, read and communicate about text in a range of genres and languages for pleasure and interest. TF2, C1</p> <p>Identify and use basic conventions of print in text. TF3, C1+2</p>	<p>Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. TF2, C2+3</p>	<p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4</p>	<p>Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. TF2, C4</p>
	<p>Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. TF4, C2</p>	<p>Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. TF5, C2+3</p>	<p>Analyse and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4</p>	<p>Compare sounds and patterns in words found in texts in various genres across the curriculum.</p> <p>Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. TF4, C3+4</p>
	<p>Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.</p>	<p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages. TF5, C4</p>	<p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages. TF5, C4</p>	<p>Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum.</p> <p>Use existing language skills and knowledge to decipher text in other languages. TF5, C4</p>
	<p>Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.</p> <p>Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. TF6, C1 +2+3</p>	<p>Acquire appropriate vocabulary to support the independent comprehension of text.</p> <p>Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. TF6, C1 +2+3</p>	<p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4</p>	<p>Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.</p> <p>Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary.</p> <p>Use appropriate reference materials to independently uncover the meaning of unknown words. TF6, C3+4</p>
	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>
Trisint	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>
	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>	<p>Phonics, word recognition, and word study</p>

Learning Outcomes for Reading (L1)

<p>7. Purpose, genre, and voice</p>	<p>Experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. TF7, C1+2</p>	<p>Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF7, C3</p>	<p>Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated. Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. TF7, C4</p>	<p>Recognise and examine the implications of culture and identify on the creation of texts across a range of genres. Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.</p>
<p>8. Response and author's intent</p>	<p>Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. TF8, C3+4</p>	<p>Experience and respond to texts in a range of genres across aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. TF8, C3+4</p>	<p>Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.</p>	<p>Recognise and examine the implications of culture and identify on the creation of texts across a range of genres.</p>
<p>9. Comprehension</p>	<p>Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. TF9, C2</p>	<p>Recall, discuss and sequence significant details and identify key points of information in text. TF9, C1+2 Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. TF9, C3+4</p>	<p>Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.</p>	<p>Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge. Compare and synthesize information, thoughts, and ideas from a variety of text sources.</p>
<p>10. Fluency and self-correction</p>	<p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding and self-correct independently. TF10, C2+3+4</p>	<p>Read instructional and independent-level texts in a range of genres with reasonable pace and understanding and self-correct independently. TF10, C2+3+4</p>	<p>Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>	<p>Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.</p>

Torthaí Foghlama don Léitheoireacht (T2)

Gné	Torthaí Foghlama don Léitheoireacht (T2)				
Cunarsáid	<p>Céim 1: Naíonáin shóisearacha agus naíonáin shinsearacha</p> <p>Trí eispéiris chuí foghlama spráúla ba cheart go mbeadh páistí in ann</p> <p>Taitneamh a bhaint as éisteacht le scéalta gearra simplí á léamh.</p> <p>LO1, S1+2</p>	<p>Céim 2: Rang 1 agus Rang 2</p> <p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>A thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus léaráidí.</p> <p>LO1, S1+2</p>	<p>Céim 3: Rang 3 agus Rang 4</p> <p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Páirt a ghlacadh i léitheoireacht agus taitneamh a bhaint as éisteacht léi. Iad féin a aithint mar léitheoirí.</p> <p>Taitneamh a bhaint as téacsanna a léamh agus brí na bhfocal, na bhfrásaí, agus na léaráidí i dtéacs a phlé.</p> <p>Téacsanna i dteangacha éagsúla a fhiosnú.</p> <p>LO1, S1+2</p>	<p>Céim 4: Rang 5 agus Rang 6</p> <p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Iad féin a aithint mar léitheoirí. A spéis/sásamh sa litríocht agus sa léitheoireacht i réimse seánraí trasna an churaclaim a forbairt.</p> <p>LO1, S3+4</p>	<p>Céim 5: Rang 6</p> <p>Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann</p> <p>Iad féin a aithint mar léitheoirí. A spéis/sásamh sa litríocht agus sa léitheoireacht i réimse seánraí trasna an churaclaim a forbairt.</p> <p>LO1, S3+4</p>
1. Rannpháirtíocht	<p>Téacs a roghnú ar mhaithe le pléisiúr nó spéis.</p> <p>LO1, S1</p>	<p>Téacs gearr simplí a roghnú ar mhaithe le pléisiúr nó spéis agus é a phlé ina bhfocail féin, le tacaíocht.</p> <p>LO1, S2</p>	<p>Téacs i réimse seánraí a roghnú, a léamh, agus a phlé ar mhaithe le pléisiúr, cuspoirí ar leith agus spéis.</p> <p>LO2, S2</p>	<p>Téacs i réimse seánraí a roghnú agus a phlé ar mhaithe le pléisiúr, spéis, agus cuspoirí ar leith. Machnamh a dhéanamh ar na téacsanna sin.</p> <p>LO2, S3+4</p>	
2. Gnásanna díó agus struchtúr abairte	<p>Gnásanna bunúsacha an chló a aithint agus a úsáid.</p> <p>LO3, S1</p>	<p>Gnásanna an chló a aithint agus a úsáid.</p> <p>LO3, S1</p>	<p>Gnásanna an chló a úsáid chun brí a bhaint as téacs.</p> <p>Struchtúr abairte a thabhairt faoi deara agus a phlé.</p> <p>LO3, S2</p>	<p>Staidéar a dhéanamh ar struchtúr na habairte, idir abairtí simplí, abairtí comhshuite agus abairtí casta, i dtéacsanna.</p> <p>Comparáid a dhéanamh idir struchtúr abairte na Gaeilge agus struchtúr abairte i dteangacha eile.</p> <p>LO3, S3+4</p>	
4. Feasacht fhóineolaíoch agus fhóinéimeach	<p>Imirt le fuaimneanna ar nós siollaí, ríme, comhfhuaim ríme agus fóinéimí i bhfocail labhartha, agus iad a aithint.</p> <p>LO4, S1+2</p>	<p>Fuaimneanna ar nós siollaí, ríme, tús fhoghar, foghair deiridh, agus fóinéimí i bhfocail labhartha agus scríofa a aithint.</p> <p>Comparáid a dhéanamh idir fuaimneanna na Gaeilge, fuaimneanna an Bhéarla agus fuaimneanna i dteangacha eile.</p> <p>LO4, S3+4</p>	<p>Canúintí agus blasanna éagsúla a bhíonn i dtéacsanna a aithint agus a phlé.</p> <p>LO4, S3+4</p>	<p>Canúintí agus blasanna éagsúla a bhíonn i dtéacsanna a aithint agus a phlé.</p> <p>LO4, S3+4</p>	
5. Fónaic, aithint focal agus staidéar ar fhocail	<p>Feasacht foghraíochta bhunúsach a úsáid agus tús a chur le roinnt straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ar a leibhéal teagaisc agus leibhéal neamhspleách.</p> <p>LO5, S2</p>	<p>Gach litir ó abairt na Gaeilge a ainmniú agus a fhuaimniú. Patrúin choitianta litreacha, agus straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách.</p> <p>Foghraíocht na Gaeilge a úsáid le linn léitheoireachta.</p> <p>LO5, S2</p>	<p>Feasacht fóineolaíochta agus réimse straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách.</p> <p>Cosúlachtaí agus difríochtaí idir focail agus patrúin i bhfocail a aithint agus a fhiosnú i dtéacsanna, i seánraí agus i dteangacha éagsúla.</p> <p>LO5, S3+4</p>	<p>Feasacht fóineolaíochta agus réimse straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách.</p> <p>Cosúlachtaí agus difríochtaí idir focail agus patrúin i bhfocail a aithint agus a fhiosnú i dtéacsanna, i seánraí agus i dteangacha éagsúla.</p> <p>LO5, S3+4</p>	

Torthaí Foghlama don Léitheoireacht (T2)

6. Stór focal	Stór focal a shealbhú trí éisteacht le téacsanna éagsúla agus iad a phlé le daoine eile. LO6, S1	Stór focal/teanga nua léitheoireachta a thuiscint, a shealbhú agus a phlé agus é a úsáid.	Stór focal cuí a shealbhú chun tacú le tuiscint ar théacs go neamhspleách nó i bpáirt. Úsáid a bhaint as réimse straitéisí tuisceana agus eolais chun brí focail/frásaí nua a dheimhniú agus a phlé. LO6, S2
7. Cuspóir, seánra agus guth	Taithí a fháil agus freagairt do théacs trí úsáid a bhaint as geáitsí agus/nó comhrá. LO7, S1	Tuairimí mar gheall ar théacs a chur in iúl trí úsáid a bhaint as geáitsí agus/nó comhrá. LO7, S1	Comhchiallaigh, frithchiallaigh, comhainmneacha, iarmhíreanna, táthmhíreanna, agus fréamhfocail a aithint i dtéacsanna agus iad a phlé. LO6, S3+4
8. Freagairt agus intinn an údair	Taithí a fháil ar agus freagairt do ghnéithe aeistéitiúla, cruthaitheacha agus samhláíocha téacs i réimse seánraí. LO7, S2	Freagairt do ghnéithe aeistéitiúla, samhláíocha agus cruthaitheacha téacs agus roghanna ar na gnéithe sin a chosaint agus údar a thabhairt leo. LO7, S3	Freagairt do ghnéithe aeistéitiúla, samhláíocha agus cruthaitheacha téacs agus roghanna ar na gnéithe sin a chosaint agus údar a thabhairt leo. LO7, S3
9. Tuiscint	Éisteacht leis na sonraí is tábhachtaí i dtéacs gearr-simplí agus tuiscint a léiriú orthú. Léaráidí i dtéacs a úsáid mar áis chun eolas breise a fháil faoin téacs. LO9, S1+2	Éisteacht le téacs agus a gcuid tuairimí agus smaointe a roinnt agus a phlé. LO8, S1+2	Na tuiscintí éagsúla a bhaineann le téacs a aithint agus a phlé. LO8, S1+2
10. Líofacht agus féincheartú	Éisteacht le téacs agus na sonraí is tábhachtaí a thabhairt chun cuimhne. Úsáid a bhaint as eolas cúlra agus réimse straitéisí tuisceana chun dul i ngleic le téacs agus brí a bhaint as le linn a bheith ag obair ar réimse téacsanna go neamhspleách nó i bpáirt le daoine eile. LO9, S1+2	Éisteacht le téacs agus a gcuid tuairimí agus smaointe a roinnt agus a phlé. LO8, S1+2	Úsáid a bhaint as straitéisí tuisceana chun dul i ngleic le téacs go neamhspleách agus i bpáirt le daoine eile. LO9, S1
	Téacsanna atá ag a leibhéal teagaisc agus ag leibhéal neamhspleách a léamh agus iad ag éirí níos cruinne agus níos líofa de réir a chéile. LO10, S1+2	Téacsanna teagaisc agus téacsanna ag leibhéal neamhspleách a léamh i réimse seánraí ag luas réasúnta agus le tuiscint, agus féin cheartú neamhspleách a dhéanamh. LO10, S1+2	Téacsanna teagaisc agus téacsanna ag leibhéal neamhspleách a léamh i réimse seánraí ag luas réasúnta agus le tuiscint, agus féin cheartú neamhspleách a dhéanamh. LO10, S1+2

Fiosrú agus úsáid

Learning Outcomes for Writing (L1)

Element	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
Communicating	<p>Number and label</p> <p>Through appropriately playful learning experiences, children should be able to</p>	<p>Through appropriately engaging learning experiences, children should be able to</p>	<p>Through appropriately engaging learning experiences, children should be able to</p>	<p>Through appropriately engaging learning experiences, children should be able to</p>
	<p>1. Engagement</p> <p>Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others. TF1, C1+2</p>	<p>Take part in and enjoy writing across languages where appropriate, to communicate with others. TF1, C3</p> <p>Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality. TF1, C4</p>	<p>Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.</p> <p>Use writing as a tool to clarify and structure thought and to express individuality. TF1, C4</p>
	<p>2. Motivation and choice</p> <p>Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. TF2, C1+2+3</p>	<p>Use more sophisticated conventions of print and sentence structure. TF3, C1+2</p>	<p>Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences. TF2, C4</p>	<p>Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences. TF2, C4</p>
	<p>3. Conventions of print and sentence structure</p> <p>Use basic conventions of print and sentence structure. TF3, C1+2</p>	<p>Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.</p> <p>Spell a wide range of high frequency words accurately and begin to use reference materials to check and correct spelling. TF4, C2+3</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p> <p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.</p>	<p>Use increasingly nuanced print conventions in their independent writing.</p> <p>Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.</p>
	<p>4. Spelling and word study</p> <p>Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.</p> <p>Spell high frequency and high interest words accurately.</p>	<p>Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. TF5, C3</p>	<p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling. TF4, C4</p>	<p>Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.</p> <p>Use appropriate reference materials to independently check and correct spelling. TF4, C4</p>
Understanding	<p>5. Vocabulary</p> <p>Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing. TF5, C2+3</p>		<p>Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences. TF5, C4</p>	<p>Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences.</p>
			<p>Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.</p>	<p>Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing.</p>
			<p>Evaluate how vocabulary is used in various contexts in their writing.</p>	<p>Evaluate how vocabulary is used in various contexts in their writing.</p>

Learning Outcomes for Writing (L1)

6. Purpose, genre, and voice	Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate.	Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work.
7. Writing process and creating text	Explore and use the typical text structure and language features associated with a variety of genres. Develop an individual voice to share their thoughts, knowledge and experiences. TF6 , C1+2+3+4 Use the writing process when creating texts collaboratively or independently. TF7 , C2+3	Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum. Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect. Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences. TF7 , C4
8. Response and author's intent	Share the meaning of their own texts and demonstrate understanding through responding to the texts of others. TF8 , C1+2	Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences. Examine and critically reflect on their own intent and influences as authors.
9. Handwriting and presentation	Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent. TF8 , C3+4 Write legibly and fluently in a chosen script and present texts in a range of formats. TF9 , C3 Write upper- and lower-case letters as separate, flowing letters and present texts in a range of formats.	Discuss and evaluate others' interpretation of their texts. Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats. TF9 , C4 Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats.

