

Primary
Language
Curriculum
Curaclam Teanga na Bunscoile

Support Material
for teachers



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Promoting Children's Comprehension

LEARNING OUTCOMES

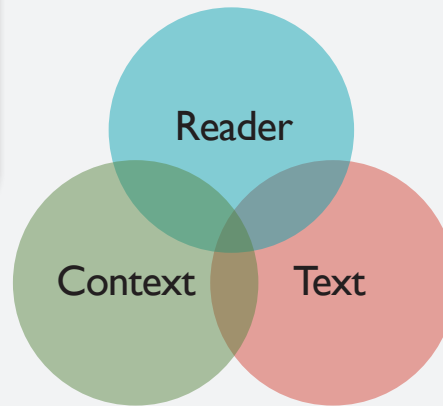
Children develop concepts, dispositions and skills in relation to:

- Engagement
- Purpose, genre and voice
- Comprehension

Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Rand Reading Study Group, 2002). **Extracting meaning** simply means understanding what an author has stated, explicitly or implicitly. **Constructing meaning** means interpreting what an author has said by bringing the learner's capacities, abilities, knowledge and experience to bear on what he/she is reading.

Three key elements interact in the construction of meaning:



Comprehension lies at the heart of all reading and therefore plays a central role in a balanced and integrated approach to literacy instruction.

Key Findings From Research

In their 2010 report, *Improving Reading Comprehension in Kindergarten through 3rd Grade*, the IES issued 5 key recommendations:

1. Teach students how to use reading comprehension strategies.
2. Teach students to identify and use the text's organisational structure to comprehend, learn and remember content.
3. Guide students through focused, high-quality discussion on the meaning of the text.
4. Select texts purposefully to support comprehension development.
5. Establish an engaging and motivating context in which to teach reading comprehension.

Promoting Children's Comprehension



Research clearly indicates that comprehension can and should occur from the earliest years. Children need to be both code breakers and meaning makers, utilising both word-level and text-level skills in the construction of meaning.

Shanahan et al. (2010) identify six areas of knowledge and skill considered to be crucial in the development of comprehension among young readers, namely:

- word-level skills
- vocabulary knowledge and oral language skills
- broad conceptual knowledge
- knowledge and abilities required specifically to comprehend a text
- thinking and reasoning skills
- motivation to understand and work towards goals.

Effective comprehension instruction must draw on and develop children's concepts, dispositions and skills in each of the above areas.

Effective Comprehension Instruction

Good readers are strategic, active and purposeful, and approach a text with clear goals, whether they are reading for pleasure or information. While some children develop these characteristics instinctively, most children require developmentally appropriate instruction in using comprehension strategies. However, many younger and less experienced readers are unable to detect the teacher's subtle cues and need direct instruction of the cognitive processes a successful reader employs. Such explicit instruction occurs through a process of the teacher thinking aloud, making the implicit thinking process explicit for pupils.



Promoting Children's Comprehension

Comprehension Instruction: A Whole School Approach

Whole-school planning for comprehension begins in stage 1 with a spiral approach to strategy instruction. Breadth and depth are added as children progress through stages 2, 3 and 4. This approach is outlined below:

Junior Infants

- Prediction
- Making Connections
- Visualisation

Senior Infants

- As Above
- **Questioning**

First and Second Class

- As Above
- **Monitoring Comprehension: Declunking and Seeking Clarification**
- **Determining Importance**
- **Inference**



Guidelines for Comprehension Strategy Instruction

High-quality children's literature which engages children is one key to successful comprehension instruction. Using high-quality children's literature affords children the opportunity to witness authentic strategy use, to understand the purpose for applying the strategy and to appreciate strategic reading.

Picture books are recommended for all classes when introducing and supporting new strategies. Other genres can be introduced as pupils grow in experience and confidence.

Promoting Children's Comprehension

Introducing a New Strategy

Prior to Instruction

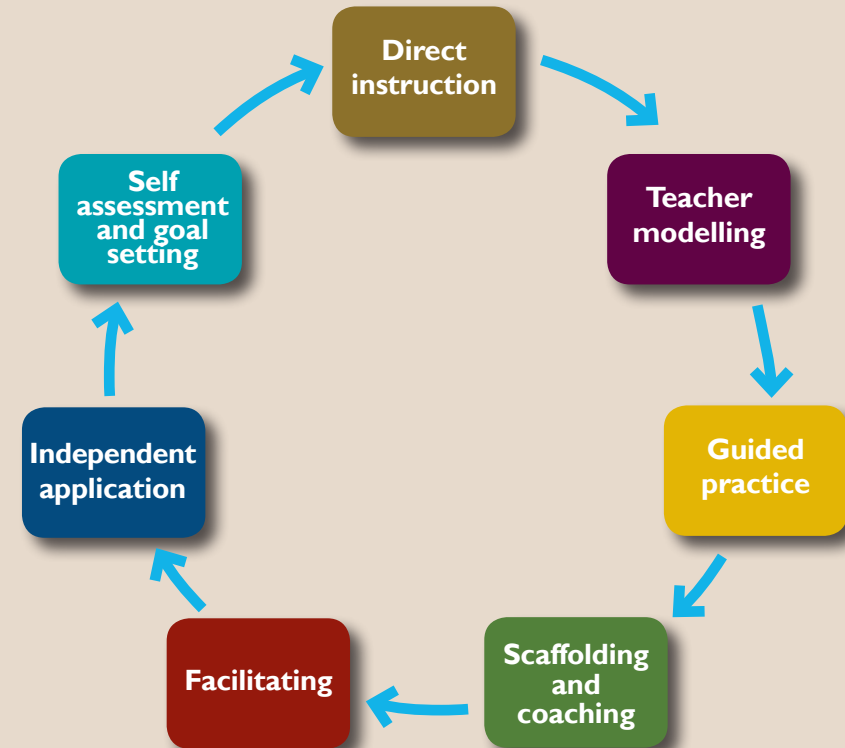
- Select an appropriate text that will allow multiple opportunities to model given strategies.
- Identify opportunities in the text for explicit instruction.

Initial Instruction

- Tell the class the new strategy you will use, explaining what it is and **why** it is useful.
- Read the passage, stopping to model the named strategy using Think Aloud, ensuring that the language used is clear, concise and appropriate for the children.
- It is important to include **how** you are employing the strategy so that the children understand the cognitive process involved.
- At the end of the lesson allow time for a **debriefing session**, reviewing with the pupils **what** the strategy is, **how, where** and **why** we applied it. These elements are crucial in enabling the children to replicate the process for themselves.

Gradual Release of Responsibility

The overall goal of comprehension instruction is to develop active and purposeful readers who are able to apply a collection of strategies to construct personal interpretations of text, evaluating and questioning as



they read. The development of such independent readers requires that teachers gradually release responsibility to pupils, providing scaffolding and support as needed until pupils become confident reading strategically. This instructional model is characterised by cycles as shown above.

Promoting Children's Comprehension

It is important for children to have opportunities to share their understanding of thoughts on the text before, during and after reading. As pupils become more adept at strategic reading, there will be a shift from teacher-led to pupil-led discussion. Rather than seeking known information, teacher questioning may prompt pupils to consider other interpretations or engage in higher-order thinking. It may also be used as a scaffolding tool to model how contributions can be extended. It is important that such dialogue allows for pupils to respond to each other, rather than following a teacher-child-teacher format.

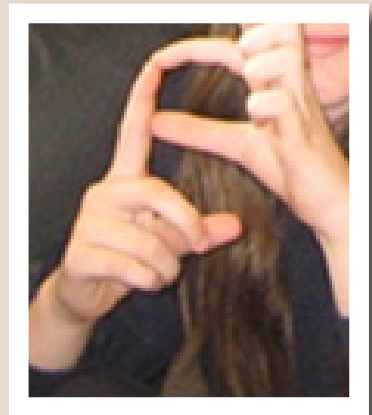
Comprehension Process Motions

Comprehension Process Motions (CPM), a series of hand signals to indicate use of a strategy, can support pupils through this process, allowing younger and less experienced readers to signal their **independent strategy use** to the teacher.

Comprehension strategies are key to the process of interpreting a text. Children constructing meaning are at the heart of this process. The goal in planning and teaching is for children to develop and use a repertoire of comprehension strategies to support their engagement with text.



