



Elements	Strands	Learning Outcomes	
Understanding	Writing	LO4 Spelling and Word Study	Children analyse how letter-sound correspondences, common spelling patterns and meaningful word parts influence spelling, using this knowledge to support accurate spelling in their writing.
Understanding	Oral language	LO5 Vocabulary	Children acquire new vocabulary by working collaboratively to explore how familiar words appear in different languages and by examining their origins.

Using her knowledge of effective language pedagogy, the teacher designed a learning experience that integrates meaningful language learning with collaborative group work.

This included:

- ♦ Explicit instruction and modelling
- ♦ Purposeful use of children's home languages as a learning and teaching resource
- ♦ Group work and peer collaboration
- ♦ Scaffolded discussion to activate curiosity and critical thinking

Drawing on her understanding of the children's diverse linguistic backgrounds, the teacher designed tasks that allowed every child to contribute, ensuring the experience was inclusive, culturally responsive and reflective of the linguistic richness of the classroom.

## Key Competencies

This learning experience supports the development of the following key competencies:

### Being an active citizen:

Children show respect, curiosity and openness toward languages other than their own. They learn to value linguistic diversity as a shared classroom resource, strengthening the foundations for active, inclusive citizenship.

### Being a communicator and using language:

Through discussion, comparison of languages and exploration of word structures, children express ideas clearly and collaboratively. They develop

vocabulary, discover patterns across languages and share their home language knowledge with confidence and pride.



## Demonstration of Learning

The children demonstrate their learning in the following ways;

- They actively participate in whole-class and small-group discussions, using morphological knowledge to change root words and explain how meaning shifts with different prefixes and suffixes.
- They articulate similarities and differences in sound, structure and spelling as they compare nouns across English and their home languages.
- The children's reflections show an increased awareness of how languages work and how their home languages contribute to their learning of English.

## Reflective questions

1. The teacher uses colour-coded cards and structured discussion to help children identify similarities and differences between languages. What strategies could you use to support children in noticing language patterns and making cross-linguistic connections?
2. In this video, children use their home languages to compare word roots and meanings. How might you create similar opportunities in your own classroom for children to draw on their full linguistic repertoire during word study or vocabulary work?
3. How might you develop a classroom environment where linguistic diversity is viewed as an asset and a rich learning resource?

# An tEispéireas Foghlama seo a chur in oiriúint don Ghaeilge

## Gaeilge (T1) i Scoileanna Gaeltachta/lán-Ghaeilge

### Eispéireas Foghlama 1 (fréamhacha, réimíreanna agus iarmhíreanna):

Tá neart féidearthachtaí ann ó thaobh fréamhacha, réimíreanna agus iarmhíreanna a iniúchadh sa Ghaeilge agus d'fhéadfaí na tascanna ina dtógann páistí focail a dhéanamh leis an nGaeilge. Bheadh sé tábhachtach aird na bpáistí a tharraingt ar aon athruithe gramadaí a tharlaíonn agus focail á dtógáil acu.

### Eispéireas Foghlama 2 (ainmfhocail i dteangacha éagsúla a chur i gcomparáid):

Bheadh gníomhaíocht mar seo indéanta i scoil lán-Ghaeilge/scoil Gaeltachta i gceacht Gaeilge nó i gceacht NTI. D'fhéadfaí díriú ar chosúlachtaí idir an Ghaeilge agus teangacha atá cosúil leis an nGaeilge, m.sh., Gaeilge na hAlban (an-chosúil) nó an Bhreatnais (tá cosúlachtaí ann ach níl an ceangal chomh láidir céanna i gcomparáid le Gaeilge na hAlban).

To view the video related to this Support Information document, click [here](#)