Torthaí Foghlama don Scríbhneoireacht (T2)

Gné	Céim 1: Naíonáin shóisearacha agus naíonáin shinsearacha	Céim 2: Rang 1 agus Rang 2	Céim 3: Rang 3 agus Rang 4	Céim 4: Rang 5 agus Rang 6
Lipéad agus uimhir	Trí eispéiris chuí foghlama spraiúla ba cheart go mbeadh páistí in ann	Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann	Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann	Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann
1. Rannpháirtíocht	Taitneamh a bhaint as marcanna agus líníocht a dhéanamh agus a gcuid scríbhneoireachta ag teacht chun cinn LO1, S1	Páirt a ghlacadh sa scríbhneoireacht pháirtreach, agus taitneamh a bhaint aisti. LO1, S1	Iad féin a aithint mar scríbhneoirí, páirt a ghlacadh i scríbhneoireacht agus taitneamh a bhaint aisti, chun cumarsáid a dhéanamh le daoine eile. LO1, S2	Taitneamh a bhaint as téacsanna a chruthú chun cumarsáid a dhéanamh le daoine eile. Dearcadh dearfach agus cuspoirí éagsúla a bheith ag páistí agus iad ag cur a gcuid smaointe in iúl i réimse seánraí. Scríbhneoireacht a úsáid chun smaointe a shoiléiriú, agus chun a bhféiniúlacht a chur in iúl. LO1, S3+4
2. Inspregadh agus rogha	I gcomhpháirt leis an múinteoir, líníochtaí nó a gcuid scríbhneoireachta atá ag teacht chun cinn a phlé le daoine eile. LO2, S1 + 2	I gcomhpháirt leis an múinteoir, uirlisí cuí a úsáid agus topaic agus ábhar a roghnú chun téacs páirtreach a chumadh agus a roghnú le roinnt le daoine eile. LO2, S1 + 2	Rogha a dhéanamh maidir le topaic, ábhair, uirlisí cuí don scríbhneoireacht pháirtreach nó neamhspleách. Téacsanna a roghnú le roinnt le daoine eile. LO2, S1 + 2	Uirlisí, straitéisí agus ábhar a mheas agus a roghnú chun téacs a chruthú i réimse seánraí. LO2, S3+4
3. Struchtúr-abairte agus gnásanna cló	Gnásanna an chló a aithint. LO3, S1	Roinnt abairtí gearra iomlána a scríobh le tacaíocht, ag baint úsáid as gnásanna an chló. LO3, S1	Struchtúr-abairte agus gnásanna cló cuí a úsáid agus iad ag cumadh téacsanna i bpáirt le daoine eile nó go neamhspleách. LO3, S2	Úsáid a bhaint as struchtúr-abairte, aimsirí cearta na mbriathra, agus nascfhocail ina gcuid scríbhneoireachta i seánraí éagsúla. LO3, S2
4. Litríú agus staidéar ar fhocail	Úsáid a bhaint ina gcuid scríbhneoireacht pháirtreach as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs. LO4, S2	Litréacha ó albítir na Gaeilge a aithint, a ainmniú, agus a fhuaimniú. Úsáid a bhaint as roinnt litrithe chirt, ag tarraingt ar an eolas atá acu faoi phatrúin fuaime agus patrúin litreacha. Tosú ar thuiscint a léiriú ar athruithe gramadaí agus iad a úsáid i bhfrásaí coiteanna ina gcuid scríbhneoireachta. LO4, S2	Litréacha oibriúcháin a aithint, a cruinn agus straitéisí litrithe a úsáid chun focail neamhathaitheanta a litriú. Ábhair thagartha a úsáid go neamhspleách chun litrithe a cheartú agus a sheiceáil. A aithint go n-athraíonn focail Ghaeilge uaireanta de réir chomhthéacs na gramadaí (séimhiú, úrú, uimhir, iolra, tuiseal ginideach).	Réimse focail ardhinicióchta a litriú go cruinn agus straitéisí litrithe a úsáid chun focail neamhathaitheanta a litriú. Ábhair thagartha a úsáid go neamhspleách chun litrithe a cheartú agus a sheiceáil. A aithint go n-athraíonn focail Ghaeilge uaireanta de réir chomhthéacs na gramadaí (séimhiú, úrú, uimhir, iolra, tuiseal ginideach).
Tuiscint				Cosúlachtaí agus difríochtaí idir focail agus patrúin litreacha i dteangacha (Gaeilge, Béarla agus teangacha eile) agus i seánraí éagsúla a aithint. LO4, S3+4

Torthaí Foghlama don Scríbhneoireacht (T2)

5. Stór focal	Úsáid a bhaint ina gcuid scríbhneoireacht pháirtreach as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs. LO5, S1	Úsáid a bhaint as stór focal óna dtaithí phearsanta agus óna dtaithí ar phlé le téacs. Teanga a úsáid go spraiúil agus go cruthaitheach. LO5, S1 +2	Teanga agus stór focal ábhartha a roghnú chun téacsanna a chruthú i réimse seánraí ar mhaithe le cuspóirí agus luchtann éisteachta/léite éagsúla. Cúiseanna a thabhairt leis na roghanna sin. LO5, S3
6. Cuspóir, seánra agus guth	Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh go minic. LO6, S1 +2	Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh agus giotáil gearra simplí a scríobh chun smaointe a chur in iúl agus an múinteoir ag gníomhú mar scríobhaí. LO6, S1 +2	Téacsanna i réimse seánraí a chruthú agus iad ag díriú ar an gcuspóir agus an lucht éisteachta. Iniúchadh a dhéanamh ar struchtúr téacs agus gnéithe teanga a bhaineann le réimse seánraí agus iad a úsáid ina gcuid scríbhneoireachta. A nguth phearsanta a fhorbairt agus téacsanna á gcruthú acu chun a gcuid tuairimí, eolais agus taithí a roinnt le daoine eile. LO6, S1 +2
7. Próiseas na scríbhneoireachta agus ag cruthú téacs	Próiseas na scríbhneoireachta a aithint agus tús a chur le leas a bhaint as chun téacs a scríobh i gcomhpháirt leis an múinteoir. LO7, S1 +2	Téacsanna a chruthú i gcomhpháirt le daoine eile agus/nó go neamhspleách agus leas á bhaint as próiseas na scríbhneoireachta. LO7, S1 +2	Scileanna agus straitéisí a bhaineann leis an scríbhneoireacht mar phróiseas a úsáid chun téacsanna a chruthú go neamhspleách agus/nó i bpáirt le daoine eile, i réimse seánraí. LO6, S3+4
8. Freagairt agus intinn an údair	Tuiscint ar théacsanna gearra simplí a léadh dóibh, agus mothúcháin ina leith, a léiriú trí léaráid/pictiúir a tharraingt. LO8, S1	Brí a gcuid pictiúr agus scríbhneoireacht phearsanta a roinnt le daoine eile agus iad a phlé, le tacaíocht. LO8, S1	Brí a gcuid téacsanna féin a roinnt. Freagairt do théacs daoine eile chun tuiscint a léiriú. Tuairimí daoine eile ar a gcuid téacsanna a phlé. LO8, S2
9. Peannaireacht agus cur i láthair		Scríobh ag baint úsáid as stíl scríbhneoireachta atá roghnaithe. Téacsanna a chur i láthair i réimse formáidí. LO9, S2	Scríobh go hinléite agus go líofa agus úsáid á baint acu as stíl scríbhneoireachta atá roghnaithe. Téacsanna a chur i láthair i réimse formáidí. LO9, S3

Fíorstú agus úsáid

6. The Primary Language Curriculum in practice

The Primary Language Curriculum helps teachers to support children's language learning through the process of teaching, learning and assessment in English and Irish. The curriculum and the Primary Language Toolkit work together to support teachers in providing rich learning experiences in language. This section provides guidance and support for the curriculum in practice, by presenting the big ideas that underpin language teaching and learning in the classroom. These include approaches to second language learning, linguistic and cultural diversity, as well as pedagogies for integration and for literacy.

Second language learning

Most children travel along predictable pathways to learning a second language. Irish is no exception and children learn Irish as a second language in primary school in individual, but predictable ways. The learning of English as an additional language will also broadly follow the same trajectory, but with greater exposure to the language and more opportunities to use it outside the school context. Initially, children gradually realise that communication and meaning can be made in other languages and they begin to demonstrate understanding. Once they have acquired some words in the new language, they begin to mix and use L2 words in L1 sentences giving mixed utterances. If the new language is acquired in a familiar setting, they will learn words and phrases that are regularly used throughout the day. Therefore, it is recommended that Irish be used regularly during the day outside the timetabled lesson. Irish can be used in school and the classroom as a language of communication and management. For example, to send a message, ask a question or seek help.

This way, over time, children acquire common familiar words and phrases in their second language. It is important that they have opportunities to repeat these words and to develop more creative speech. Supports for teachers which outline and illustrate developments and teaching supports for children's second language learning are published in the Primary Language Toolkit. The points below include some important considerations for children's second language learning.

Children's second language learning: Key principles

The points below are discussed in detail by Ó Duibhir and Cummins in the NCCA Research Report no. 16 (2012, pp. 37-58)

- Children become more autonomous and motivated language learners through opportunities for enjoyable interaction with others.
- Children learn key oral vocabulary and phrases through opportunities for imitation through stories, songs, play and daily routines.
- Children are engaged through opportunities for meaningful communication where they use contextual cues and prior knowledge for a real purpose.
- Children can avoid reinforcement of errors through explicit teaching of form, including certain features of grammar.
- Children's initial focus on meaning to develop implicit knowledge of the L2 is later supported by a focus on form.
- Children are taught through the target language, for example, Irish is taught through Irish in English-medium schools.
- Children's prior knowledge, stage of development, and interests are important starting points for planning their language learning.
- Children's L2 learning will increase and accelerate in line with increased exposure to the L2, for example, using Irish informally throughout the day.
- Children's language learning is increased through opportunities to produce language orally, non-verbally and in writing, in meaningful contexts, throughout the school day.
- Children's next steps in language learning are shaped by the extent to which their individual differences are recognised and responded to.
- Children's language progression is assessed through independently-produced language as well as teacher-led assessments.