The use of CPM also allows pupils to independently apply comprehension strategies, not only during the reading process, but across all curricular areas. In this way, the needs of pupils can be identified and instruction differentiated accordingly. Research has shown that this approach is of great benefit for all pupils, but most especially younger readers (Block et al., 2008).



Promoting Children's Comprehension



The use of CPM also allows pupils to independently apply comprehension strategies, not only during the reading process, but across all curricular areas.

Through planning and teaching for comprehension, teachers enable children to develop a repertoire of comprehension strategies which they can use flexibly and interchangeably to support their engagement with text.

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Phonological Awareness

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- Phonological and phonemic awareness

What is Phonological Awareness?

Phonological Awareness is the area of oral language that relates to the ability to think about the sounds in a word (the word's phonological structure) rather than just the meaning of the word. It is an understanding of the structure of spoken language and is an umbrella term that includes an awareness of words within a sentence, syllabic awareness, an understanding of onset and rime, and phonemic awareness. Becoming phonologically aware, i.e., becoming attentive to the sound structure of language, is an **aural** and **oral** skill.

Phonological Awareness differs from phonics because it is based on the sounds that we hear rather than the letters on a page.



Why Teach Phonological Awareness?

A child's level of phonological awareness at the end of the first year in school is one of the strongest predictors of future

reading success. Learning to read requires children to have a considerable awareness of the sound structure of spoken language and phonological awareness is the first building block in this process. It is a critical aspect of early literacy development and is linked to attainment in reading, comprehension and spelling. Sound awareness precedes and accompanies symbol awareness so that a child can learn to read with ease.

Phonological Awareness as a Continuum

Phonological Awareness can be placed on a **development continuum**, beginning with basic listening skills and progressing through an ability to identify rhyme and alliteration and to distinguish words within sentences. The continuum extends to include an awareness of syllables within words and onset and rime within words, until children are able to manipulate individual phonemes within words.

A phoneme is the smallest unit of sound in a word. E.g., the word *ship* has three phonemes /sh/, /i/, /p/.

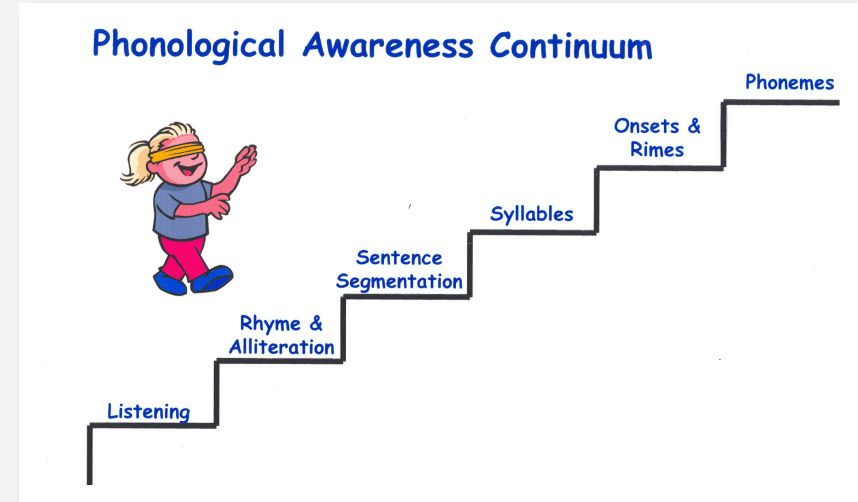
Phonological Awareness

Listening Skills

Developing children's active listening skills ensures their ears are *finely tuned* to language and its component parts.

Listening Games

- Chinese whispers
- Headbanz: Each child places a picture card on their forehead and they must ask the other children questions in order to guess what is on their picture.
- Simon says
- I went to the shop and I bought a ...
Each child must mention an item they bought in the shop after recalling the items mentioned by the others in the group.
- Clapping commands: One clap means stand, two means march and three means sit. Children sit in a circle and one child claps the commands for the rest of the group.



Phonological Awareness

Rhyme and alliteration

Teaching and learning about rhyme and alliteration can be meaningful, active and fun! One of the best indicators of how well children will learn to read is their ability to recite nursery rhymes when they start school.

Activities to support the development of rhyme

- Learn and recite rhymes as part of classroom routines and transitions
- Use rhymes within lessons and as part of lessons
- Read and discuss rhyming books as part of daily read-alouds
- Oral rhyming snap: Using words from a read-aloud, the children snap their fingers or say 'snap' when they hear two rhyming words
- A Feely Bag can be used containing rhyming objects. Children must try guess the other objects in the bag by feeling them and using rhyme
- Oddity task: Present children with three different objects and ask them to identify the odd one out

Sentence Segmentation

Most children will enter school with a good understanding that words form a sentence. An assessment to see if children grasp the concept that speech is made up of sentences and those sentences in turn are made up of words is an active sentence segmentation task.

For example, say a sentence such as 'That is a dog.' Ask the children to place a counter in a cup as they say the sentence, one counter for every word.

- Rhyme production:

What rhymes with hen?

Oral cloze text – Have you ever seen a fox in a ...

Rhyming I Spy – I spy with my little eye something that rhymes with blue

Activities to support the development of alliteration

- Identify alliteration in text. Echo and choral read a section of text with alliteration, once it has been identified
- Listen to, recite and respond to tongue twisters
- Children create their own tongue twisters
- Deliberately substitute a word/sound in a tongue twister and ask children to identify the incorrect word/sound

Phonological Awareness

Syllabic Awareness

When children can demonstrate an ability to detect words in a sentence and have a good understanding of rhyme and alliteration, it is time to progress to the next section of phonological awareness – syllable blending, segmenting and deleting.



Activities to support syllabic awareness

- **Syllable blending**

Blending involves children listening to syllables in a word and putting them together to identify the word, e.g., cow + boy = cowboy

- **Syllable segmentation**

Segmentation involves asking children to identify the number of syllables in a word and to break up the word into syllables. This can be done by clapping the syllables in a word or by using three boxes with the numbers 1, 2, 3 on them and children sort words (or pictures of the words) into the correct box according to the syllables.

One way of providing kinaesthetic reinforcement is to get the children to use their two hands and to touch their heads for the first syllable, their shoulders for the second syllable, their hips for the third, knees for the fourth, toes for the fifth and heels if there is a sixth syllable! Such exercises also give children an awareness of word length.

- **Syllable deletion**

Deletion involves deleting the initial and final syllables in words, e.g., say baker without the /ba/, say farmer without the /mer/.

Phonological Awareness

Onset and Rime

Onsets are the consonant sounds that precede the first vowel in a syllable. For instance, the sound *c* is the onset in the one-syllable word *cat*. In the two syllable word *window*, *w* is the onset in the first syllable *win*, and *d* is the onset in the second syllable *dow*. All syllables have a rime unit. Rimes consist of the vowel and any sounds that follow it in the syllable. For example, the rime in *cat* is *-at*, the rime in the first syllable of *window* is *-in*, and the rime in the second syllable is *-ow*.

Providing opportunities to practise blending and segmenting onset and rime in a variety of words would be beneficial for children.

Phonological Units

What are the phonological units of the word 'basket'?

Word	basket					
Syllables	bask			et		
Onsets and rimes	b	ask	et			
Phonemes	/b/	/ă/	/s/	/k/	/ě/	/t/

Phonemic Awareness

Phonemic awareness is the final subcategory of phonological awareness. Phonemic awareness is the ability to notice, think about, and work with phonemes in spoken words. Children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words.

Phonological Awareness

Activities to support the development of phonemic awareness

- **Phoneme isolation**

Children recognise individual sounds in words, e.g., What is the first sound in van?

- **Phoneme identity**

Children recognise the same sounds in different words, e.g., What sound is the same in fix, fall, and fun?

- **Phoneme categorisation**

Children recognise the word in a set of three or four words that has the odd sound. Use initial, final and medial sounds.

- **Phoneme blending**

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.

