



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Language Specification

Sonraíocht Teanga

For Primary and Special Schools

Do Bhunscoileanna agus Scoileanna Speisialta

English-medium schools

Scoileanna meán-Bhéarla

English Language 1, Irish Language 2
and Modern Foreign Languages

Béarla Teanga 1, Gaeilge Teanga 2
agus Nuatheangacha Iasachta

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Preface

The *Primary Language Curriculum* is for all children attending primary and special schools. It is inclusive and holistic in nature, recognising primary and special education as a time of 'being' and 'becoming' – connecting with children's prior learning, celebrating children's current experiences and looking to their futures.

Building on the *Primary Curriculum Framework*, the redeveloped curriculum's specifications work together to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society.

The *Primary Language Curriculum* places an important emphasis on child and teacher agency, ensuring children have a meaningful say in their learning and supporting teachers in making informed professional decisions within the parameters of the curriculum.

The addition of Modern Foreign Languages (MFL) to the *Primary Language Curriculum* is part of the wider redevelopment of the Primary School Curriculum. While the inclusion of MFL has necessitated updates and additions, fidelity to the structure of the *Primary Language Curriculum* has been maintained. Some additional updates to the *Primary Language Curriculum* have also been made to ensure alignment with the *Primary Curriculum Framework*. You might also recognise many of the positive aspects of current practice that take place in our primary and special schools, as well as enhancements in the learning children will experience through the pedagogical and assessment approaches supported across the curriculum.

1. Introduction

Every child in Ireland has the right to an education based on their strengths, interests and needs. The *Primary Curriculum Framework* aims to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society. It recognises primary education as a time of 'being' and 'becoming' – highlighting the importance of enjoyable, interesting, relevant and appropriately challenging experiences for all children that empower them as learners both now and into the future. Importantly, the Primary School Curriculum supports high-quality learning, teaching and assessment for all children attending primary and special schools.

The *Primary Language Curriculum* represents one of the five curriculum areas in the Primary School Curriculum. The *Primary Language Curriculum* is an integrated curriculum that emphasises connections within and across languages and promotes high-quality language learning. It encourages a plurilingual approach to language learning and teaching that draws on the knowledge and experiences of languages that children bring to the classroom. Underpinning this is the recognition that every child has their own unique linguistic repertoire which is shaped by their experiences since birth.

The *Primary Language Curriculum* presents the intended language learning for children across the eight years of primary education. It supports learning and teaching in the school's Language 1 (L1) (English) and Language 2 (L2) (Irish) for Stages 1 to 4. Modern Foreign Languages¹ (MFL) is introduced for Stages 3 and 4. At Stage 3, MFL focuses on building an awareness of languages and cultures. This consolidates existing knowledge of language(s) and builds a solid foundation for learning a third language (L3). At Stage 4, children learn to communicate at a very basic to basic level in an L3. This is supported by a continued focus on developing an awareness of languages and cultures.

The *Primary Language Curriculum* has the same structure and strands for English, Irish and MFL (for Stages 3 and 4). Integration between languages supports teachers to plan for and progress children's learning in the school's L1, L2 and MFL (for Stages 3 and 4). 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.

¹ The term Modern Foreign Languages (MFL) includes **all** languages that support building an awareness of languages and cultures at Stages 3 and 4, and the school's Language 3 (L3) at Stage 4.