Foghlaim an dara teanga

Leanann formhór na bpáistí cosáin intuartha agus an dara teanga á foghlaim acu. Ní haon eisceacht í an Ghaeilge, mar go bhfoghlaimíonn páistí Gaeilge mar dhara teanga sa bhunscoil ar bhealaí aonair intuartha. Beidh an cosán céanna a bheag nó a mhór á leanúint ag páistí a fhoghlaimíonn Béarla mar theanga bhreise, ach beidh níos mó teagmhála acu leis an teanga agus beidh níos mó deiseanna acu chun í a úsáid taobh amuigh de chomhthéacs na scoile. I dtús báire, tuigtear do pháistí de réir a chéile gur féidir cumarsáid agus brí a dhéanamh i dteangacha eile agus tosaíonn siad ag léiriú tuisceana. Nuair a bhíonn roinnt focal sealbhaithe ag páistí sa teanga nua, tosaíonn siad ag meascadh agus ag úsáid focail T2 in abairtí T1 mar fhriotail measctha. Má shealbhaítear an teanga nua i suíomh a bhfuil taithí acu air, foghlaimeoidh na páistí focail agus frásaí a bhíonn in úsáid go rialta an lá ar fad. Dá bhrí sin, moltar an Ghaeilge a úsáid go rialta i gcaitheamh an lae taobh amuigh den cheacht ar an gclár ama. Is féidir an Ghaeilge a úsáid ar scoil agus sa seomra ranga mar theanga chumarsáide agus bhainistíochta. Mar shampla, chun teachtaireacht a sheoladh, ceist a chur nó cabhair a lorg.

Ar an gcaoi seo, de réir a chéile, sealbhaíonn páistí focail agus frásaí coitianta sa dara teanga. Tá sé tábhachtach go mbeidh deiseanna ag na páistí na focail seo a athrá agus caint níos cruthaithí a fhorbairt. Tá tacaí do mhúinteoirí, ina ndéantar forbairtí agus tacaí teagaisc do dhara teanga páistí a imlíniú agus a léiriú, foilsithe in Uirlisí Úsáide Teanga na Bunscoile. Sna pointí thíos tugtar roinnt rudaí tábhachtacha le cur san áireamh agus páistí ag foghlaim an dara teanga.

Foghlaim an dara teanga ag páistí: Príomhphrionsabail

Pléann Ó Duibhir agus Cummins na pointí thuas go mionsonrach i dTuarascáil Taighde CNCM uimh. 16 (2012, lch 37-58)

- Déantar foghlaimoirí teanga níos féinriartha agus níos spreagtha de pháistí ach deiseanna a bheith acu le haghaidh idirghníomhaíocht thaitneamhach le daoine eile.
- Foghlaimíonn páistí stór focal ó bhéal tábhachtach agus frásaí tábhachtacha ach deiseanna le haghaidh aithrise a bheith acu trí scéalta, amhráin, súgradh agus nósmaireachtaí laethúla.
- Mealltar na páistí le deiseanna le haghaidh cumarsáid lánbhí mar a mbaineann siad úsáid as leideanna comhthéacsúla agus réamheolas le haghaidh fíorchuspóra.
- Díríonn na páistí ar bhrí i dtosach chun eolas intuigthe ar T2 a fhorbairt, agus díríonn siad ar fhoirm níos déanaí.
- Is féidir le páistí treisiú earráidí a sheachaint ach foirm a theagasc go follasach, lena n-áirítear gnéithe áirithe den ghramadach.
- Múintear páistí tríd an sprioctheanga; mar shampla, múintear Gaeilge trí mheán na Gaeilge i scoileanna Béarla.
- An t-eolas atá ag páistí roimh ré, an chéim ag a bhfuil siad ina gcuid forbartha agus na rudaí a bhfuil suim acu iontu, is pointí tosaigh tábhachtacha iad sin nuair a bhíonn a bhfoghlaim teanga á pleanáil.
- Beidh foghlaim T2 páistí á méadú agus á brostú de réir mar a mhéadaítear a dteagmháil le T2, mar shampla, úsáid neamhfhoirmiúil a bhaint as an nGaeilge an lá ar fad.
- Déantar foghlaim teanga na bpáistí a mhéadú ach deiseanna a bheith acu le teanga a chruthú le briathra, gan bhriathra agus i scríbhinn, i gcomhthéacsanna lánbhí, i rith an lae scoile ar fad.
- Múnlaítear na chéad chéimeanna eile i bhfoghlaim teanga na bpáistí de réir mar a thugtar aitheantas dá n-éagsúlachtaí aonair agus mar a fhreagraítear dóibh.
- Déantar measúnú ar dhul chun cinn na bpáistí sa teanga tríd an teanga a chruthaíonn siad go neamhspleách chomh maith le measúnuithe faoi threoir an mhúinteora.

The communicative approach

As with the 1999 curriculum, the communicative approach is a recommended approach to teaching a second language. This approach is learner-centred; the main emphasis is on the learner fulfilling a communicative need. The approach focuses on the communication of meaning and messages, with the teacher modelling and reusing the target language throughout the day. The emphasis is on enjoyable, interactive and purposeful communication, with the target language used as early and as often as possible in the language lesson.

There are three phases in a lesson using a communicative approach:

- Pre-communicative phase: oral vocabulary, language functions or structures needed for the language task are taught and practised using a range of scaffolds and activities. There is a direct link between the language used in this phase and the communicative phase. There is a particular importance to the input phase of second language learning and second language lessons. Repetition is an essential part of this phase so as to establish new language for the communicative phase. In order for children to acquire language accurately, adequate preparation and exposure is necessary.
- Communicative phase: learners use the new oral vocabulary, language function or structure to complete a communicative task. These tasks are learner-centred and might involve play, dramas, debates, interviews, and so on. With increased use, learners show a growing level of independence in using the new language as the teacher identifies errors. This informs the teacher's subsequent planning and provision for learning.

- Post-communicative phase: supported by the teacher, learners consolidate their learning and transfer it to other activities. The teacher looks ahead and plans for future language input and teaching.

While language teaching, in general, may move fluidly across the three phases of the communicative approach, when introducing a topic the teacher may consider the pre-communicative phase as an appropriate starting point. The overriding goal for the teacher is to support the learner to talk and to communicate in the second language as early and as often as possible.

An cur chuige cumarsáideach

Is é an cur chuige cumarsáideach an cur chuige atá molta sa churaclam leis an dara teanga a mhúineadh. Tá an cur chuige seo lárnaíthe san fhoghlaim; leagtar an phríomhbhéim ar riachtanas cumarsáide a bheith á chomhlíonadh ag an bhfoghlaim. Dírítear an chur chuige ar bhrí agus ar theachtairreachtaí a chur in iúl, agus an múinteoir ag múnú agus ag athúsáid na teanga an lá ar fad. Leagtar an bhéim ar chumarsáid thaitneamhach, idirghníomhach a bhfuil cuspóir léi agus úsáidtear an sprioctheanga chomh luath agus chomh minic agus is féidir sa cheacht teanga.

Bíonn trí thréimhse i gceacht ina bhfuil cur chuige cumarsáideach á úsáid:

- An tréimhse réamhchumarsáide: múintear stór focal ó bhéal, feidhmeanna teanga nó struchtúir atá riachtanach don tasc teanga agus cleachtar iad le réimse tacaí agus gníomhaíochtaí. Tá nasc díreach idir an teanga a úsáidtear sa tréimhse seo agus an teanga a úsáidtear sa tréimhse chumarsáide. Tá tábhacht ar leith ag baint leis an tréimhse ionchuir i dtaca le foghlaim an dara teanga agus ceachtanna sa dara teanga. Is cuid bhunriachtanach den tréimhse seo é an t-athrá chun teanga nua a bhunú le haghaidh na tréimhse cumarsáide. Le go mbeidh páistí in ann teanga a shealbhú go cruinn, ní mór dóthain ullmhúcháin a dhéanamh agus go mbeadh na páistí nochta don teanga a ndóthain.

- An tréimhse chumarsáide: baineann foghlaimeoirí úsáid as an bhfoclóir ó bhéal, feidhm teanga nó struchtúr nua chun tasc cumarsáideach a chur i gcrích. Tá na tascanna seo dírithe ar an bhfoghlaimeoir agus d'fhéadfadh súgradh, drámaí, díospóireachtaí, agallaimh agus mar sin de a bheith i gceist. Agus an teanga in úsáid níos minice acu, éiríonn na foghlaimeoirí níos neamhspleáiche de réir a chéile ó thaobh an teanga nua a úsáid agus mar a sainathníonn an múinteoir earráidí. Cuireann sé sin bonn eolais faoin bpleanáil agus faoin soláthar d'fhoghlaim a dhéanann an múinteoir ina dhiaidh sin.
- An tréimhse iarchumarsáide: agus an múinteoir ag tacú leo, daingníonn na foghlaimeoirí a gcuid foghlama agus aistríonn siad í go dtí gníomhaíochtaí eile. Féachann an múinteoir chun cinn go dtí an chéad chéim eile agus pleanáilann i dtreo ionchur agus teagasc teanga amach anseo.

Le linn múineadh teanga go ginearálta, is féidir dul ó thréimhse go tréimhse go solúbtha leis an gcur chuige cumarsáideach, de ghnáth tosaítear leis an tréimhse réamhchumarsáide nuair atá ábhar nua á mhúineadh. Is é an sprioc mhór don mhúinteoir ná tacú leis an bhfoghlaimeoir chun labhairt agus cumarsáid a dhéanamh sa dara teanga chomh luath agus chomh minic agus is féidir.

Functions of language

The functions of language are central to second language learning. A person's use of language to achieve some communication goal is called a 'language function'. In order for children who are learning a second language to function in their new language and communicate effectively, it is important that they have mastery of a number of functions of language.

Functions of language enable children, for example, to introduce themselves to others, greet, ask questions, express, request and to structure their responses to others. A child is fulfilling language functions when this communication is taking place. The child can fulfill the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. The examples above of the language functions cannot be used in a vacuum and so, in order to attend to children's interests and language needs, it is recommended that the language is taught in the context of topics which relate to children's lives. The topics will create realistic contexts for using and teaching examples in the Irish lesson. Drawing upon the communicative approach the functions of language may be taught and practised through pre-communicative, communicative and post-communicative phases. It is recommended that phrases are taught so that the child may develop conversation skills in the second language. Further information on the functions of language is provided in Appendix 2. Support for teachers in working with the language functions is available in the Primary Language Toolkit.

Feidhmeanna teanga

Tá na feidhmeanna teanga lárnach d'fhoghlaim an dara teanga. 'Feidhm teanga' a thugtar ar an úsáid a bhaineann duine as teanga chun sprioc chumarsáide éigin a bhaint amach. Ionas go mbeidh páistí atá ag foghlaim an dara teanga in ann feidhmiú sa teanga nua agus cumarsáid éifeachtach a dhéanamh, tá sé tábhachtach go mbeadh máistreacht acu ar roinnt feidhmeanna teanga.

Cuireann feidhmeanna teanga ar chumas páistí iad féin a chur in aithne do dhaoine eile, ceisteanna a chur, smaointe a chur in iúl, iarratais a dhéanamh agus struchtúr a chur ar na freagraí a thugann siad ar dhaoine eile. Bíonn páistí ag comhlíonadh feidhmeanna teanga nuair atá an chumarsáid seo ar bun. Is féidir le páistí na feidhmeanna teanga a chomhlíonadh ní hamháin i bhfíorshuíomhanna ach freisin i suíomhanna samhailteacha, cuir i gcás rólghlacadh agus drámaíocht shochdhrámatúil. Ní féidir na samplaí thuas de na feidhmeanna teanga a úsáid i bhfolús. Dá bhrí sin, d'fhoill freastal ar ábhar suime agus ar riachtanais teanga na bpáistí, moltar an teanga a mhúineadh i gcomhthéacs topaicí a bhaineann le saol na bpáistí. Cruthóidh na topaicí comhthéacsanna réalaiócha le haghaidh samplaí a úsáid agus a mhúineadh sa cheacht Gaeilge. Ag tarraingt ar an gcur chuige cumarsáideach, is féidir na feidhmeanna teanga a mhúineadh agus a chleachtadh tríd an tréimhse réamhchumarsáide, an tréimhse chumarsáide agus an tréimhse iarchumarsáide. Moltar frásaí a mhúineadh ionas go bhforbróidh an páiste scileanna comhrá sa dara teanga. Tá tacaíocht do mhúinteoirí le haghaidh na bhfeidhmeanna teanga ar fáil in Uirlisí Úsáide Teanga na Bunscoile. Tá tuilleadh eolais ar fheidhmeanna teanga ó bhéal le fáil in Aguisín 2. Sna hUirlisí Úsáide Teanga na Bunscoile tá tacaíocht ar fáil do mhúinteoirí chun na Feidhmeanna Teanga a úsáid.