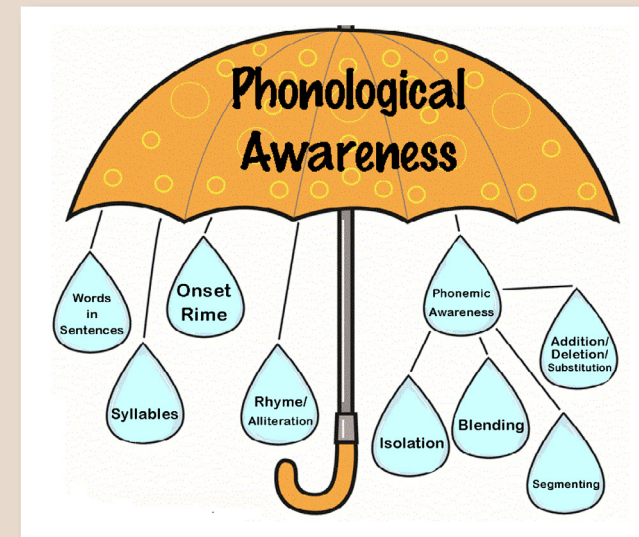
- **Phoneme segmentation**

Children break a word into its separate sounds, saying each sound as they tap out or count it. Elkonin Boxes can be used to explicitly teach phoneme segmentation.

To use Elkonin Boxes children listen to a word and move a coloured token (counter/cube) into a box for each phoneme they hear in the word. If a phoneme is repeated in a word, children should use a token of the same colour.

- **Phoneme manipulation**

Children change or delete the initial, final or medial phoneme in words, add phonemes to words and substitute one phoneme for another to make a new word.



Phonological Awareness

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Developing Comprehension using Wordless Books

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- Engagement
- Purpose, genre and voice
- Comprehension.

Developing Comprehension

Wordless picture books are an ideal resource to practise and support children's language learning and reading development.

Wordless books, simply, are picture books without words, where the illustrations tell the story. According to Beckett (2012), the 'cinematic and interactive qualities' in wordless books appeal to readers of all ages, and are particularly suited to our digital world.

Rationale: Why use Wordless Books?

Wordless books encourage children to personally engage with the story, to imagine and to think thoroughly and critically about the events and characters and to communicate their thoughts and ideas about the narrative, creating a collaborative reading experience. Although wordless books may not seem complex at first sight, once opened, one will be challenged to

Wordless books offer 'a unique opportunity for collaborative reading between children and adults [empowering] the two audiences more equally' (Beckett, 2012)

view a series of detailed pictures, to determine the importance of these details, to process and summarise the information by predicting, inferring and synthesising, in order to 'read' or tell the story as they see it. Therefore, children need to be taught this complex skill of 'reading' detailed images.

Supporting children to 'read' pictures

- Model the process of looking at a picture and take note of the details.
- Think aloud while determining the importance of the content of the picture, and connecting the content together in order to create a story.
- Teach relevant vocabulary by labelling pictures.
- Engage the students in describing what they can see in the picture.
- Play games, such as I spy, based on an illustration in order to engage the students and to motivate them to look at the illustrations in detail.

Developing Comprehension using Wordless Books



Teaching Comprehension Strategies

Comprehension instruction should occur at all reading levels, as emergent readers can engage in many of the same meaning making strategies as confident readers (Stahl, 2014).

Comprehending a text is an active thinking process where the reader creates schemata relating to the text, in order to construct meaning. There is vast research now supporting that an effective way to teach comprehension involves directly teaching a range of key comprehension strategies. *Building Bridges of Understanding* is a popular resource for schools that was designed based on this theory.

By introducing these strategies gradually from Junior Infants, our students will be competent at using these comprehension strategies, confident on drawing them from their repertoire and moving fluidly and interchangeably between them while reading independently.

Direct comprehension instruction, although a vital aspect of the reading process, can often be neglected, particularly in the infant classrooms where a great emphasis is placed on phonics. However, as can be seen in the accompanying videos, the development of comprehension skills can be comfortably integrated with oral language lessons, reading, writing and Aistear, ensuring time for all curricular areas.

Comprehension Strategies focused on within *Building Bridges of Understanding* (Courtney & Gleeson, 2010)

- Prediction
- Visualisation
- Making connections
- Questioning
- Inferring
- Clarifying
- Determining importance
- Synthesising

Developing Comprehension using Wordless Books



Using Wordless Books to Teach Comprehension Strategies

Wordless books initiate and facilitate dialogue, which promotes higher order thinking. They also enable children to use comprehension strategies in context, even at an emergent reading level. This genre engages students with higher

quality texts and more complex narratives than the texts they would usually read independently. Fluency and word identification, the areas of reading that may impede some readers, or cause them anxiety, are not an issue when reading wordless books. Therefore, all students can focus solely on using comprehension strategies and

becoming successful in this area of reading.

Wordless books can also be used as a resource to assess students' comprehension in an authentic and meaningful way.

Visual literacy, the ability to take meaning from what we see, is a vital skill for all readers, particularly in this era of multi-modal texts where comprehending images is as essential as comprehending written text. For this reason, wordless books are very suitable for students in *Stage One* and *Stage Two*. As Moline (1995) states, 'visual texts are [...] not an academically 'soft option' to verbal (words only) texts' and can be 'used extensively at all levels of learning'.

The interpretive and constructive skills involved in narrative comprehension of picture books are parallel to the text processing skills involved in reading narratives, but do not involve the decoding of words. (Yussen & Ozcan, 1996)

Developing Comprehension using Wordless Books

Wordless Books to Develop and Integrate Language

Wordless books are particularly beneficial in TI schools, where the primary language is Gaeilge, as the story can be told and discussed in any language, due to the absence of written text. They also act as a medium for introducing new vocabulary or phrases, and give ample opportunities for students to hear and use new words in meaningful contexts. Wordless books would also be very useful to develop children's spoken language in Stage 1, or as a resource for teaching children with EAL.

Conceptual knowledge and metacognitive strategies (e.g. comprehension strategies) readily transfer between Irish and English as a result of an underlying conceptual proficiency

that is common across languages (Cummins, 1981). Therefore, when focusing on developing Irish oral and literacy skills in a Gaelscoil through the use of a wordless book, literacy skills and strategies in English will also be enhanced as metacognitive skills are common in both languages (Cummins, Ó Duibhir, 2012).

Oral language skills, are also naturally developed when reading wordless books as a discussion evolves while looking at the pictures. The open text encourages children to actively imagine the voice, thoughts and feelings of characters and to discuss the events taking place. Wordless books cultivate storytelling skills and give children opportunities to listen, ask questions and speak to each other.

Activities to Develop Comprehension while Reading Wordless Books

Preparation for teacher

- Write a script, to help you model reading the story aloud.
- Make a note of questions you may ask the children (include a range of literal, inferential and evaluative questions).
- Select the new vocabulary or language you will introduce and teach.
- Scan the Wordless Book to project the pages on a screen or IWB.

Developing Comprehension using Wordless Books

Pre Reading Activities to develop Comprehension

- Arouse curiosity by placing a physical object that has significance to the story, in the room.
 - Guess the significance of the physical object to the book.
 - Discuss the cover.
 - Make predictions about the story.
 - Take a silent picture walk through the book before beginning to read.
 - Introduce new vocabulary. Label these new words in the illustrations.
 - Play I Spy, using the cover or illustrations.
 - Present various vocabulary or phrases from the story on flashcards. Ask students to predict the story, based on these words.
 - Make connections to other books, by same author or illustrator.
 - Create a character sketch in order to empathise with the character.
- Cover the title of the book and ask students to guess the title from the book cover.
 - Introduce and explain a specific comprehension strategy. Model the use of the strategy during a *Think Aloud* session. Encourage pupils to become involved and scaffold the strategy development during reading.



Developing Comprehension using Wordless Books

During Reading Activities to develop Comprehension

- Model how to read a Wordless Book.
- Read the story collaboratively as a class.
- Take a voice recording of the collaborative reading. This can later be used to create an audio book for the library to complement the Wordless Book.
- Notice details in illustrations.
- Continue to make predictions, visually, orally or with the use of drama.
- Encourage the students to ask questions, and to make connections.
- Teacher in Role. The teacher becomes a character in the story and speaks to the class from this role. Children can communicate with the Teacher in Role to explore the story in more detail. Confident pupils could also adopt this position.
- Role-play events and conversations from the story as a strategy to predict what may happen next.
- Thought Tracking. Invite some children to recreate a still image from the story. Ask them to share their thoughts and feelings at that time with the class.
- Make inferences based on clues given to us by the illustrator, using a T chart. Facts which are presented in the illustration are written in the first column, and pupils write what these facts make them think of in the corresponding column.
- Thought Tunnels . If an issue arises in the story, invite children to express their opinions while a character from the story walks through a physical tunnel of children.