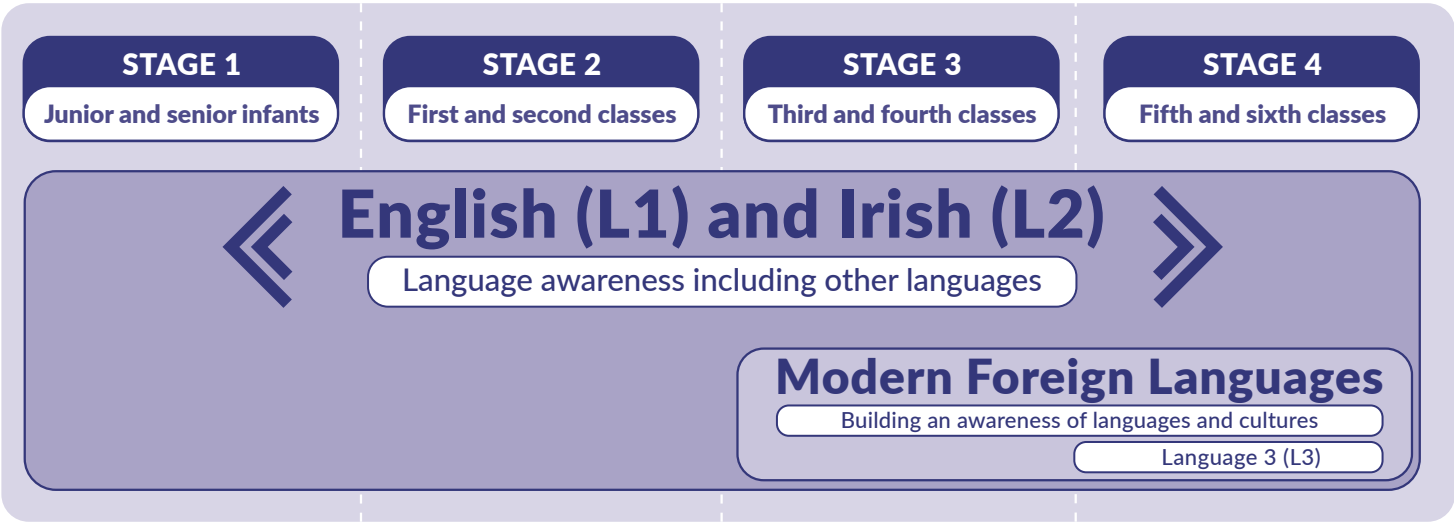


Figure 1: Expected language learning for children across the stages of the *Primary Language Curriculum*

Principles of learning, teaching and assessment

Eight overarching principles underpin and guide schools in pursuing the vision of the *Primary Curriculum Framework*. These principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children’s different circumstances, experiences

and abilities. As such, they support boards of management, school leaders, teachers and others in their duties to ensure high-quality education is provided for all children in our schools.

Table 1 presents a non-exhaustive set of examples of the principles in action within the *Primary Language Curriculum*.

Table 1: Principles of learning, teaching and assessment

Principle of learning, teaching and assessment	Examples within the <i>Primary Language Curriculum</i> that support the development of the school’s L1 (English), L2 (Irish) and MFL for Stages 3 and 4
Assessment and progression	<ul style="list-style-type: none">• Providing opportunities for children to demonstrate their language learning in a wide variety of ways, including self-assessment and peer-assessment• Ensuring the progression of constrained and unconstrained literacy skills• Drawing on a variety of assessment information to identify and support next steps in children’s language learning, including using the progression continua as a scaffold, where appropriate
Engagement and participation	<ul style="list-style-type: none">• Nurturing and activating children’s <u>language awareness</u>• Creating opportunities for children to use a variety of modes of communication and texts during learning experiences• Designing and encouraging participative language learning experiences that are shaped by child voice, their interests and curiosities

Principle of learning, teaching and assessment	Examples within the <i>Primary Language Curriculum</i> that support the development of the school's L1 (English), L2 (Irish) and MFL for Stages 3 and 4
Inclusive education and diversity	<ul style="list-style-type: none"> • Recognising and supporting children's varying levels of competence in communicating, understanding and using language • Valuing and drawing on the unique <u>linguistic repertoire</u> of all children to support their learning • Fostering a learning culture which celebrates and values differences in languages and which challenges stereotypes and misconceptions
Learning environments	<ul style="list-style-type: none"> • Providing a print rich environment that recognises and uses literacy as a crucial support for language learning. This includes texts on a variety of topics and across genres • Fostering a classroom culture based on meaningful and respectful communicative interactions • Drawing on the languages used and visible in the local and wider community as a stimulus and content for learning
Partnerships	<ul style="list-style-type: none"> • Working in partnership with parents, families and communities to support the maintenance and development of children's language(s) (including <u>home language(s)</u>) • Providing opportunities for children to explore, share and use language with authentic audiences • Establishing and maintaining communication links with educational professionals to support the development of children's language learning
Pedagogy	<ul style="list-style-type: none"> • Using a variety of playful and engaging pedagogical approaches to support language learning, including child-led approaches as well as the explicit teaching of specific language and literacy skills • Developing integrated language learning experiences that harness the interconnections between languages • Adopting responsive pedagogy that takes account of children's life experiences, languages, circumstances, identities and interests
Relationships	<ul style="list-style-type: none"> • Building supportive relationships with children that take account of their language strengths, abilities and needs • Engaging with parents and others within the locality to enhance learning about linguistic and cultural diversity • 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
Transitions and continuity	<ul style="list-style-type: none"> • Recognising how children's early childhood experiences impact their language learning identities • Building on children's early childhood language learning experiences • Building a solid foundation in language(s) and literacy to support progression to post-primary school