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is an effective way to increase exposure to Irish by creating authentic contexts for children to use the language. CLIL affords children the opportunity to learn concepts, dispositions and skills in a particular curriculum area through Irish, and to develop their confidence by using their new language skills in real contexts outside of the discrete language lesson. For teachers, it provides opportunities for integrating Irish across the curriculum in an active and meaningful way. An important consideration in this regard is the teacher's confidence and proficiency in the language. Teachers may begin their planning by choosing a subject in which they are comfortable communicating through Irish, that lends itself to CLIL and that offers opportunities for discussion and active engagement by children in groups. Subjects can be taught using CLIL with teachers having introduced the necessary new language related to the subject in advance. Support Material on using CLIL is available in the Primary Language Toolkit.

Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT)

Is bealach éifeachtach í an Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT) le teagmháil na bpáistí leis an nGaeilge a mhéadú trí fhíorchomhthéacsanna a chruthú ina mbeidh an teanga á húsáid ag páistí. Tugann FCÁT deis do pháistí coincheapa, meonta agus scileanna i réimse ar leith den churaclam a fhoghlaim trí Ghaeilge, agus a muinín a fhorbairt trína scileanna nua teanga a úsáid i bhfíorchomhthéacsanna taobh amuigh den cheacht teanga scoite. Tugtar deiseanna do mhúinteoirí an Ghaeilge a chomhtháthú ar fud an churaclaim ar bhealach gníomhach lánbhrí. Rud tábhachtach le cur san áireamh ina thaobh seo ná muinín agus oilteacht an mhúinteora sa teanga. Is féidir le múinteoirí tús a chur lena gcuid pleanála trí ábhar a roghnú ina bhfuil siad compordach cumarsáid a dhéanamh trí Ghaeilge, atá oiriúnach don FCÁT agus a thugann deiseanna do pháistí páirt ghníomhach a ghlacadh i ngrúpaí plé. Is féidir úsáid a bhaint as FCÁT chun ábhar a theagasc má bhíonn an teanga nua riachtanach a bhaineann leis an ábhar curtha ar fáil roimh ré ag an múinteoir. Tá Ábhar Tacaíochta maidir le FCÁT a úsáid le fáil in Uirlisí Úsáide Teanga na Bunscoile.

Immersion

Immersion occurs where language learners are immersed in a language that is different from their home or native language. In an immersion environment, the child acquires the language of the immersion environment in addition to their home language. Following a period of immersion in the new language, children should be encouraged to transfer the skills they have learned in the new language to other languages and vice versa.

Children from non-Irish speaking families who attend a Gaelscoil or Gaeltacht school are in an immersion setting. To facilitate the practice of immersion education in Irish-medium schools, for learners of Irish, and to support continuity in the development of native speakers' competence in the language, these schools will have the option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association. The teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion decided by the school.

Children for whom English is an additional language (EAL) are immersed in the language of the school. For children immersed in a language of the community, where this differs from that of the home, parents and the school can play a key role in celebrating and maintaining the child's home language.

Tumoideachas

Tarlaíonn an tumoideachas nuair a thumtar foghlaimoirí teanga i dteanga atá difriúil lena dteanga baile nó lena dteanga dhúchais. I dtimpeallacht tumoideachais, faigheann an páiste teanga na timpeallachta tumoideachais chomh maith lena dteanga baile. Tar éis tréimhse de bheith tumtha sa teanga nua, ba cheart na páistí a spreagadh leis na scileanna atá foghlamtha acu sa teanga nua a aistriú go teangacha eile agus a mhalairt.

Bíonn páistí as teaghlaigh nach labhraíonn Gaeilge, agus a fhreastalaíonn ar Ghaelscoil nó ar scoil Ghaeltachta, i suíomh tumoideachais. Ar mhaithe le cleachtas an tumoideachais i scoileanna Gaeltachta agus lán-Ghaeilge a éascú, d'fhoghlaimoirí Gaeilge, agus chun buanú agus treisiú a dhéanamh ar an nGaeilge go háirithe i gcás cainteoirí dúchais, beidh sé de rogha ag na scoileanna seo tréimhse tumoideachais iomlán a fheidhmiú go dtí deireadh rang na naíonán sinsearach, faoi réir ag faomhadh bhord bainistíochta na scoile agus tar éis dul i gcomhairle leis an bpátrún, le múinteoirí agus le cumann na dtuismitheoirí. Ní thosófar ar mhúineadh an Bhéarla agus scileanna foirmiúla litearthachta in T2 na scoile go dtí tar éis tréimhse tumoideachais iomlán a shocraíonn an scoil.

Déantar páistí a bhfuil an Béarla mar theanga bhreise acu (BTB) a thumadh i dteanga na scoile. Nuair a bhíonn teanga an phobail éagsúil le teanga an bhaile, is féidir le tuismitheoirí agus leis an scoil ról tábhachtach a imirt le teanga baile an pháiste a cheiliúradh agus a chothabháil.

Transfer of skills

Languages by their nature are interconnected. There is an underlying conceptual understanding, or knowledge base, that is common across languages. This makes possible the transfer of concepts, literacy skills, and learning strategies from one language to another. Children learn a second language in much the same way as they learn their first language, by interacting with others in order to communicate their needs. The vast majority of children can speak at least one language on commencing school. This ability in one language affects how they will learn subsequent languages. Some features of the first language such as pronunciation and syntax may impact on how the child will speak the second language. Other features such as similarities in the alphabet and letter sounds can transfer from one language to the other and thereby help the child learn the second language.

Although it is appropriate to maintain a separate space for each language, it is also important to teach for transfer across languages. By drawing children's attention to similarities and differences between the languages that they are learning, teachers can give children opportunities to reflect on and discover these similarities and differences. Many children do this naturally and in an informal way. This process helps children to learn a second and subsequent language more efficiently and to gain a greater understanding of the structure of their first language. The process of learning a second language can be supported if teachers devote some instructional time to teaching for transfer across languages rather than viewing each language in isolation, or as separate "subjects". A focus on transfer of skills enables children to make connections between languages and develop an awareness of how languages work.

Aistriú scileanna

Is de nádúr teangacha iad a bheith gaolmhar le chéile. Tá buntuisceint choincheapúil nó bunachar eolais ann atá mar a chéile i gcás gach teanga. Fágann sé sin gur féidir coincheapa, scileanna litearthachta agus straitéisí foghlama a aistriú ó theanga amháin go teanga eile. Foghlaimíonn páistí an dara teanga ar an gcaoi chéanna, a bheag nó a mhór, is a fhoghlaimíonn siad an chéad teanga, trí bheith ag idirghníomhú le daoine eile chun a gcuid riachtanas a chur in iúl. Bíonn teanga amháin ar a laghad ag formhór mór na bpáistí nuair a thosaíonn siad ar scoil. Téann an cumas seo i dteanga amháin i bhfeidhm ar an gcaoi a bhfoghlaimíonn siad teangacha eile ina dhiaidh sin. D'fhéadfadh sé go gcuirfeadh roinnt gnéithe den chéad teanga, cuir i gcás fuaimniú agus comhréir, isteach ar an gcaoi a labhróidh an páiste an dara teanga. Is féidir gnéithe eile ar nós cosúlachtaí san aibítir agus i bhfuaimneanna na litreacha a aistriú ó theanga amháin go dtí an ceann eile agus, ar an gcaoi sin, cabhraíonn siad leis an bpáiste an dara teanga a fhoghlaim.

Cé gur cuí spás ar leith a choinneáil i gcomhair gach teanga, tá sé tábhachtach freisin go mbeadh sé mar aidhm ag an múinteoir go n-aistreofaí scileanna ó theanga go teanga. Ach aird na bpáistí a tharraingt ar chosúlachtaí agus ar dhifríochtaí idir na teangacha atá siad a fhoghlaim, is féidir le múinteoirí deiseanna a thabhairt do pháistí a machnamh a dhéanamh ar na cosúlachtaí agus difríochtaí sin agus iad a aimsiú. Déanann a lán páistí é sin go nádúrtha agus ar bhealach neamhfhoirmiúil. Cabhraíonn an próiseas seo le páistí chun an dara teanga agus teanga ina dhiaidh sin a fhoghlaim ar bhealach níos éifeachtúla agus tugann sé tuiscint níos fearr dóibh ar struchtúr na chéad teanga. Bíonn an próiseas a bhaineann le foghlaim an dara teanga níos éifeachtúla má chaitheann múinteoirí roinnt ama teagaisc ag díriú ar an aistriú ó theanga go teanga seachas breathnú ar gach teanga ina haonar nó mar "ábhar" ar leith. Ach díriú ar aistriú scileanna, beidh páistí in ann ceangail a dhéanamh idir teangacha agus feasacht a fhorbairt ar an gcaoi a n-oibríonn teangacha.

Language awareness and cultural awareness

Language awareness draws children's attention to languages people use to communicate. Nurturing children's awareness of, and interest in, other languages encourages them to actively engage with the new languages they encounter. Where possible, they should be encouraged to explore different languages, and to recognise similarities and differences between their home language and other languages. An awareness of the culture and heritage associated with a new language engages children and gives them an appreciation of cultures and customs different to their own. When they can actively engage to some degree in the culture associated with a language, their level of interest in the language intensifies. It is important that children have opportunities to build an awareness of Irish culture. For children who are speakers of a language different to the majority in a class, or native speakers of a target language, it is important for the teacher to affirm their language skills. It is important to provide opportunities to share the culture and customs of the country/heritage of their language. The home language of these children is thus affirmed, and they see that it is important. Language Awareness encompasses the transferable language learning skills and concepts outlined in Section 2.3, which can use English, Irish and a third language in some instances, to reinforce and generalise what children know and have learned about languages.

Feasacht teanga agus feasacht chultúrtha

Díríonn feasacht teanga aird páistí ar theangacha difriúla a úsáideann daoine le cumarsáid a dhéanamh. Nuair a chothaítear feasacht páistí ar theangacha eile agus nuair a chothaítear a suim iontu, spreagtar iad le dul i ngleic go gníomhach leis na teangacha nua a chastar orthu. Nuair is féidir, is ceart páistí a spreagadh le teanga difriúla a fhiosrú, agus na cosúlachtaí agus na difríochtaí idir teanga an bhaile agus teangacha eile a aithint. Mealltar páistí le feasacht ar an gcultúr agus ar an oidhreacht a bhaineann le teanga nua agus tugann sí tuiscint dóibh ar chultúir agus ar nósanna atá éagsúil lena gcultúr agus nósanna féin. Nuair is féidir le páistí dul i ngleic go gníomhach méid áirithe leis an gcultúr a bhaineann le teanga, treisítear an méid spéise a bhíonn acu sa teanga. Tá sé tábhachtach go mbeadh deiseanna ag na páistí chun cur lena bhfeasacht ar chultúr na hÉireann. I gcás páistí nach ionann an teanga atá acu agus an teanga atá ag formhór na bpáistí sa rang, nó páistí ar cainteoirí dúchais de chuid na sprioctheanga iad, tá sé tábhachtach go ndearbhaíonn an múinteoir a gcuid scileanna teanga. Tá sé tábhachtach deiseanna a thabhairt dóibh chun cultúr agus nósanna na tíre nó na hoidhreachta lena mbaineann a dteanga a roinnt. Dearbhaítear teanga bhaile na bpáistí seo ar an gcaoi sin agus léirítear dóibh go bhfuil tábhacht lena dteanga bhaile. Cuimsíonn Feasacht Teanga na scileanna agus na coincheapa foghlama teanga inaistrithe atá leagtha amach i Roinn 2.3, ar féidir leo Béarla, Gaeilge agus an tríú teanga a úsáid i gcásanna áirithe, chun an méid atá ar eolas ag páistí agus a fhoghlaim faoi theangacha a threisiú agus a ghinearálú.

Linguistic Diversity

Primary classrooms have changed greatly in recent times, welcoming children from a range of cultural and linguistic backgrounds. Language and cultural identity are inextricably linked and the importance of affirming children's home languages in Irish primary schools has previously been highlighted (NCCA, 2005). Acknowledging the presence of a variety of languages in a classroom provides an opportunity for teachers to embrace the multilingual classroom and to foster increased learning and awareness about language for all children.

The Primary Language Curriculum reflects the linguistic diversity visible in primary schools by acknowledging languages to include English, Irish and other languages. Each child comes to school with their own unique linguistic repertoire and opportunities lie in drawing on all children's knowledge of language. Reference to 'other languages' in the curriculum enables teachers to draw on and support the linguistic abilities of all children and to provide exciting opportunities for them to explore, examine and compare languages. For example, they can be encouraged to read and write texts in their home languages and to share these texts with peers. Encouraging them to use their home languages and to share their knowledge of languages promotes language awareness in the classroom. Discussing the similarities and differences between languages, to include English and/or Irish and other languages helps children to develop an awareness of them and to gain insight into the links that exist between language and culture.