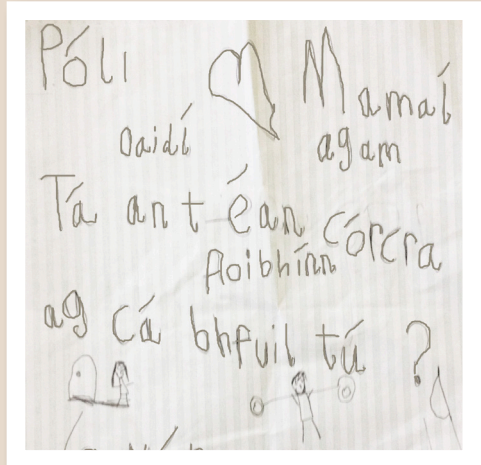
Developing Comprehension using Wordless Books

Post Reading Activities to develop Comprehension

- Retell the story.
- Re-read the story in small groups.
- Sequence the images from the story on the IWB.
- Debrief on the Comprehension Strategy used while reading.
- Draw a picture from the prequel or sequel.
- Dramatise a section of the story, or expand the story with role-play.
- Re-enact part of the story with puppets.
- Create a soundscape. Make the sounds and noises that can be heard during the story and record them. These can then be played as children silently re-read the story.
- Revisit the character sketch from the Pre Reading stage.
- Art activity based on the book.
- Invite children to create their own wordless book.
- Convert the wordless book into a picture book with text during a session of Shared Writing.
- Create and read a *Readers' Theatre* script based on the book.
- Write a postcard, a letter, a packing list for a character in the story.
- Use the story as a stimulus for the play areas during Aistear. Re-enact the story, or create a new problem leading to a change in the plot. In a Gaelscoil, it is important that the teacher models and teaches the language to the class first, in order to support the children to practise

and use the language effectively during play.

Basing the theme for Aistear on the Wordless Book enables the class to revisit the story and to step into the world of the characters through play. As the children create aspects of the story during guided play, they acquire a deeper understanding of the story and gain an insight into the thoughts and feelings of a character. They can be also given the opportunity to view different perspectives on the story.



Developing Comprehension using Wordless Books

Wordless Books Suggestions

Hug Jez Alborough (2000)

Tall Jez Alborough (2006)

Anno's Counting Book Mitsumasa Anno (1975)

Zoom Istvan Banyai (1995)

Journey Aaron Becker (2013)

Quest Aaron Becker (2014)

Clown Quentin Blake (1995)

The Snowman Raymond Briggs (1978)

A Circle of Friends Giora Carmi (2003)

Fortunately Remy Charlip (1964)

Unspoken: A Story from the Underground Henry Cole (2012)

Carl the Dog (Series) Alexandra Day

Pancakes for Breakfast Tomie DePaola (1978)

Un-Brella Scott E. Franson (2007)

The Snowman Story Will Hillenbrand (2014)

Flora and the Flamingo Molly Idle (2013)

Red Sled Lita Judge (2011)

Wave Suzy Lee (2008)

The Red Book Barbara Lehman (2004)

Rainstorm Barbara Lehman (2006)

Trainstop Barbara Lehman (2008)

The Girl and the Bicycle Mark Pett (2014)

The Boy and the Airplane Mark Pett (2013)

The Lion & The Mouse Jerry Pinkney (2009)

The Tortoise & The Hare Jerry Pinkney (2013)

You can't take a Balloon into the Metropolitan Museum Jacqueline Preiss Weitzman & Robin Preiss Glasser (1998)

You can't take a Balloon into the National Gallery Jacqueline Preiss Weitzman & Robin Preiss Glasser (2000)

You can't take a Balloon into the Museum of Fine Art Jacqueline Preiss Weitzman & Robin Preiss Glasser (2002)

Good Night Gorilla Peggy Rathmann (1994)

A Ball for Daisy Chris Rashka (2011)

The Chicken Thief Beatrice Rodriguez (2005)

Time Flies Eric Rohmann (1994)

Where's Walrus? Stephen Savage (2011)

The Invention of Hugo Cabret Brian Selznick (2007)

Wonderstruck Brian Selznick (2011)

Developing Comprehension using Wordless Books

Wordless Books Suggestions (continued)

Noah's Ark Peter Spier (1977)

Peter Spier's Rain Peter Spier (1997)

Bluebird Bob Stake (2013)

The Arrival Shaun Tan (2007)

Chalk Bill Thomson (2010)

Tuesday David Wiesner (1991)

Free Fall David Wiesner (1991)

June 29, 1999 David Wiesner (1992)

Sector 7 David Wiesner (1999)

Flotsam David Wiesner (2006)

Art and Max David Wiesner (2010)

Mr. Wuffles! David Wiesner (2013)

Developing Comprehension using Wordless Books

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Fónaic

TORTHAÍ FOGHLAMA

- Gnásanna cló
- Feasacht fhóineolaíoch agus fhóinéimeach
- Fónaic agus aithint focal
- Líofacht agus féincheartú

Cineálacha Éagsúla Fónaice

- **Fónaic anailíseach:** Anailís a dhéanamh ar fhocail trí chur chuige ‘féach agus abair’. Clúdaítear túslireacha, túsfhoghair, rím agus teaghligh focal.
- **Fónaic shintéiseach:** Fuaimanna aonaracha agus a litreacha gaolmhara. Fuaimanna aonaracha a nascadh le focail a dhéanamh,

ag obair ó aonad fuaime go dtí focal iomlán. Bíonn páistí ag deighilt, ag cumasc agus ag múnlú léirithe comóna fuaime.

FÓNAIC SA LITEARTHACHT

Aithnítear an gá atá le teagasc fónaice mar chuid de theagasc na litearthachta. Is gné amháin de theagasc na litearthachta é teagasc na fónaice agus ba chóir na scileanna eile litearthachta a theagasc agus a dhaingniú mar aon le teagasc fónaice.

- **Fónaic theanga:** Díritear aird ar fhónaic i gcomhthéacs gach gné eile den litearthacht. Tosaítear le haithint fuaimanna aonaracha i bhfocail iomlána agus ansin cur i bhfeidhm cur chuige sintéiseach le deighilt agus cumasc fuaimanna le léamh agus le

litriú. Ag an tús, bíonn an obair ar fad i gcomhthéacs focail iomlána. Is cur chuige é seo a oireann don Ghaeilge, nó féachtar ar fhuaimanna i gcomhthéacs focail agus focal i gcomhthéacs abairte. Athraíonn fuaimanna na Gaeilge ag brath ar an áit a bhfuil siad san fhocal agus ag brath ar ghnéithe gramadaí na habairte. Déantar gach fuaim i gcomhthéacs.

Feasacht Fóineolaíochta

Tá na scileanna seo tábhachtach mar dhúshraith i bhfoghlaim na fónaice agus sa litearthacht go ginearálta.

- Aird, éisteacht agus forbairt teanga. Tá an teanga ó bhéal tábhachtach.
- Rithim i ndánta/rainn, an dóigh le buillí a léiriú. Tosaítear ag díriú ar shiollaí i bhfocail lena mbriseadh ina gcodanna lena léamh/scriobh.
- Rím i rainn, dánta agus scéalta. Aithnítear

Tagraíonnfeasacht fóineolaíochta don fheasacht a bhíonn ag duine ar struchtúr fóineolaíochta, nó ar struchtúr fuaime, focal. Áirítear ann tuiscintí ar fhocail, rím, siollaí, túsfhoghar, foghar deiridh agus fóinéimí.

Fónaic

fuaimeanna a dhéanann rím agus atá mar an gcéanna. Ansin, aithnítear an fhuaim chéanna ach í léirithe ar bhealaí éagsúla. Cuirtear tús ansin le focail a rangú de réir fuaime agus de réir litirithe.

- Fuaimeanna a aithint i bhfocail ó bhéal ar dtús agus ansin an léiriú litreach a aithint agus a cheangal leo. Bíonn páistí ag plé difríochtaí agus cosúlachtaí idir fuaimeanna agus focail.

Feasacht Fóinéimeach

- Tosaíonn siad ag deighilt agus ag cumasc focal trí dhíriú ar na fuaimeanna, aithníonn siad patrúin i bhfocail agus go mbíonn bealaí ar leith ag teanga le fuaimeanna a litriú.