Overview of the *Primary Language Curriculum*

The opening chapters of the *Primary Language Curriculum* present the Rationale, Aims, Strands and Elements and Learning Outcomes. The specification 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.

The *Primary Language Curriculum* is supported by the online Primary Curriculum Toolkit and the Primary Language Toolkit. These online toolkits offer a variety of supports in enacting the curriculum, including supports for curriculum planning, inclusion, assessment and pedagogy. You can access the online version of the curriculum and the toolkits by visiting www.curriculumonline.ie.

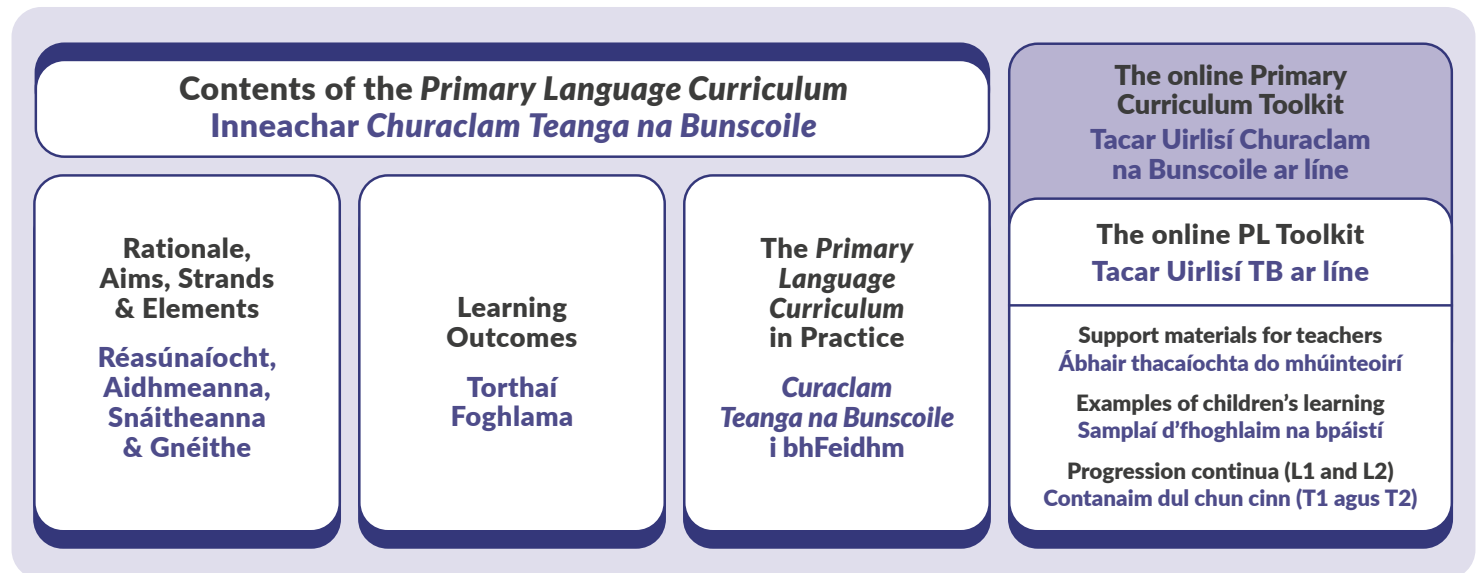


Figure 2: Contents of the *Primary Language Curriculum*

2. Rationale

Language learning enables children to understand the world around them and to communicate effectively with others. Communication takes many forms, from the pre-verbal and verbal to print-based and digital texts. Through interacting with their peers and 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 English, Irish and MFL (for Stages 3 and 4). It also encourages the use of other languages used in the home and at school. As such, it enables all children to develop plurilingual competence, where all knowledge and experience of language feeds into and supports learning. The specification acknowledges and supports 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* for L1, L2 and MFL (for Stages 3 and 4) is aligned with the Junior Cycle specifications for English, Irish and MFL. This provides for continuity of experience and progression in language learning as children make the transition from primary to post-primary school.