Éagsúlacht teangacha

Tá athrú mór tagtha ar sheomraí ranga bunscoile le blianta beaga anuas agus cuireadh fáilte roimh pháistí ó réimse cúlraí cultúir agus teanga. Tá teanga agus féiniúlacht chultúrtha fite fuaite ina chéile agus tarraingíodh aird roimhe seo ar an tábhacht atá le teangacha baile na bpáistí a dhearbhu i mbunscoileanna na hÉireann (CNCM, 2005). Má aithníonn múinteoirí go bhfuil éagsúlacht teangacha sa seomra ranga, beidh deis acu aghaidh a thabhairt ar an seomra ranga ilteangach agus níos mó foghlama agus níos mó feasachta ar theanga a chothú do gach páiste.

Léiríonn Curaclam Teanga na Bunscoile an éagsúlacht teangacha i mbunscoileanna sa mhéid is go dtugann sé aitheantas don Ghaeilge, don Bhéarla agus do theangacha eile. Bíonn a réimse scileanna teanga uathúil féin ag gach páiste a thugann chun na scoile agus is ceart an deis a thapú chun tarraingt ar eolas gach páiste ar theanga. Cuireann an tagairt do 'theangacha eile' sa churaclam ar chumas múinteoirí tarraingt ar chumas teanga gach páiste agus tacú leis agus deiseanna spreagúla a thabhairt do pháistí chun teangacha a chíoradh agus a scrúdú agus iad a chur i gcomparáid lena chéile. Mar shampla, is féidir páistí a spreagadh le téacsanna a léamh agus a scríobh ina dteangacha baile agus leis na téacsanna seo a roinnt le piaraí. Cuirtear feasacht teanga chun cinn sa seomra ranga ach páistí a spreagadh lena dteangacha baile a úsáid agus leis an eolas atá acu ar theangacha a roinnt. Forbraíonn páistí feasacht ar struchtúr teangacha agus tugtar léargas dóibh ar na naisc idir teanga agus cultúr ach na cosúlachtaí agus na difríochtaí idir an Ghaeilge agus/nó an Béarla agus teangacha eile a phlé.

Play

Playful approaches generally happen in three different ways: play that is completely directed by the child/children; playful activities that are planned and led by the teacher; and times when the teacher and the children share play activity. These are all opportunities to experience and use all aspects of their developing literacy in an integrated way. While the benefits of play for children's oral language are very obvious to an observer, play and playful activity provide rich opportunities for the other literacy practices--reading and writing. When they play, particularly when they are in charge of their own play, children will bring reading and writing into the scenario if the opportunity is provided. The teacher can have a discussion with the children in advance about the things they need for their play. This raises the children's awareness of the uses and usefulness of reading and writing in everyday life. For example, when younger children are playing doctors, they need to write prescriptions, the waiting room needs reading material, the receptionist needs an appointment book and so on. Older children might create scripts for dramas that evolve from role play or write text to accompany photographs of constructions they have made with blocks. Teachers who are able to join the children's play as a player have the chance to model real-world literacy by, for example, writing shopping lists and prescriptions and taking notes of the children's talk during role play to use for script development. Play is where children practise real-world reading and writing and this is where positive dispositions towards literacy can be nourished.

Play makes a major contribution to literacy in the opportunities it provides for the development of the children's oral language, which is an important contributor to developing overall literacy. For example, having phones available and accessible prompts make-believe conversations about imaginary situations. This not only promotes oral language development but also abstract thinking, and as we know, for young children, talking and thinking are often the same process. This is consistent with and reflective of the approaches supported by *Aistear: the Early Childhood Curriculum Framework*.

Súgradh

Is féidir cur chuige spráíúil a roinnt ina thrí chatagóir de ghnáth: súgradh a stiúran an páiste/na páistí go hiomlán; gníomhaíochtaí spráíúla a phleanáil an múinteoir agus a mbíonn an múinteoir i gceannas orthu; agus an múinteoir agus na páistí a bheith ag stiúradh an tsúgartha le chéile. Is deiseanna iad seo ar fad do pháistí gach gné dá litearthacht atá ag forbairt a bhrath agus a úsáid ar bhealach comhtháite. Tá na buntáistí a bhaineann le súgradh ó thaobh teanga ó bhéal na bpáistí de an-soiléir don té a bheadh ag breathnú, ach cuireann súgradh agus gníomhaíocht spráíúil deiseanna saibhre ar fáil le haghaidh na gcleachtas litearthachta eile freisin – léitheoireacht agus scríbhneoireacht. Nuair a bheidh siad ag súgradh, go háirithe má bhíonn siad i gceannas ar a súgradh féin, rachaidh na páistí i mbun léitheoireachta agus scríbhneoireachta mar chuid den súgradh má chuirtear an deis ar fáil. Is féidir leis an múinteoir na rudaí a theastaíonn ó na páistí le haghaidh a gcuid súgartha a phlé leo roimh ré. Cuireann sé sin le feacht na bpáistí ar na slite ina n-úsáidtear léitheoireacht agus scríbhneoireacht sa saol laethúil. Nuair a bhíonn páistí níos óige ag ligean orthu féin gur dochtúirí iad, mar shampla, caithfidh siad oidis a scríobh, caithfidh ábhar léitheoireachta a bheith sa seomra feithimh, teastaíonn leabhar coinní ón bhfáilteoir agus mar sin de. D'fhéadfadh páistí níos sine scrípteanna a chruthú le haghaidh drámaí a eascraíonn as rólghlacadh nó téacs a scríobh le gabháil le grianghraif de rudaí a thóg siad le bloic. Múinteoirí atá in ann páirt a ghlacadh i súgradh na bpáistí, bíonn deis acu litearthacht an ghnáthshaoil a léiriú ach, mar shampla, liostaí siopadóireachta agus oidis a scríobh agus nótaí a ghlacadh ó chaint na bpáistí le linn rólghlacadh lena n-úsáid chun scrípteanna a fhorbairt. Is sa súgradh a chleachtann páistí léitheoireacht agus scríbhneoireacht an ghnáthshaoil agus is sa súgradh féidir leo meon dearfach a chothú i leith na litearthachta.

Cuireann súgradh go mór le litearthacht sa mhéid is go gcuireann sé deiseanna ar fáil chun teanga ó bhéal na bpáistí a fhorbairt, rud atá tábhachtach ó thaobh litearthacht na bpáistí trí chéile a fhorbairt. Mar shampla, má bhíonn fáil ag na páistí ar ghutháin, spreagtar comhráite bréige faoi rudaí a shamhlaíonn siad féin. Ní hamháin go gcuireann sé seo forbairt na teanga ó bhéal chun cinn ach

cuireann sé smaointeoireacht theibí chun cinn freisin agus, mar is eol dúinn, is minic gur aon phróiseas amháin iad an chaint agus an smaointeoireacht i gcás páistí óga. Léiríonn sé sin agus tá sé sin ag teacht leis na cineálacha cur chuige a dtacaíonn *Aistear*: *Creatchuraclam na Luath-Óige* leo.



Cross-curricular and disciplinary literacy

Learning, language and literacy are closely intertwined. The tools provided by language support learning in a way that extends across and beyond the school day. Looking across the curriculum, we can see that important concepts, dispositions and skills influence how we communicate in different subjects. For example, explaining a food chain in science requires vocabulary and language structures that are quite different to those used to describe the elements present in a musical composition. The texts we associate with the visual arts can be contrasted with the print-based text structures children might encounter in a novel. Comprehending a primary source in history requires skills that are different to those needed to appreciate a poem.

Disciplines communicate in different ways. Teaching language and literacy throughout the curriculum, in a manner that supports thinking and learning in different subjects, is termed disciplinary literacy. Learning in other curriculum areas offers rich potential for the meaningful and critical application of language and literacy skills. Engaging children in inquiry in another subject gives an authentic context for development in oral language, reading and writing. Planning for, and teaching language in this way supports both linguistic development and understanding of a discipline. The Primary Language Curriculum encourages the integration of language and subject-based learning across the school day, week and year.

Litearthacht trasna an churaclaim agus litearthacht disciplín

Tá dlúthbhaint ag foghlaim, teanga agus litearthacht lena chéile. Na huirlisí a chuireann teanga ar fáil, tacaíonn siad leis an bhfoghlaim an lá scoile ar fad agus ina dhiaidh. Ach féachaint ar an gcuraclam ar fad, feicimid go dtéann coincheapa, meonta agus scileanna tábhachtacha i bhfeidhm ar an gcaoi a ndéanaimid cumarsáid in ábhair éagsúla. Mar shampla, ní hionann an stór focal agus na struchtúir teanga a theastaíonn chun biashlabhra a mhíniú san eolaíocht agus iad siúd a theastaíonn chun cur síos a dhéanamh ar na gnéithe a bhaineann le píosa ceoil. Is féidir codarsnacht a dhéanamh idir na téacsanna a bhaineann leis na hamharc-ealaíona agus na struchtúir téacs chlóbhunaithe a bhíonn le fáil in úrscéal. Ní hionann na scileanna a theastaíonn chun foinse phríomha a thuiscint sa stair agus na scileanna a theastaíonn le go mbeadh tuiscint agat do dhán.

Déanann disciplíní difriúla cumarsáid ar bhealaí difriúla. Litearthacht disciplín, nó inniúlacht disciplín, a thugtar ar theanga agus litearthacht a theagasc ar fud an churaclaim ar bhealach a thacaíonn le smaointeoireacht agus le foghlaim in ábhair éagsúla. Cuireann an fhoghlaim i réimsí eile den churaclam deis den scoth ar fáil chun scileanna teanga agus litearthachta a chur i bhfeidhm le lánbhri agus go criticiúil. Má bhíonn páistí i mbun fiosrúcháin in ábhar eile, cuireann sé sin fórchomhthéacs ar fáil chun an teanga ó bhéal, an léitheoireacht agus an scríbhneoireacht a fhorbairt. Ach pleanáil le haghaidh teanga, agus í a theagasc, ar an gcaoi seo, tacaítear le forbairt teangeolaíochta agus le tuiscint ar dhisciplín. Cothaíonn Curaclam Teanga na Bunscoile comhtháthú idir foghlaim teanga agus foghlaim atá bunaithe ar árbhar an lá scoile, an tseachtain scoile agus an bhliain scoile ar fad.

Critical literacy

Meaningful and active engagement with literacy requires us to go beyond traditional conceptions of what it means to understand what we read. Children encounter a range of texts in different forms and modes on a daily basis. It has become increasingly important for them to be aware of the underlying biases that influence the perspectives presented in these texts. As every text has been created by at least one author, every text is shaped and constructed by social factors. Critical readers not only understand what they are reading, they question it. Who is represented in the text? Who is not? What ideas are given prominence? What ideas are ignored? Adopting a resistant stance helps children to identify power imbalances in the texts that shape their world and society at large.

Critical literacy involves actively identifying, analysing and challenging the perspectives offered in texts. It also involves questioning the influence of these viewpoints on our everyday lives. From a teaching perspective, it is supported by reading and listening to multiple texts, from multiple perspectives. Teachers facilitate critical literacy through carefully considering the texts that children encounter in their classroom and helping children to analyse who and what the texts represent. Children can also be supported to produce texts that consider alternative perspectives, that challenge the norm, or that explore under-represented voices. In applying their language and literacy skills in this way, they come to be active, thoughtful and critical contributors to the world in which they live.

Litearthacht chriticiúil

Le go mbeidh plé gníomhach lánbhí againn leis an litearthacht, ní leor coincheapa traidisiúnta ar a bhfuil i gceist leis an méid a léimid a thuiscint. Castar réimse téacsanna ar pháistí gach lá, téacsanna i bhfoirmeacha éagsúla agus i modhanna éagsúla. Tá sé ag éirí níos tábhachtaí an t-am ar fad go mbeadh páistí ar an eolas faoin gclaonadh a théann i bhfeidhm ar na tuairimí a chuirtear i láthair sna téacsanna sin. Ó tharla gur chruthaigh údar amháin ar a laghad gach téacs, bíonn gach téacs múnlaíthe agus tógtha ag tosca sóisialta. Ní hamháin go dtuigeann léitheoirí criticiúla a bhfuil á léamh acu, ceistíonn siad é freisin. Cé dó a seasann an téacs? Cé dó nach seasann an téacs? Cé na smaointe a dtugtar tús áite dóibh? Cé na smaointe a dtugtar neamhaird orthu? Ach dearcadh amhrasach a bheith acu, cabhraítear le páistí easpa cothromaíochta a shainathint sna téacsanna a mhúnlaíonn a saol agus, go deimhin, an tsochaí trí chéile.