An léargas gur féidir smaoineamh ar gach focal labhartha mar shraith fóinéimí. Ós rud é gurb iad fóinéimí na haonaid foghair a chuirtear in iúl le litreacha na haibítire, cuid thábhachtach de loighic na haibítire a thuiscint is ea an fheasacht gur sraith fóinéimí is ea gach focal. As sin tuigtear gur féidir fónaic agus litriú a fhoghlaim.

Fónaic

Moltar i gclár fónaice de chineál ar bith fuaimeanna a theagasc go cuimsitheach agus go leanúnach agus le struchtúr cinnte. Moltar tosú leis na fuaimeanna is coitianta agus leis na focail is lú agus is fusa díchódú. Má tá níos mó ná bealach amháin ann le fuaim a léiriú is fearr bealach amháin a theagasc agus a dhaingniú i dtús báire sula gcuirtear roghanna



roimh pháistí. Baineann an cur chuige seo le fuaim a chloisteáil i bhfocail agus ansin, an dóigh leis an bhfocal sin a léamh agus a litriú mar is ceart de réir choinbhinsiún litirithe na teanga.

Ba chóir go mbeadh ceachtanna fónaice gairid agus gasta agus iad i gcomhthéacs na léitheoireachta. Moltar go mbeadh páistí ag fiosrú an eolais agus iad ag léamh.

Fónaic

Gach Fuaim, Sampla Ultach

Léiríonn an tábla thíos na 36-41 fuaim atá sa Ghaeilge agus ansin na leaganacha malartacha den fhuaim sin, nó bealaí éagsúla leis an fhuaim chéanna a léiriú, ag brath ar chanúint. I gclár fónaice clúdaítear na fuaimeanna is bunúsaí (atá ag barr gach colún) ar dtús, agus ansin tosaítear ar na leaganacha malartacha. Tá miondifríochtaí idir cuid de na fuaimeanna atá sna rannóga seo, ach ar mhaithe le cumas léitheoireachta

agus litrithe na bpáistí a chur chun cinn tá siad sna rannóga céanna, ag súil is go bhfuaimnítear i gceart iad de réir na canúna. Tá leagan leathan (consain in aice le a, á, o, ó, u, ú) agus leagan caol (consain in aice le e, é, i, í) de gach fuaim ann. Mura bhfuil an difear idir an dá leagan seo suntasach ó bhéal is féidir iad a chlúdach sa rannóg chéanna. Tá ceithre l, n agus r i gCúige Uladh ach, arís, mura bhfuil an difear suntasach ó bhéal is féidir iad a chur le chéile. Léiríonn na línte sna colúin na miondifríochtaí.

Consain a Rangú

b	c	d	d	f	g	h	l	l	m	n	n	p
leathan bus i bpota b'fhada	leathan cat poc	leathan dath fada i dtaca d'fhan	caol dílis íde i dtír jip d'ith	leathan fada graf phota	leathan gan bog i gcúl dul	leathan hata chun thar shos	leathan lá halla	caol leis eile	leathan mála cam i mbord m'Aintín	leathan na donn ár n-arm	caol ní linn i ndiaidh ár n-iasc	leathan pota trup
caol bís pib b'fhearr	caol cic glic			caol fite sifin phib	caol glic smig i gcrích	caol ní hé thig féin	blas asal	mill leac	caol im i mbinse m'intinn	lán i ndath	sin cine	caol pís cipín

Fónaic

r	r	s	s	t	t	z	ch	ng	dh	dh	bh	bh
leathan rá carr	caol rich cúl an chairr	leathan sásta fás	caol sí milis	leathan tóg cóta tsráid	caol te tit	leathan zú ózón	leathan chas loch	leathan rang bun na ngob	leathan mo dhán mo ghúna	caol de dhíth an ghé	leathan an bhó róbhog i bhfocal mo mhála ramhar	caol bhí sibh a mhic nimh i bhfis vitimín
tar cnoc	cuir cneasta						caol mo chiste oíche ith	caol tarraing fuaim na ngíog				

Tá an líon is mó leaganacha malartacha leis na gutaí fada sa Ghaeilge. Arís, clúdaítear na leaganacha is fusa agus is coitianta ar dtús roimh thosú ar na leaganacha malartacha. Tá dhá **ó** i gCúige Uladh. Is ionann an fhuaim atá ag **a/á** agus **o/ó** i roinnt focail ach tá difear san fhad. Is ionann an schwa agus

an guta láir, gan fiacla nó teanga a úsáid. Is eisceachtaí iad na focail atá i gcló iodálach. Is féidir na gutaí le chéile ag an bhun agus gutaí eile nach iad a theagasc mar ghrúpaí d'fhuaimneanna nó tagann siad le chéile go minic sa chóras litrithe.

Fónaic

Gutaí a Rangú

a/á	e	é	i	í	o/ó	ó	u	ú	(schwa)
cat fear ainm veain ar fhan	le ag greim bhuel	mé léim méar i ndiaidh tae laghad Gaeilge rogha ceird aghaidh	mil siolla Doire na cait uile ar fhill	sí níor mamáí aois nigh mothaigh titfidh tógfaidh iontach croí suí rith culaith bhfaighidh caora	mo seo deoir fóill stól	ón gabh leabhar leon raibh	muc lag tom	tú siúl dúirt bíodh príomh talamh acu stánadh briseadh dom dubh	cóta ocras ciste déanta

Dhá ghuta a dhéanann dhá fhuaim

ua	ia	ái	ai	ói
suas nuair	bia siad	náire cáis	faigh maith	tóin óige

Samplaí d'fhuaimneanna a thagann le chéile go minic i bhfocail

-án	-eoir	(e)ach(t)	(e)ann	mhar	tar
ardán cupán amadán	múinteoir aisteoir bainisteoir	bealach cailleadh poblacht	déanann bialann baineann	fonnmhar sultmhar ciallmhar	tógtar moltar turtar

Fónaic

Céimeanna na bhFuaimeanna sna Mórchanúintí

Baineadh úsáid as an leabhar Fuaimeanna na Gaeilge (Cois Life, 2013) agus an suíomh atá leis, fuaimeanna.ie, leis na samplaí seo a chinntiú. Níl gach fuaim clúdaithe anseo, níl ann ach samplaí leis an chur chuige a léiriú. Is féidir canúintí eile a leagan amach ar an mbealach céanna ach na samplaí thíos a leanúint.