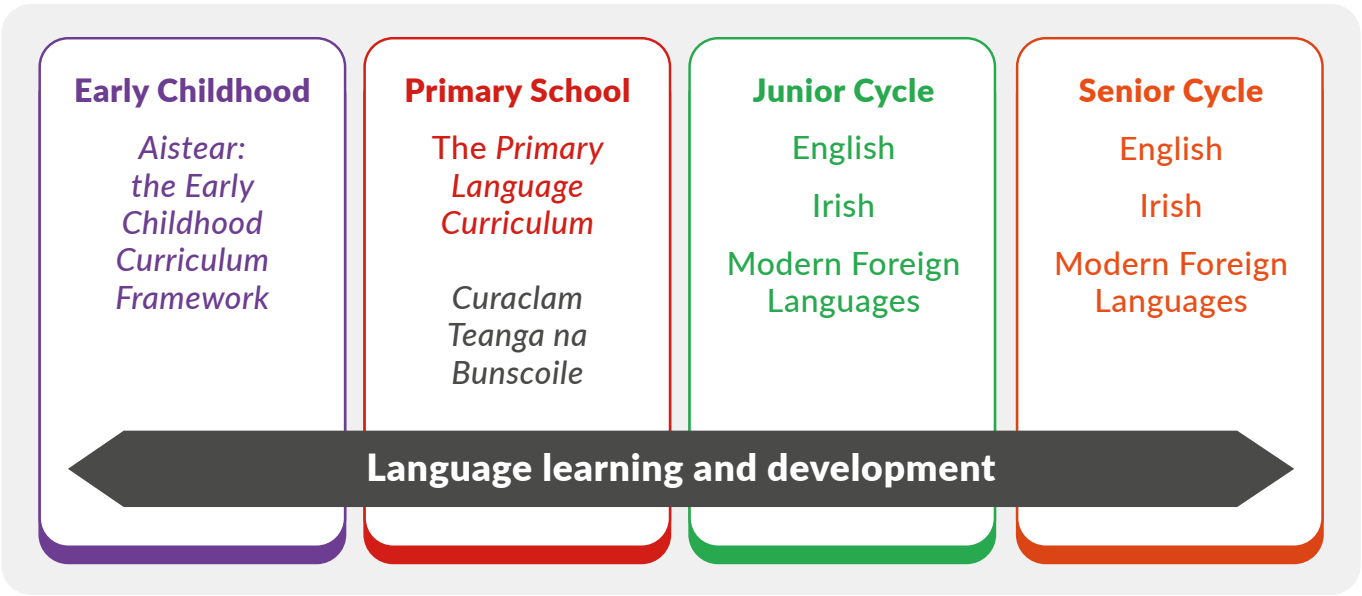


Figure 3: The *Primary Language Curriculum* in the context of curriculum provision from birth to 18 years

Language shapes who we are

Language is central to who we are and 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 expressed through languages. The learning of English and Irish both play an important role in developing an understanding of Irish cultural identity. Engaging with the Irish language broadens linguistic experience and can deepen intercultural awareness, allowing children to share in a unique and rich strand of the cultural heritage of Irish society. The addition of MFL (at Stages 3 and 4) further supports children to learn about, understand and develop their intercultural awareness.

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.

Language learning is a developmental process

Language learning is a developmental process in which the child engages at their own rate. From birth, children progress at differing rates along a continuum of learning and development to expand their own unique linguistic repertoires. 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 their early experience of language (which may or may not be a language of the school) when establishing a starting point for further language development. This is particularly important in the early years of primary school.