Is éard atá i gceist le litearthacht chriticiúil ná na tuairimí a chuirtear i láthair i dtéacsanna a shainathint, anailís a dhéanamh orthu agus a ndúshlán a thabhairt. Rud eile atá i gceist léi ná an tionchar atá ag na tuairimí sin ar ár saol laethúil a cheistiú. Ó thaobh an teagaisc de, tacaítear leis an litearthacht chriticiúil ach a lán téacsanna éagsúla a léamh agus éisteacht leo, téacsanna ina gcuirtear a lán tuairimí éagsúla i láthair. Éascaíonn múinteoirí an litearthacht chriticiúil ach a machnamh a dhéanamh go cúramach ar na téacsanna a léann páistí sa seomra ranga agus cabhrú le páistí anailís a dhéanamh ar dhá cheist: (i) cé dó a seasann an téacs? agus (ii) céard dó a seasann an téacs? Is féidir tacú le páistí freisin chun téacsanna a chruthú a bhreithníonn tuairimí malartacha, a thugann dúshlán thuairimí an tromlaigh, nó a chíorann guthanna arb annamh a léirítear iad. Ach a scileanna teanga agus litearthachta a chur i bhfeidhm ar an gcaoi seo, cuireann páistí go gníomhach, go machnamhach agus go criticiúil leis an domhan ina maireann siad.

Digital literacy

As new technologies continue to emerge and as a result of living in a society and culture increasingly influenced by digital technologies, digital literacy is an important aspect of children's learning. The curriculum supports children's abilities to engage with technology to acquire, comprehend and communicate knowledge to and with a variety of audiences and in a variety of contexts. Essential to the development of digital literacy is the child's ability to locate, select and critically analyse relevant information in multiple modes to include text, visual and audio. It also includes the capacity to engage with digital technology in creative and imaginative ways.

The curriculum recognises that technology can be used as a tool for literacy development and learning. The definition of 'text' in the curriculum refers to all products of language use including electronic and digital. Appropriate use of digital technologies in the classroom can help children to demonstrate knowledge, skills and understanding in accordance with the learning outcomes for all three strands of the curriculum. By enabling them to engage with digital technologies from the start of primary school, teachers can support children to foster a positive attitude towards the use of digital technologies and to use technology responsibly and appropriately. As children become digitally literate, they can use a variety of digital technologies to develop understanding and to source, critique and manage information as engaged thinkers and active learners.

Litearthacht dhigiteach

Ó tharla go bhfuil teicneolaíochtaí nua ag teacht chun cinn an t-am ar fad agus go bhfuil teicneolaíochtaí digiteacha ag dul i bhfeidhm níos mó agus níos mó ar an tsochaí agus ar an gcultúr, is gné thábhachtach d'fhoghlaim na bpáistí í an litearthacht dhigiteach. Tacaíonn an curaclam le cumas na bpáistí dul i ngleic leis an teicneolaíocht chun eolas a fháil, a thuiscint agus a chur in iúl do lucht féachana éagsúla agus i gcomhthéacsanna éagsúla. Le go bhforbrófar an litearthacht dhigiteach, tá sé bunriachtanach go mbeidh an páiste in ann faisnéis ábhartha ina lán modhanna éagsúla, lena n-áirítear téacs, ábhar físe agus ábhar fuaimne, a aimsiú agus a roghnú agus anailís chriticiúil a dhéanamh uirthi. Cuimsíonn sé freisin a bheith in ann leas a bhaint as an teicneolaíocht dhigiteach ar bhealaí cruthaitheacha agus samhlaíocha.

Aithníonn an curaclam gur féidir teicneolaíocht a úsáid mar uirlis d'fhorbairt agus foghlaim litearthachta. Tagraíonn an sainmhíniú a thugtar ar théacs sa churaclam do gach toradh ar úsáid teanga, leictreonach agus digiteach ina measc. Ach úsáid chuí a bhaint as teicneolaíochtaí digiteacha sa seomra ranga, is fearr a bheidh páistí in ann eolas, scileanna agus tuiscint a thaispeáint, de réir na dtorthaí foghlama le haghaidh gach ceann de na trí shnáithe sa churaclam. Ach é a chur ar chumas páistí plé le teicneolaíochtaí digiteacha ó thús na bunscoile, is féidir le múinteoirí cabhrú le páistí dearcadh dearfach i leith úsáid teicneolaíochtaí digiteacha a chothú agus úsáid a bhaint as an teicneolaíocht go freagrach agus go cuí. De réir mar a bhaineann páistí litearthacht dhigiteach amach, is féidir leo úsáid a bhaint as teicneolaíochtaí digiteacha éagsúla chun tuiscint a fhorbairt agus chun faisnéis a aimsiú agus a bhainistiú agus léirmheas a dhéanamh uirthi mar smaointeoirí agus foghlaimeoirí gníomhacha.



7. Primary Language Toolkit

The Primary Language Toolkit supports teachers in using the Learning Outcomes by providing practical support in planning for, and providing rich language learning experiences for children. The three components of the toolkit are described in the following section – Examples of Children’s Language Learning, Progression Continua and Support Materials for Teachers.

The toolkit is found at www.curriculumonline.ie.

7.1 Examples of Children’s Language Learning

Samplaí d’Fhoghlaim Teanga na bPáistí

The Primary Language Toolkit includes a range of Examples of Children’s Language Learning in English (L1) and Irish (L2). Annotated by teachers, these Examples give insights into how teachers work with Learning Outcomes to make decisions about what they teach, the types of activities, experiences and pedagogies they use, and the information they gather on how well children are doing in their language learning. They illustrate how individual learning events can provide teachers with rich information about children’s language learning in the two languages and support them in planning for the next steps in learning.

The Examples are developed by teachers in the three school contexts, in both the L1 (T1) and L2 (T2) of the school, and are presented in print, audio and video formats in the online Toolkit. The number of Examples will be increased over time to provide teachers with a rich bank showing language learning and development across the three strands in primary classes.

7.2 Progression Continua

Contanaim Dul chun Cinn

The Learning Outcomes in the Primary Language Curriculum describe the expected learning and development for children at the end of a period of time. To help teachers in using the Outcomes to plan for, and provide activities and experiences that support children’s language learning over this period of time, the Progression Continua describe aspects of the Learning Outcomes in more detail.

There are three Progression Continua, one for each of the three strands, and there are two versions of each Continuum—an English version and an Irish version. Collectively, the Continua describe a learning journey in language throughout primary school. Children may be in different places on the Continua for different Learning Outcomes and in different strands. This reflects the complex nature of language learning. In addition, children may move forwards and backwards across the Continua. The Continua provide practical support to teachers in building rich pictures of children’s language learning and in using these pictures to support children’s progression towards the Learning Outcomes in English and Irish. It is not expected that class teachers would assess the progress of individual children using progression milestones. Rather they provide information to support planning as well as holistic assessment of children’s learning. In this way, they are a practical resource for differentiation as teachers work with children of a wide range of abilities in the three language contexts.

7.3 Support Material for Teachers

Ábhar Tacaíochta do Mhúinteoirí

Teacher-child interactions are at the heart of the work of schools in supporting children's language learning and development. The Primary Language Toolkit includes Support Material on a range of teaching strategies and methodologies for helping children to learn English (L1) and Irish (L2). The Support Material is published at www.curriculumonline.ie as printable PDFs illustrated with videos and photos to inform the teaching of oral language, reading and writing. Some of these materials focus on language concepts and skills specific to English or Irish, while others focus on concepts and skills that underpin both languages. Together, the Support Material items outline the 'how to' of practice grounded in research. Teachers are encouraged to reflect on how they might implement and adapt the practices in a manner appropriate to their own class and school context.

The toolkit will continue to be populated over time as needs and new practices and resources for teaching English and Irish are identified.

8. Glossary

Aesthetic <i>Aeistéitiúil</i>	The aesthetic dimension of language relates to the use of language imaginatively, creatively and artistically.
Affixes <i>Táthmhíreanna</i>	Affixes are morphemes that are attached to a root word to form a new word, e.g., <i>build+er</i> , <i>un+happy</i> or a grammatical variant of a word, e.g., <i>cat+s</i> , <i>walk+ed</i> .
Alphabetic principle <i>Prionsabal aibítre</i>	The alphabetic principle recognises that letters and combinations of letters are used to represent the sounds of a language which are based on the relationship between written letters, symbols, and spoken words.
Antonyms <i>Frithchiallaigh</i>	An antonym is a word opposite in meaning to another word, e.g., <i>bad</i> and <i>good</i> .
Audience <i>Lucht léitheoireachta, féachana agus éisteachta</i>	The audience is the intended group of readers, listeners, viewers that the writer, designer, or speaker is addressing.
Book terminology <i>Téarmaíocht na leabhar</i>	Book terminology is the vocabulary associated with books, e.g., <i>author</i> , <i>blurb</i> , <i>illustrator</i> , <i>contents page</i> , <i>glossary</i> , <i>chapter</i> , <i>publisher</i> , etc.
Browse <i>Brabhsáil</i>	Browse in this context means to scan reading material from a variety of print-based and online sources with the aim of selecting reading material that is appropriate to the reading purpose.
Closed questions <i>Ceisteanna dúnta</i>	Closed questions are lower-order questions that have a narrow focus and require short, factual answers, e.g., <i>who</i> , <i>what</i> , <i>where</i> and <i>when</i> . They are used to elicit specific information.
Cluster <i>Slabhra (Cnuasach)</i>	A cluster refers to two or more letters making two (or three) sounds, for example the first three letters of 'straight' are a consonant cluster or consonant blend.
Common underlying language proficiency <i>Buninniúlacht choiteann</i>	As a child is learning one language, he/she acquires metalinguistic skills which he/she can draw upon when learning another language.
Complex sentences <i>Abairtí casta</i>	A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator (also known as a subordinate conjunction) such as <i>because</i> , <i>since</i> , <i>after</i> , <i>although</i> , or <i>when</i> or a relative pronoun such as <i>that</i> , <i>who</i> , or <i>which</i> , e.g., <i>The students are studying because they have a test tomorrow.</i>
Comprehension strategies <i>Straitéisí tuisceana</i>	Comprehension strategies are processes used by readers to make meaning from texts. Key comprehension strategies include <ul style="list-style-type: none"> • activating and using prior knowledge • predicting • visualising • making connections • questioning • clarifying • determining importance • inferring • synthesising.
Compound sentences <i>Abairtí comhshuite</i>	A compound sentence contains two independent clauses joined by a coordinator (also known as a coordinating conjunction). The coordinators are as follows: <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , <i>so</i> . Except for very short sentences, coordinators are always preceded by a comma when used to join two independent clauses, e.g., <i>Alex played football, so Mary went shopping.</i>

<p>Connectives <i>Nascaigh</i></p>	<p>Connectives are words which link paragraphs and sentences to focus on time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The purposes of connectives can be grouped as follows:</p> <ul style="list-style-type: none"> • temporal – to indicate time or sequence ideas (e.g., <i>first, second, next</i>) • causal – to show cause and effect (e.g., <i>because, for, so</i>) • additive – to add information (e.g., <i>also, besides, furthermore</i>) • comparative – e.g., <i>rather, alternatively</i> • conditional/concessive – to make conditions or concession (e.g., <i>yet, although</i>) • clarifying – e.g., <i>in fact, for example</i>.
<p>Conventions of print <i>Gnásanna cló</i></p>	<p>Conventions of print are accepted ways of presenting and organising written text so that this text is consistently and easily understood by all readers. The conventions include the following:</p> <ul style="list-style-type: none"> • print carries a message • left to right orientation of print • top to bottom orientation of print • return sweep • appropriate spacing, capitalisation, grammar and punctuation. <p>Digital conventions include:</p> <ul style="list-style-type: none"> • scrolling • swiping left to right • top to bottom orientation of print.
<p>Decontextualised language <i>Teanga gan chomhthéacs</i></p>	<p>Decontextualised language is defined as language that is context free. It is not rooted in any immediate context of time and situation and does not rely on observation or immediate physical experience. The use of decontextualised language is critical to children's learning at a variety of levels. It is used to create and to convey new information to audiences who may share only limited amounts of background information with the speaker. The terms 'decontextualised language' and 'literate language style' are similar as both refer to language that is organised, explicit and distanced.</p>
<p>Expository text <i>Téacs léiritheach</i></p>	<p>Expository text is a type of oral or written discourse where the purpose is to explain, inform or describe.</p>
<p>Extra linguistic skills <i>Scileanna seachtheangeolaíoch</i></p>	<p>Extra linguistic skills include the ability to use</p> <ul style="list-style-type: none"> • appropriate eye contact • body language • gestures and facial expression and sign where appropriate.
<p>Form <i>Foirm</i></p>	<p>Form refers to the published formats of a particular genre, e.g., <i>poem, short story, play, novel, memo, email, film, etc.</i></p>
<p>Functions of Language <i>Feidhm teanga</i></p>	<p>A language function refers to how a person uses language to achieve a communicative objective.</p>
<p>Genre <i>Seánra</i></p>	<p>Genre refers to a selection of oral and written forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions. Oral forms include, but are not limited to, storytelling, drama, poetry, speeches, debates, film and digital media such as podcasts, videos, advertising, tv and radio broadcasts. More specifically, genres are types of multi-sentence oral or written texts that have become conventionalised for particular purposes. They have expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre.</p>