	Ulaidh	Connacht	Mumha
Céim 1 – focail aonsiollacha CG/GC/CGC. Clúdaítear consain, gutaí gear agus gutaí fada. Tá fuaim amháin ag gach litir. Moltar fuaim a dhéanamh i gcomhthéacs focal.	cat, muc, gob, le, fir, lár, túr, rón, gé, rís	cat, muc, gob, le, fir, lár, túr, rón, gé, rís	mar, muc, gob, le, fir, lár, túr, rón, gé, rís
Céim 2 – focail níos faide aonsiollacha CGCC/CCGC/CCGCC. Seasann litir amháin d'fhuaim amháin.	tart, pluc, post, glic, clár, plúr, srón, brí, plé	tart, pluc, post, glic, clár, plúr, srón, brí, plé	tart, pluc, post, glic, clár, plúr, srón, brí, plé
Céim 3 – focail ilsiollacha, is féidir caol agus leathan a phlé nuair atá na páistí réidh. Seasann litir amháin d'fhuaim amháin.	mamó, ómós, pláta, pluma, comórtas, folcadán, minic, ribín	mamó, ómós, pláta, pluma, comórtas, folcadán, minic, ribín	mamó, ómós, pláta, pluma, comórtas, folcadán, minic, ribín
Céim 4 – seasann níos mó ná litir amháin d'fhuaim amháin, díreann aird ar na consain anseo. Déantar na fuaimeanna seo i gcomhthéacs na céille agus na gramadaí agus mínítear na cúiseanna le séimhiú/urú.	crann, carr, capall, bhog, mhol, amach, rothar, dúshlán, phóg, ghlac, dhún, rófhada, rang, i gclann, i mbun, i bpota, i ndún, an tsrón, i bhfolús, ar dtús	crann, carr, capall, bhog, mhol, amach, rothar, dúshlán, phóg, ghlac, dhún, rófhada, rang, i gclann, i mbun, i bpota, i ndún, an tsrón, i bhfolús, ar dtús	crann, carr, capall, bhog, mhol, amach, rothar, dúshlán, phóg, ghlac, dhún, rófhada, rang, i gclann, i mbun, i bpota, i ndún, an tsrón, i bhfolús, ar dtús
Céim 5 – níos mó ná bealach amháin ann le fuaim a rá, m.sh. dán/déan, tír/trá, seo/sa. Beidh sé seo ag brath ar an chanúint maidir leis na rannóga, tiocfaidh na páistí ar phatrúin agus míniú san fhiosrúchán.	dán/déan, sa/seo, trá/tír, naoi/ní, bhog/bhí, mhol/nimh, ghol/an ghé, a dhath/de dhíth, i bhfolús/i bhfírinne, bó/rón, cat/gabhar, fear/leabhar, fios/sioc, chas/lacha, cait/caint, roimh/scoil	dán/déan, sa/seo, trá/tír, naoi/ní, bhog/bhí, mhol/nimh, ghol/an ghé, a dhath/de dhíth, i bhfolús/i bhfírinne fios/sioc, cait/caint, roimh/scoil	dán/déan, sa/seo, trá/tír, naoi/ní, ghol/an ghé, a dhath/de dhíth, fios/sioc, scoil/ar bord loinge/coim
Céim 6 – níos mó ná bealach amháin le fuaim a scríobh. Tá an t-eolas is mó anseo agus bíonn ar pháistí an litriú ceart a fhoghlaim. Má bhíonn roinnt bealaí ann le fuaim a léiriú bíonn ceann amháin acu ceart agus caithfear sin a fhoghlaim. Moltar liosta focal a thabhairt don pháiste le réimse roghanna ar an spriocfhuaim ann le foghlaim. Níl anseo ach roinnt samplaí.	í – sí/níor/mamaí/croí/suí/iontach ú – tú/siúl/dúirt/bíodh/déanamh/acu é – mé/léim/méar/tae/aon á – tá/breá/tháinig/ar fhás/déan ó – bó/dó/cóta/go fóill ó – rón/srón a – cat/fear/ainm/veain/ar fhan h – thug/hanla/chun/shocraigh m – amach/i mbun/m'aintín	í – sí/níor/mamaí/croí/suí/agaibh ú – tú/siúl/dúirt/inniu é – mé/léim/méar/tae/aon á – tá/breá/tháinig/ar fhás/agam ó – bó/dó/cóta/deo/go fóill/srón a – cat/fear/ainm/veain/ar fhan h – thug/hanla/chun/shocraigh m – amach/i mbun/m'aintín	í – sí/níor/mamaí/croí/suí ú – tú/siúl/cúis/ciúin é – mé/léim/méar/tae/aon á – tá/breá/tháinig/ar fhás ó – bó/dó/cóta/deo/go fóill a – cat/fear/ainm/veain/ar fhan h – thug/hanla/chun/shocraigh m – amach/i mbun/m'aintín

Fónaic



Fónaic sa Ghaeilge

Go garbh tá thart ar 40 fuaim le déanamh (ag brath ar chanúint). Ní clár foghraíochta é seo, ach tá an fhoghraíocht mar thúsphointe leis na fuaimanna a rangú ina ngrúpaí. Moltar fuaimanna a theagasc i ngrúpaí atá cosúil lena chéile ar mhaithe le ceachtanna teagaisc. Is le heiseamláir an mhúinteora a dhéanfar idirdhealú idir na mionfhuaimanna. Cuidíonn sé liosta focal i rannóga de réir na bhfuaimanna a theagascfar a

chur le chéile roimh thosú. Is féidir na liostaí seo a athrú ó chanúint go canúint. Is féidir a iarraidh ar pháistí focail ina bhfuil spriocfhuaim a aimsiú i leabhair.

Is fiú an Ghaeilge a bhriseadh síos ina grúpaí nó céimeanna leis an eolas ar fad a chlúdach go leanúnach agus tógáil ar an eolas a chuaigh roimhe. Chuige sin, tá an Ghaeilge briste i gcéimeanna leanúnacha mar atá leagtha amach ar an tábla. (tagairt- Céimeanna na bhFuaimanna sna Mórchanúintí.)

FÓNAIC AGUS FOCAIL RADHAIRC

Bíonn páistí ag tógáil focal radhairc comhthreomhar leis an gcleachtas seo. Cuidíonn na scileanna fónaice leis na straitéisí cuimhne agus le patrúin a aimsiú sa chóras litrithe.

Ag Cur Tús le Clár Fónaice

Ag an tús, sna naíonáin, nó le páistí atá ag tosú ar an gcur chuige seo den chéad uair, is fiú an cleachtas seo a dhéanamh praiticiúil. Moltar an cur chuige seo a phlé le tuismitheoirí agus gníomhaíochtaí a chur abhaile leis na páistí don athchleachtadh. Cuidíonn trealamh ar nós litreacha maignéadacha, cártaí imeartha, cártaí fuaim, boird bhána agus marcóirí, bréagáin nó pictiúir de rudaí ina bhfuil fuaim ar leith. Tosaíonn páistí ag ceangal litir/litreacha (graiféimí) le fuaim, ag díriú ar fhocail ina seasann litir amháin d'fhuaim amháin ar dtús agus ar an léiriú is coitianta nó is fusa.

Fónaic

Ord na bhFuaimneanna

Moltar struchtúr cinnte a leanúint agus tógáil ar an eolas a chuaigh roimhe.

- Tosaítear leis an c.40 léiriú is coitianta de na fuaimneanna sa Ghaeilge, na consain leathana agus chaola is coitianta, na gutaí fada agus gearra agus roinnt fuaimneanna coitianta eile.
- Dhá litir a sheasann d'fhuaim amháin.
- Fuaim is féidir a rá ar roinnt dóigheanna.
- Fuaim is féidir a léiriú ar roinnt dóigheanna, na litrithe malartacha nó bealaí eile leis an bhfuaim chéanna a scríobh. Bíonn na focail is minice, focail radhairc san áireamh ach iad rangaithe de réir fuaim, *m.sh. tháinig, chuaigh, shuigh*

Moltar an t-eolas nua seo a chlúdach chomh luath agus chomh gasta agus is féidir. Níl go leor eolais ag an tús le páistí a chur ag léamh agus ag díchódú na bhfocal is coitianta sa Ghaeilge. Chomh maith leis sin, tá contúirt ann go mbeidh páistí ag síordhíchódú agus ag léamh fuaim amháin le gach litir, *m.sh. t-h-á-i-n-i-g in áit th-ái-n-i-g.*

Léirithe éagsúla den fhuaim trí, mamaí, ina suí, croí, píosa

I dTreo Neamhspleáchais

Is teanga measartha rialta í an Ghaeilge maidir le córas fuaimne agus litrithe. Ba chóir ligean do pháistí patrúin a fhiosrú agus a aimsiú agus an t-eolas seo a chur i gcomhthéacs i gcónaí. Clúdófar gnéithe ar nós séimhiú, urú, iolraí, cúrsaí gramadaí,



Is é an sprioc atá ann páistí a dhéanamh neamhspleách i léitheoireacht na Gaeilge. Baineann an léitheoireacht le gach achar curaclaim agus osclóidh sí doras na foghlama agus ar an dóigh chéanna litriú na Gaeilge mar aon leis.

deirí coitianta na Gaeilge, réimíreanna, iarmhíreanna, an guta cúnata agus iad ar fad i gcomhthéacs litrithe na Gaeilge.

Léireoidh na páistí an t-eolas atá acu ar chóras litrithe na Gaeilge sa léitheoireacht agus sa scríbhneoireacht. Is trí fhiosrú, sórtáil agus gníomhaíochtaí a dhéanamh le focail agus frásaí a dhaingítear an t-eolas.