<p>Grapheme-phoneme correspondences <i>Comhfhreagairtí idir graiféimí agus fóinéimí</i></p>	<p>Grapheme-phoneme correspondences are the relationships between written symbols and the sounds which they represent.</p> <p>For children to fully acquire this skill it is important that they are able to:</p> <ul style="list-style-type: none"> • recognise, name and sound all letters, lower and upper case • recognise that letters can work alone or in a group • recognise that the same sound can be represented by different letters • identify similar sounds represented by different letter combinations • recognise different letter combinations and different sounds they represent • recognise less common sound symbol relationships.
<p>Graphic organiser <i>Eagraí grafach</i></p>	<p>Graphic organisers are visual representations of knowledge, concepts or ideas.</p>
<p>High-frequency words <i>Focail ardmhnicíochta</i></p>	<p>High-frequency words are words that appear frequently in texts, e.g., <i>the, is, are, to, said, come</i> etc.</p>
<p>Homograph <i>Homograf</i></p>	<p>Homographs are words of the same spelling but with more than one meaning, and/or a different pronunciation, e.g., <i>bow, record</i>.</p>
<p>Homonyms <i>Comhainmneacha</i></p>	<p>Homonyms are words that are pronounced the same and have different meanings, e.g., <i>to, too</i> and <i>two, heir</i> and <i>air, soot</i> and <i>suit</i>.</p>
<p>Independent reading level <i>Leibhéal léitheoireachta neamhspleách</i></p>	<p>Independent-level text is a term for a text which a child can read fluently and comprehend without help of any kind from the teacher. A child should be able to identify 95-100% of the words and comprehend 90-100% of the text.</p>
<p>Instructional reading level <i>Leibhéal léitheoireachta teagaisc</i></p>	<p>Instructional-level text is a term for a text that is appropriately challenging for a child. Instructional-level texts are appropriate for use in guided reading. With normal classroom instruction and appropriate support, a child should be able to identify 90-95% of the words and comprehend 75-90% of the material in the text.</p>
<p>Integration <i>Comhtháthú</i></p>	<p>Integration brings disciplines together in the service of important problems and questions, and where a learner's prior knowledge is incorporated into new understanding.</p> <p>Multidisciplinary: this approach draws on a comprehension of many disciplines yet stays within disciplines boundaries. In this approach a central theme is identified [for example pattern] and it is then used to organise and correlate the subjects being integrated.</p> <p>Interdisciplinary: In this approach the subjects are still relatively clear in their differences and unique contributions but the organising centre is the interdisciplinary key concepts, skills and actions. Emphasis is on big ideas such as sustainability and systems or on big interdisciplinary skills such as communication and problem solving. Boundaries may be blurred where it may not be immediately obvious which subject is being taught at a particular moment.</p> <p>Transdisciplinary: This approach goes beyond the disciplines. The organising centre is the real world context and learners are expected to explore a problem or an issue. Here the disciplines are valued but transdisciplinarity takes precedence. The disciplines are used to support the understanding of and create a solution to the issue identified. It allows for an emergence of new perspectives while new knowledge gained can transcend existing disciplines. In doing this, it encourages subject boundaries to intersect so that information can be reassembled and then recombined. It encourages learners to generate knowledge that not only addresses societal problem but contributes to an understanding of the actual world.</p>

Invented spelling <i>Litriú cumtha</i>	Invented or approximate spelling is a term used when a child uses his/her own combination of letters to make words when creating texts.
Joint attention <i>Comhaird</i>	Joint attention is a situation where the individuals involved in a communicative act both focus on the same object. It is more than just looking at an object; the individuals understand that they are attending to the same thing.
Language Awareness <i>Feasacht teanga</i>	Language awareness refers to the development of children's understanding and awareness relating to the content, structure and patterns of language/ between languages.
Language exemplars <i>Eiseamláirí teanga</i>	Language exemplars refer to relevant structures, vocabulary and language which are necessary to achieve a communicative goal as part of a language function.
Language of discourse <i>Teanga dioscúrsa</i>	Discourse requires that children produce several utterances to build particular linguistic structures such as narratives, factual accounts, arguments, explanations or combinations of these. This requires that children go beyond the basic sentence and combine sentences to build accounts which are coherent in terms of organisation of meaning and content, and cohesive in terms of continuity between sentences. The language of discourse requires that children have the sophisticated and genre-specific vocabulary and the grammatical knowledge to formulate sentences for the particular topic under discussion.
Metalinguistic awareness <i>Feasacht mheititheangeolaíoch</i>	Metalinguistic awareness refers to the ability to think about and reflect on language and how it is used both as a process and as an artifact and to understand that we can change language in different ways. As children's metalinguistic awareness develops, they increasingly understand, for example, that language may have both a literal meaning and an implied meaning.
Morpheme <i>Moirféim</i>	Morpheme is the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Morphemes are very useful in helping students work out how to read and spell words.
Narrative text <i>Téacs insinte</i>	Narrative texts are a type of oral or written discourse where the purpose is to tell a story or narrate an event or a sequence of events. Narrative text can be categorised as fiction or non-fiction.
Open questions <i>Ceisteanna oscailte</i>	Open questions are higher-order questions that require the respondent to think and reflect. These questions cannot be answered by a yes or a no. They require a more developed answer which takes account of the respondent's own knowledge and/or feelings.
Oral reading fluency <i>Líofacht léitheoireachta ó bhéal</i>	Oral reading fluency is the ability of readers to read orally with speed, accuracy and appropriate prosodic features such as expression, stress, pitch and suitable phrasing.
Paralinguistic skills <i>Scileanna paraitheangeolaíocha</i>	Paralinguistic skills include: <ul style="list-style-type: none"> • audibility • intonation • pitch • pause • emphasis • pace.
Personal word banks <i>Stóir phearsanta focal</i>	Personal word banks are collections of words that a writer uses or needs that are related to personal interests and/or commonly misspelled. The words included in the personal word bank are not displayed in the classroom or easily located.
Phoneme <i>Fóinéim</i>	A phoneme is the smallest unit of sound in a word. The word <i>it</i> has two phonemes /i/ and /t/. The word <i>ship</i> has three phonemes /sh/, /i/, /p/.

Phonemic awareness <i>Feasacht fhóinéimeach</i>	Phonemic awareness is the insight that every spoken word comprises a sequence of phonemes. A phoneme is the smallest unit of sound in a word, e.g., 'at': /a/ /t/. This understanding is key to the acquisition of phonics.
Phonological awareness <i>Feasacht fhoineolaíochta</i>	Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure, of words. It includes an awareness of words, rhyme, syllables, onset and rime, and phonemes.
Phoneme segmentation <i>Deighilt foinéimí</i>	To split up a word into its individual phonemes in order to spell it, e.g., the word cat has three phonemes: /c/, /a/, /t/ and the word grew has three phonemes: /g/, /r/, /ew/.
Root words <i>Fréamhfhocail</i>	<p>A root word is a form of a word after all affixes and grammatical inflections have been removed, e.g., door, run, sad, build, hair. Many other words can be created using root words:</p> <ul style="list-style-type: none"> • inflected words: root + grammatical inflection, e.g., <u>doors</u>, <u>running</u> • derived words: root + affix, e.g., <u>sadness</u>, <u>builder</u> • compound words, e.g., <u>hairdresser</u>.
Séimeantaic <i>Séimeantaic</i>	Semantics is concerned with meaning; meaning is expressed by the relations between words.
Semantic cues <i>Leideanna séimeantacha</i>	Semantic cues are clues to word meaning that can be gleaned using the clues in the picture, the text and/or prior knowledge.
Sense of voice <i>Braistint ghutha</i>	Sense of voice refers to the development of the child's own voice and self-expression (agency).
Social functions <i>Feidhmeanna sóisialta</i>	The social functions of language are those where language is used for the purpose of everyday social interaction such as greeting, expressing appreciation, expressing sympathy and concern, saying sorry and welcoming visitors with confidence.
Sound <i>Foghar (Fuaim)</i>	The term 'sound' relates to the sound we make when we utter a letter or word, not to the letter in print. The same sound may be represented by different letters, such as the /f/ sound in fan, laugh and phone; a sound can be represented by more than one letter, such as the sound /k/ in cat and walk. The word ship has three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items.
Spelling strategies <i>Straitéisí litrithe</i>	<p>Phonetic and conventional spelling strategies can be used for unfamiliar words when creating texts.</p> <p>These strategies include:</p> <ul style="list-style-type: none"> • using knowledge of grapheme-phoneme correspondences • using syllabication • using visual memory • using common spelling strings and patterns.
Synonyms <i>Comhchiallaigh</i>	A synonym is a word that has the same or similar meaning as another word e.g. <i>happy, joyful, elated</i> .
Syntax <i>Comhréir</i>	Syntax refers to the organisational rules specifying word order, sentence organisation and word relationships. Syntax specifies which word combinations are acceptable or grammatical, and which are not. The form or structure of a sentence is governed by the rules of syntax. These rules specify word, phrase, and clause order; sentence organisation; and the relationships between words, word classes, and other sentence elements.
Syntactic cues <i>Leideanna comhréire</i>	Syntactic cues are clues to word meaning that can be gleaned from knowledge of word order, sentence structure and word relationships.

Texts <i>Téacs/téacsanna</i>	Text to include all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic and digital.
Text organisational structure <i>Struchtúr eagraíochtúil téacs</i>	Text structure is the way that information is organised in different types of texts, for example, chapter headings, sub-headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning.
Themes <i>Na Téamaí</i>	Among the themes for Irish are: myself, at home, school, food, television, shopping, pastimes, clothes, the weather and special occasions. The teacher can select lots of topics from the themes. These topics could be extended to also include subjects that the child finds interesting.
Vocabulary development <i>Forbairt stóir focal</i>	Children's oral vocabulary and reading vocabulary develop in terms of increasing complexity from concrete to abstract, with regard to the frequency of word use, the complexity of meaning, the depth of word knowledge and the changes that occur through the processes of word formation.
Vocabulary strategies <i>Straitéisí foclóra</i>	<p>Vocabulary strategies assist to determine or clarify the meaning of unknown words and phrases, including:</p> <ul style="list-style-type: none"> • using context clues • using knowledge of root words and affixes • using knowledge of antonyms, synonyms, homonyms, and homographs • consulting dictionaries and other references as appropriate.
Word identification strategies <i>Straitéisí aitheanta focal</i>	<p>Word identification strategies allow children to read unknown words with increasing automaticity. These strategies include:</p> <ul style="list-style-type: none"> • use of the visual or graphic features of a word • use of grapheme-phoneme correspondences • use of knowledge of letter sequences, spelling patterns and associations between words.
Writing process <i>Próiseas scríbhneoireachta</i>	<p>The writing process involves the teacher explicitly teaching children how to work and learn actively as writers. Steps in the writing process include:</p> <ul style="list-style-type: none"> • plan for writing by selecting topics and ideas with minimal help • compose text using appropriate text organisational structure • re-read text written to check it makes sense and meets its purpose • edit and modify the text by rewriting to add or delete details to clarify meaning • edit written work further in response to feedback from others.