Fónaic

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Léitheoireacht Faoi Threoir

TORTHAÍ FOGHLAMA

- Rannpháirtíocht
- Inspregadh agus rogha
- Gnásanna cló
- Feasacht fhóineolaíoch agus fhóinéimeach
- Fónaic agus aithint focal
- Foclóir léitheoireachta
- Cuspóir, seánra agus guth
- Tuiscint
- Líofacht agus féincheartú

Mar Straitéis Léitheoireachta

Is straitéis í an léitheoireacht faoi threoir le cuidiú le daltaí bheith ina léitheoirí maithe. Is cur chuige teagascach é seo ina riartar ar ábaltachtaí éagsúla sa léitheoireacht i ngrúpaí beaga. Bíonn páistí réidh don léitheoireacht faoi threoir agus scileanna luathlitearthachta

go maith acu. Ag tosú ar an léitheoireacht faoi threoir ba chóir go n-aithneodh páistí gurb í an tuiscint sprioc na léitheoireachta. Ba chóir go mbeadh roinnt focal radhairc ar eolas acu chomh maith le gaol a aithint idir litreacha agus fuaimeanna. Bíonn difreálú sa teagasc sa léitheoireacht faoi threoir le tacú le daltaí atá ag forbairt ag luasanna éagsúla maidir leis na scileanna léitheoireachta. Cuirtear foghlaimeoirí le chéile de réir a n-ábaltachtaí nó de réir a gcuid riachtanas sa léitheoireacht. Is féidir daltaí a chur i ngrúpaí bunaithe ar shuimeanna nó ar thaithí atá i gcoitinne acu chomh maith. Bíonn ar an múinteoir creat structúrtha a úsáid le cineálacha cur chuige léitheoireachta atá



taighdebhunaithe a chur i bhfeidhm sna ceachtanna seo. Is féidir leis an múinteoir scileanna áirithe léitheoireachta atá taighdebhunaithe a chur i bhfeidhm sna ceachtanna seo. Is féidir leis an múinteoir scileanna áirithe léitheoireachta a theagasc go follasach ar an dóigh seo. Bíonn ar an múinteoir páistí a eagrú sna grúpaí seo, téacsanna cuí a roghnú agus straitéisí léitheoireachta a chur i bhfeidhm i gceachtanna dírithe ar spriocanna cuí. Bíonn an dalta ag léamh, ag plé agus in amanna ag scríobh.

Grúpaí Léitheoireachta

Déantar measúnú ar dhaltaí le láidreachtaí agus laigí a shainiú. Úsáidtear uirlisí éagsúla

Léitheoireacht Faoi Threoir



measúnaithe leis an rang a eagrú i ngrúpa, m.sh. taifead reatha, breathnú agus plé le páistí. Is féidir ansin na páistí a chur i ngrúpaí de réir a gcuid riachtanas. Cé nach ionann gach foghlaimeoir ar gach dóigh bíonn go leor i gcoitinne i ngrúpa mar seo le gur féidir iad a theagasc go héifeachtach mar ghrúpa. Roghnaíonn an múinteoir téacs cuí don ngrúpa a bheidh na páistí ábalta a léamh faoi stiúir. Beidh na páistí ag foghlaim ar luasanna éagsúla,

mar sin, tá gá le measúnú leanúnach agus le taifead reatha. Ba chóir na páistí a mheas ar bhonn rialta agus ba chóir go mbeadh na grúpaí seo sealadach.

Téacsanna agus Straitéisí

Nuair a roghnaítear na leabhair chúí ba chóir go mbeadh na daltaí ag léamh le cruinneas thart ar 90%. Ag an leibhéal seo is féidir leis an léitheoir sult a bhaint as an téacs gan an oiread sin cur isteach, ach spás ann go fóill

don fhoghlaim. Tarlaíonn an fhoghlaim seo faoi stiúir an mhúinteora agus an léitheoireacht neamhspleách mar sprioc. Moltar téacs a roghnú ina bhfuil sprioc áirithe foghlama agus go mbeadh na léitheoirí sa ghrúpa ábalta an téacs seo a léamh le tacaíocht. B'fhéarr go mbeadh cóip den téacs ag gach ball den ghrúpa. Bíonn téacsanna le leibhéal éagsúla in úsáid le léitheoirí a thabhairt feadh an chontanaim ag forbairt agus ag daingniú scileanna de réir a chéile. De réir mar a fhorbraíonn scileanna na léitheoirí cuirtear téacsanna ar fáil ag leibhéal níos airde le freastal ar a gcuid riachtanas. Moltar seánraí éagsúla bheith ar fáil, go príomha ficsean/neamhfhicsean.

RÉIMSE TÉACSANNA

Moltar téacsanna ina bhfuil

- focail ardmhínicíochta ar bhonn rialta
- fuaimeanna áirithe na Gaeilge a thacaíonn le sprioc díchódaithe
- réimse leathan poncaíochta
- comhréir aitheanta a chuideoidh le tuar
- pictiúir shoiléire a thacaíonn leis an téacs, a spreagann plé agus forbairt teanga

Léitheoireacht Faoi Threoir



Plé Roimh Léamh

Bíonn an múinteoir ag obair le grúpa amháin. Iarr ar na páistí sa ghrúpa breathnú ar an leabhar.

- Pléigh an teideal agus lig dóibh ábhar an leabhair a thuar.
- Pléigh seánra an leabhair agus an cineál leabhair atá ann.
- Pléigh na structúir agus na gnásanna éagsúla a bhíonn ag seánraí éagsúla.
- Pléigh an t-ábhar agus eolas atá ag na páistí air.

- Sainathin foclóir nua nó gnéithe sa téacs a bheidh dúshlánach don léitheoir roimh léamh. Is féidir breathnú ar phictiúir an leabhair roimh léamh le foclóir nua a mhíniú nó le téarmaíocht Ghaeilge a chinntiú.
- Léirigh roinnt straitéisí léitheoireachta mar eiseamláir do na páistí.
- Cuir ceisteanna ar na páistí.

CEISTEANNA SAMPLACHA

Cén fáth a bhfuil an teideal sin ar an leabhar?

Cén cineál leabhair é seo? Ficsean/ neamhfhicsean/dráma/treoirleabhar?

Cén dóigh a n-aimsíonn tú eolas i leabhar den chineál seo?

Cad atá ag tarlú sa phictiúr seo?

Cad é an focal Gaeilge atá air seo? (ag díriú ar phictiúr)

An bhfeiceann tú an focal ... sa leabhar seo? Cá bhfuil sé? Breathnaí ar an bhfocal 'isteach' ar leathanach 2. An bhfeiceann sibh focail bheaga ann: is/teach/ach?

Ag Léamh

Lig do na páistí an leabhar a léamh go ciúin leo féin. Is féidir bogadh ó pháiste go páiste ag an bpointe seo ag coimhead ar na páistí agus ag cuidiú nuair is gá. Is féidir leid a thabhairt, ceist a chur a chuideoidh le páiste nó tacaíocht a thabhairt le foclóir. Cuidigh leis na páistí straitéisí cuí

a úsáid, m.sh. pictiúrleid, fuaimeanna i bhfocail, patrún sna litreacha, focail bheaga i bhfocail, ciall na bhfocal.

Léitheoireacht Faoi Threoir



Moltar téacsanna a athléamh le líofacht a dhaingniú. Iarr ar thuismitheoirí, ar pháistí níos sine, srl. léamh le páistí leis an gcleachtadh léitheoireachta a neartú agus a dhaingniú.

Tar Éis Léamh

Agus an leabhar léite ag na páistí is féidir díriú ar ghnéithe áirithe den leabhar. Is féidir ceisteanna a chur ar na páistí

leis an tuiscint a chinntiú agus an léitheoireacht atá déanta acu a mholadh. Is féidir píosaí téacs a athléamh mar chuid den phlé sin le fianaise a léiriú nó le teanga ar leith a léiriú. Cuir ceisteanna tatálacha chomh maith leis an tuiscint a leathnú. Díriú ar na bpáistí ar ghnéithe áirithe le straitéisí ar leith a eiseamláiriú agus leis na scileanna atá acu féin a dhaingniú. Úsáid ceisteanna oscailte le plé a spreagadh.

CEISTEANNA SAMPLACHA

Cad a tharlaíonn sa leabhar?

An sin an rud a shíl tú a bhí ag dul a tharlú ag an tús?

Cad a shíl tú de na pictiúir/grianghraif sa leabhar?

Cad a shíl tú de thús/dheireadh an leabhair?

Ar oibrigh sin go maith?

An bhfuil an leabhar seo cosúil le leabhar eile atá léite agat?

Abair go raibh an Mac Tíre (carachtar eile) ag insint an scéil seo, an mbeadh an scéal difriúil? Cén dóigh?

Cá bhfuil an focal ... sa leabhar?

Cad atá suimiúil faoin bhfocal seo?

Cá bhfuil an frása 'Cé leis é seo?' sa leabhar?

Cad é an freagra ar an gceist seo?

Cá bhfuil an freagra sin sa leabhar?