9. References

Department of Education and Science (1999). Primary School Curriculum: Introduction. Dublin: Government Publications. Accessed at: http://www.ncca.ie/uploadedfiles/Curriculum/Intro_Eng.pdf

Department of Education, WA (2013). First 005. Speaking and Listening Resource Book. Addressing Current Literacy Challenges. Department of Education, Government of Western Australia. Accessed at: <http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/speaking-and-listening-resource-book.en?catid=13601995>

Government of Ireland (2010). 20-year strategy for the Irish language 2010-2030. Dublin: Stationery Office. <https://www.chg.gov.ie/app/uploads/2015/07/20-Year-Strategy-English-version.pdf>

Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, T., Marsh, J., O'Connor, M. and Shiel, G. (2012). Literacy in Early Childhood and Primary Education (3-8 years). Research Report No. 15. NCCA: Dublin. Accessed at: http://ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/Primary_Developments/Language/Review-and-Research/litreport.pdf

National Council for Curriculum and Assessment (2007a). Assessment in the Primary School Curriculum: Guidelines for Schools. NCCA: Dublin. Accessed at: <http://www.ncca.ie/uploadedfiles/publications/assess%20%20guide.pdf>

National Council for Curriculum and Assessment (2007b). Guidelines for Teachers of Students with General Learning Disabilities. Accessed at: http://www.ncca.ie/uploadedfiles/Publications/SEN_Introduction.pdf

National Council for Curriculum and Assessment (2009). Aistear: the Early Childhood Curriculum Framework. NCCA: Dublin. Accessed at www.ncca.ie/earlylearning

National Council for Curriculum and Assessment (2012). Executive Summaries: A compendium from commissioned research on primary language. NCCA: Dublin. Accessed at: www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/Primary_Developments/Language/Review-and-Research/c1.pdf

Ó Duibhir, P. and Cummins, J. (2012). Towards an Integrated Language Curriculum in Early Childhood and Primary Education (3-12 years). Research Report No. 16. NCCA: Dublin. Accessed at: http://www.ncca.ie/en/Publications/Reports/Towards_an_Integrated_Language_Curriculum_in_Early_Childhood_and_Primary_Education_.pdf

Shiel, G., Cregan, Á., McGough, A. and Archer, P. (2012). Oral Language in Early Childhood and Primary Education (3-8 years). Research Report No. 14. NCCA: Dublin. Accessed at: http://ncca.ie/en/Publications/Reports/Oral_Language_in_Early_Childhood_and_Primary_Education_3-8_years_.pdf



10. Appendices

Appendix I: Language skills and elements

The language skills that have particular application to each element are shown in the Table below. The skills in the Table relate to children’s language learning and development throughout their primary school experience from Stage 1-4. They are developed as appropriate to each school context and each child’s stage in learning in first and second languages.

Table 3: Stage 1-4 Language concepts, dispositions and skills

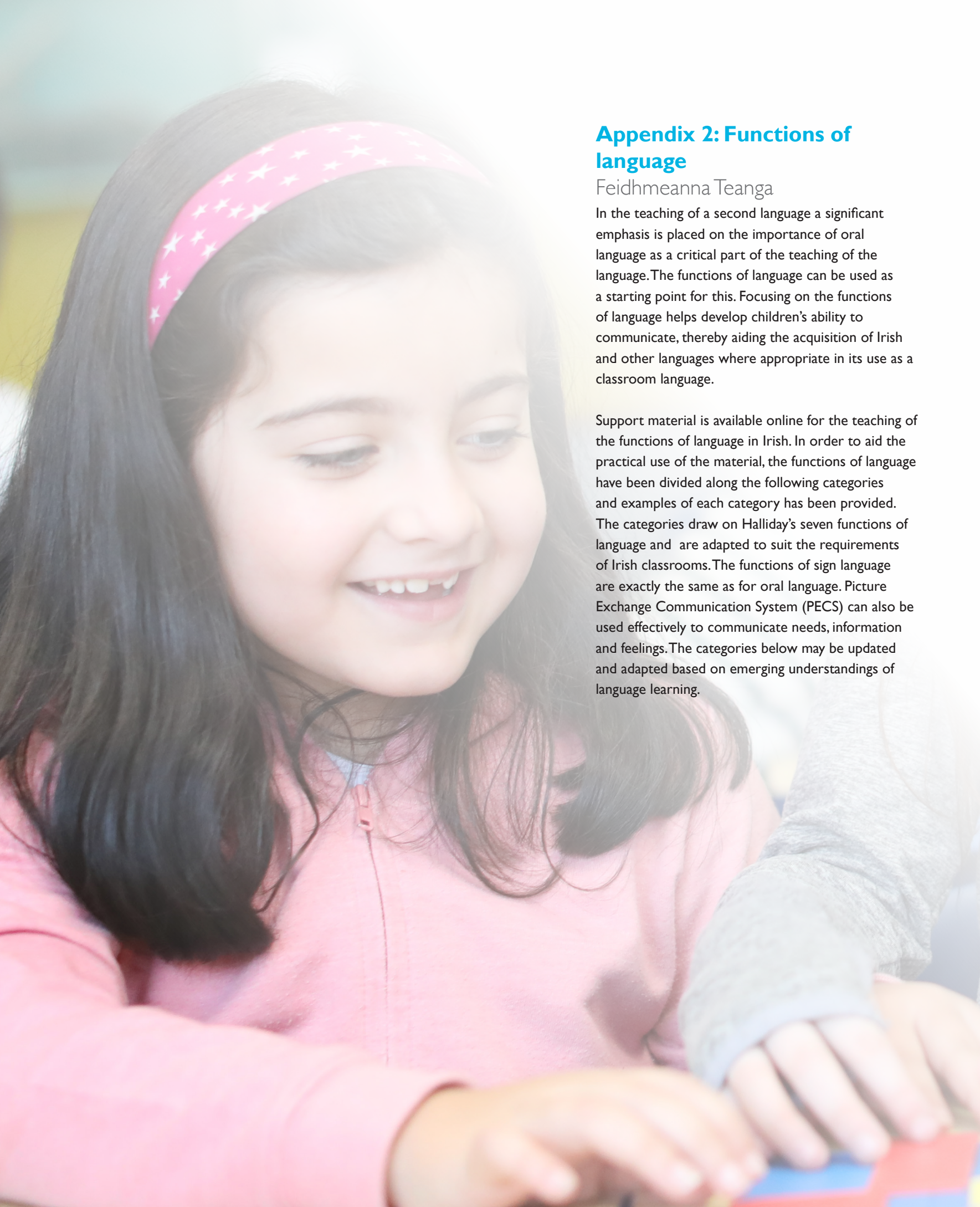
Céim 1-4 Coincheapa teanga, meonta agus scileanna teanga

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating/ Cumarsáid	joint attention to topic and intentional communication of meaning - intentionality	awareness of the intentional communication of meaning in text - intentionality	intentional communication of meaning - intentionality
	eye contact, gesture, body language - extra-linguistic skills	selecting and reading texts appropriate to purpose and interests - relevance	topic maintenance - relevance
	audibility, intonation, pitch, pause, emphasis, pace - paralinguistic skills		
	responding, initiating, sustaining, hanging over - turn taking		
		engaging with a wide range of texts - reading text with accuracy, fluency and meaning (comprehension)	
		awareness of meaning and interpretative of text/illustration	
	active listening and verbal memory		
		awareness of author’s purpose	awareness of purpose
	alert and responsive to others’ needs in order to maximise effective communication - awareness of ‘other’		awareness of audience

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scribhneoireacht
Understanding/ Tuiscint	articulation skills		
			accurate letter formation - legibility
	phonological skills	alphabetical principles - letters and letter cluster - recognising relationship between sound and language	
		using and understanding the conventions of print in reading	using and understanding the conventions of print in writing
	conceptual understanding, semantic relationships, vocabulary development - semantics	conceptual understanding, semantic relationships, vocabulary development - semantics	using increasingly sophisticated vocabulary in writing - semantics
	Understanding the organisational rules specifying word order; sentence structure and organisation - syntax	identify use of syntax in a range of genres	increasingly accurate and complex sentence structure and morphology - syntax
	understanding the rules associated with making changes to words, e.g., plural, tense	grapheme-phoneme cues, semantic cues and syntactical cues - word identification strategies	using phonological and orthographical knowledge to spell words accurately - spelling
	verbal memory		

Exploring and using/ Fiosrú agus úsáid

Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
engaging appropriately and effectively in conversation		
		developing a sense of voice
exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text
using language to play, in rhymes, puns, jokes and nonsense words and syllables		
creating and understanding narrative text - recount, retell, compose stories and personal narratives		creating narrative texts
creating and understanding expository text - factual accounts. Explanations, descriptions, arguments	identifying key points of information in expository texts	creating expository texts
using language to ask questions, make requests, express preferences and opinions, explain, narrate, explore, argue, predict, reason about and justify decisions, explanations and outcomes		Responding to texts through writing
using language to present information to different audiences		expressing opinions, emotions and preferences in writing
	using comprehension strategies to interpret, evaluate and respond to text	
	monitoring comprehension and using fix-up strategies where appropriate	using the writing process to create texts
	using text organisational structures to facilitate understanding when reading	using structures and language register appropriate to the genre and form - text organisational structure



Appendix 2: Functions of language

Feidhmeanna Teanga

In the teaching of a second language a significant emphasis is placed on the importance of oral language as a critical part of the teaching of the language. The functions of language can be used as a starting point for this. Focusing on the functions of language helps develop children's ability to communicate, thereby aiding the acquisition of Irish and other languages where appropriate in its use as a classroom language.

Support material is available online for the teaching of the functions of language in Irish. In order to aid the practical use of the material, the functions of language have been divided along the following categories and examples of each category has been provided. The categories draw on Halliday's seven functions of language and are adapted to suit the requirements of Irish classrooms. The functions of sign language are exactly the same as for oral language. Picture Exchange Communication System (PECS) can also be used effectively to communicate needs, information and feelings. The categories below may be updated and adapted based on emerging understandings of language learning.

Tábla 4: Feidhmeanna Teanga

Déanaimid cumarsáid chun ... We communicate to ...	Úsáidimid teanga chun ... We use language to ...	
Caidreamh sóisialta a dhéanamh Initiate and maintain social interaction	<ul style="list-style-type: none"> • Bualadh le duine • Slán a fhágáil • Glaoch ar dhuine • Aird a lorg • Beannú do dhuine • Cur in aithne • Comhghairdeas a dhéanamh • Comhbhrón a dhéanamh 	
Soiléiriú a lorg i gcomhrá Seek clarification in conversation	<ul style="list-style-type: none"> • Easpa tuisceana a léiriú • Cabhair a lorg • Litriú a lorg • Athrá a lorg 	
Dul i gcion ar dhaoine eile Influence others	<ul style="list-style-type: none"> • Cead a lorg • A thabhairt • Agus a dhiúltú • Buíochas a léiriú • Smaoineamh a chur chun cinn • Iarraidh ar dhuine rud éigin a dhéanamh 	<ul style="list-style-type: none"> • Duine a ghríosadh • Magadh faoi dhuine • Cuireadh a thabhairt • A dhiúltú, glacadh leis nó fiosrú faoi • Foláireamh a thabhairt do dhuine • Stádas a fhógairt nó a cheistiú • Maíomh • Dúshlán duine a thabhairt
Dearcadh a léiriú agus a lorg Describe and seek an opinion	<ul style="list-style-type: none"> • Eolas nó easpa eolais, cuimhne nó easpa, cuimhne a léiriú agus fiosrú fúthu • Cinnteacht, éiginnteacht nó féidearthacht a léiriú agus fiosrú fúthu • Leibhéal dóchúlachta a léiriú agus a fhiosrú • Taitneamh nó easpa taitnimh a léiriú • Mianta a léiriú nó fiosrú fúthu • Rogha a léiriú nó fiosrú fúithi • Leithscéal a ghabháil 	<ul style="list-style-type: none"> • Sásamh nó míshásamh a léiriú nó fiosrú fúthu • Aontú nó easaontú le ráiteas • Ábaltacht nó easpa ábaltachta a léiriú • Séanadh, Maithiúnas a léiriú • Tacaíocht a léiriú • Díomá a léiriú, Dóchas a léiriú • Ligean air/uirthi • Scéalta a chumadh nó a insint • Léiriú gur gá rud éigin a dhéanamh, nó fiosrú faoi
Eolas a thabhairt agus a lorg Give and seek information	<ul style="list-style-type: none"> • Aithint, Tuairisciú, Teachtaireacht a thabhairt • Ceartú • Ceistanna a chur agus a fhreagairt 	
Struchtúr a chur ar chomhrá Structure a conversation	<ul style="list-style-type: none"> • Oscailt • Féincheartú a dhéanamh • Cur síos a dhéanamh céim ar chéim • Coimriú • Deireadh a chur le comhrá 	