Taifead Reatha Léitheoireachta

Moltar do mhúinteoirí an treoir don obair mheasúnaithe seo a léamh i bpáirtíocht leis an Ábhar Tacaíochta 'Léitheoireacht faoi Threoir'

Measúnú Múnlaithreach

Déantar Taifead Reatha le léitheoireacht páistí a mheas go minic agus go gasta. Is bealach é le measúnú múnlaithreach a dhéanamh le páistí ar dhóigh leanúnach agus curaclambhunaithe. Léiríonn sé leibhéal léitheoireachta an pháiste agus is féidir é a úsáid le straitéisí éifeachtacha a roghnú le tacú le páistí i bhfoghlaim na léitheoireachta. Is féidir le múinteoirí taifead a choinneáil de dhul chun cinn an pháiste, a shocrú cad iad na rudaí atá le foghlaim agus

leabhair chuí a roghnú don pháiste. Ba chóir taifead reatha a dhéanamh go luath sa bhliain agus ansin ar bhonn leanúnach i rith na bliana. Bíonn an t-eolas seo tábhachtach agus múinteoirí ag pleanáil ceachtanna amach anseo. Is féidir an t-eolas a thabhairt do thuismitheoirí maidir le dul chun cinn a gcuid páistí.



Is féidir an obair seo a dhéanamh i rith am léitheoireachta, roimh nó i ndiaidh am scoile, nó trí chomhoibriú le múinteoir/cúntóir eile. Déantar níos minice é le páistí atá ag forbairt scileanna go fadálach agus a bhfuil spriocanna cinnte de dhíth orthu.

Déantar taifead reatha le téacsanna nach bhfaca an léitheoir roimhe agus le téacsanna atá feicthe ag an léitheoir roimhe. Beidh torthaí agus spriocanna éagsúla leis an dá chur chuige seo agus is fiú nóta a dhéanamh ar an taifead reatha lena léiriú cé acu atá an téacs léite roimhe nó nach bhfuil.

Moltaí

Le Taifead Reatha a dhéanamh, roghnaigh páiste atá ag léamh. Ba chóir don mhúinteoir a mhíniú don pháiste go mbeidh sí/sé ag breacadh síos nótaí ach é a dhéanamh go discrídeach le nach gcuirfear as don pháiste. Moltar an téacs a bheith réamhscríofa má tá múinteoir á dhéanamh seo den chéadair. I ndiaidh ama, éiríonn múinteoirí níos fearr ag an gcleachtas seo agus is leor nótaí a dhéanamh go gasta.

Agus an páiste ag léamh, déanann an múinteoir taifead de na hearráidí. Úsáideann an múinteoir

Taifead Reatha Léitheoireachta

cód marcála ar leith (tagairt) leis na cineálacha earráidí a thaifeadadh. Is fiú chomh maith stadanna nó féincheartúcháin a chlárú nó cuidíonn siad seo le pleanáil an mhúinteora don chéad cheacht eile. Cláraigh chomh maith aon chuidiú a thugann an múinteoir.

PRÓISEAS

1. Cuntais líon na bhfocal sa téacs (gan an teideal)
2. Cuntais líon na n-earráidí agus na bhféincheartúcháin a dhéantar sa léitheoireacht.
3. Úsáid leathanach taifeadta ar a bhfuil téacs an leabhair leis an nodaireacht a dhéanamh.



Earráidí

(Scríobh **E** in aice le focal)

Is ionann é seo agus earráid amháin:

- Malartú focal
- Focal ar lár
- Focal curtha isteach
- Iarracht chontráilte
- Focal a fuarthas ón múinteoir
- Líne iomlán ar lár
- Leathanach iomlán ar lár (ach bain de líon na bhfocal)

Féincheartúcháin

(Scríobh **FC** in aice le focal)

Ní earráidí iad seo, is féincheartúcháin iad:

- Féincheartúchán
- Athrá
- Iarracht cheart
- Fuaimniú amach (cláraigh le línte idir na litreacha)

Ó tharla gur sa Ghaeilge atá na páistí ag léamh tá tábhacht nach beag leis an tuiscint a mheas. Moltar a iarraidh ar an bpáiste an scéal a athinsint ina focail/fhocail féin nó roinnt ceisteanna a fhreagairt le tuiscint a léiriú.

Taifead Reatha Léitheoireachta



Céatadán Cruinnis a Ríomh

Agus an taifead cláraithe, ba chóir don mhúinteoir cuntas a dhéanamh ar an líon earráidí/féincheartúchán. Léiríonn na treoracha thíos an dóigh leis an gcuntas a dhéanamh. Is féidir a oibriú amach ón taifead na hearráidí a bhaineann le ciall, le struchtúr an téacs nó le radharc. Is féidir ansin an ráta cruinnis a oibriú amach agus cóimheas a fháil le líon na n-earráidí agus líon na bhfocal sa leabhar. Bíonn ráta cruinnis ann go ginearálta

faoi 90%, 90-95% agus níos mó ná 95%.

Mar gheall ar an eolas seo, is féidir le páistí forbairt go héifeachtach sa léitheoireacht. Ba chóir go mbeadh an dul chun cinn le feiceáil sa taifead reatha thar bhliain agus is féidir é seo a léiriú go soiléir. Tá leathanach glan don taifead reatha chomh maith le leathanach cláraithe san agusín. Is féidir na hearráidí agus na féincheartúcháin a shainmhíniú le brí (B), struchtúr (S) agus amharc (A).

Ag Cur Tús le Clár Fónaice

Ag an tús, sna naíonáin, nó le páistí atá ag tosú ar an gcur chuige seo den chéad uair, is fiú an cleachtas seo a dhéanamh praiticiúil. Moltar an cur chuige seo a phlé le tuismitheoirí agus gníomhaíochtaí a chur abhaile leis na páistí don athchleachtadh. Cuidíonn trealamh ar nós litreacha maighnéadacha, cártaí imeartha, cártaí fuaimne, boird bhána agus marcóirí, bréagáin nó pictiúir de rudaí ina bhfuil fuaim ar leith. Tosaíonn páistí ag ceangal litir/litreacha (graiféimí) le fuaim, ag díriú ar fhocail ina seasann litir amháin d'fhuaim amháin ar dtús agus ar an léiriú is coitianta nó is fusa.

Earráidí

Líon na bhfocal – líon na n-earráidí = Scór
m.sh. $29 - 5 = 24$

Scór roinnte ar líon na bhfocal iolraithe faoi
 $100 =$ céatadán cruinnis

24 roinnte ar $29 = .8275$ iolraithe ar $100 = 82.75$

Taifead Reatha Léitheoireachta

Féincheartúchán

Léiríonn sé seo ábaltacht an léitheora sa mhonatóireacht ar a léitheoireacht féin.

earráidí + féincheartúcháin =
Líon iomlán m.sh. $6 + 2 = 8$

Líon iomlán roinnte ar na FC =
Ráta m.sh. 8 roinnte ar $2 = 1:4$

Cheartaigh an léitheoir seo é/í féin uair amháin in aghaidh gach ceithre fhocal a léadh go mícheart.

Maidir leis na Céatadáin

95%- 100% Léitheoireacht neamhspleách	Bog an páiste chuig téacs níos airde lena s(h)íneadh
90% - 94% Téacs teagascach	Tá an páiste sínte agus ag foghlaim ag an leibhéal seo
80-89% Téacs deacair	Bog an páiste chuig téacs ag leibhéal níos ísle.



Tagairtí

Clay, M. agus Nig Uidhir, G. (2006). Áis Mheasúnaithe sa Luathlitearthacht. Heinemann Education.

PM Benchmark Reading Assessment. (2008). Cengage Learning PTY Limited.

CÓD MARCÁLA MOLTA

Léitheoireacht bheacht

Cuir tic le gach focal a léitear i gceart

Malartú focal

Scríobh an focal a dúradh os a chionn

Focal ar lár

Cuir líne os cionn an fhocail atá ar iarraidh

Focal eile a chur isteach

Cuir isteach ^ agus an focal

Athrá

Scríobh A i ndiaidh an fhrása athráite, tarraing saighead chuig tús an fhrása

Iarrann cuidiú

Scríobh C os cionn an fhocail

D'inis an múinteoir an focal

Scríobh M in aice leis an bhfocal

Féincheartúchán

Scríobh FC i ndiaidh an fhocail

Fuaimniú amach

Scríobh an focal os cionn an fhocail atá ann le litreacha scartha