Language learning is an integrated process

Children extend their linguistic experiences through language learning 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 can help children to develop similar skills in other languages, provided they have adequate exposure to the language, and adequate motivation and opportunities to engage with the language. The *Primary Language Curriculum* aims to make connections between languages explicit for children. This is achieved through the curriculum's integrated nature and its focus on language awareness. When supported, children are enabled to notice connections between languages for themselves. By examining these connections, children develop their understanding of how languages work and how languages relate to each other. This leads to learning efficiencies for the child. Using language to communicate across the curriculum in other subjects and outside of the discrete lessons further supports language learning, enabling 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 a first language other than English or Irish are already learning in an integrated way which will enhance their learning of English, Irish and MFL (at Stages 3 and 4) in primary and special schools.

Although discrete language skills and strategies 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 knowledge, skills and strategies 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 additional languages. When teachers are aware of opportunities for transfer, they can help children to generalise and/or transfer what they have learned to other languages. Identifying and focusing on skills, knowledge and strategies that transfer across languages allows teachers to reinforce what has been taught in the school's first language, using the second and additional languages to support this transfer. Examples of transfer between English, Irish and additional languages are included in Chapter 6 'The *Primary Language Curriculum* in Practice'.

Not all skills will transfer across languages. Differences can exist in areas such as morphology, sentence structure and some aspects of phonology, and are likely to also exist between the school's chosen L3 and English and Irish. Schools can make specific provision for teaching language-specific skills and content. It is important that English is taught through English and Irish is taught through Irish. At Stage 4, the L3 is taught through the L3, as much as possible (see Chapter 6). This effectively supports children's language learning.

Children learn language through interactions and authentic language use

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(s) of the home prior to establishing 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 the 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. When language awareness is activated and nurtured, insights from children with home languages other than English and Irish will be forthcoming and will be of benefit to them and their peers. In the same way, the insights of English- and Irish-speaking peers will be of benefit to these children. 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, that prioritises authentic language use, encourages and helps all children to draw on their full linguistic repertoire 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. The language learning environment is further enhanced when children are exposed to, and are encouraged to use, Irish and the L3 (from Stage 4) outside of discrete language lessons. This enables children to see that these languages serve a genuine and authentic communicative function.



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. Teachers do this by using Irish regularly as an informal means of communication throughout the day. Children should be provided with opportunities to practise and consolidate the language that they have already acquired in authentic contexts within and outside discrete language lessons. They should also be encouraged to use language spontaneously to fulfil communicative needs. Teachers can further increase exposure to the language by teaching other subjects or aspects of other subjects through Irish, using Content and Language Integrated Learning (CLIL). Fostering a positive disposition towards using Irish and encouraging its use informally during the day supports the acquisition of the language. The same applies to the L3 at Stage 4. By teaching Irish effectively as the L2, a foundation is laid on which the teaching of additional languages 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 schools vary considerably. The number of children who speak a language other than Irish or English at home is a feature of Irish primary and special schools. For children with English as an Additional Language (EAL), partnerships between home and school are critical for planning for and supporting their language learning. This will ensure that children develop proficiency in the L1 while simultaneously maintaining their home language.

Additionally, children with special educational needs may encounter challenges in the development of language and communication skills. An inclusive approach which focuses on the needs, abilities and interests of children and which considers their age and stage of development 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 specification 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 this specification 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.

Children and their lives

- | | |
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| <p>The <i>Primary Language Curriculum</i> aims to support teachers to:</p> | <ul style="list-style-type: none"> • enable children to build on prior knowledge and experience of language to enhance their language learning • encourage children to embrace and use the Irish language and promote this aspect of their cultural identity • encourage children to be proud of and share their linguistic and cultural heritage • recognise the wide variation in experience, ability, needs, motivations, characteristics and resources that children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships • promote mutual understanding, tolerance and respect for identities and cultural diversity. |
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Children's communications and connections with others

- | | |
|--|--|
| <p>The <i>Primary Language Curriculum</i> aims to support teachers to:</p> | <ul style="list-style-type: none"> • 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 in both the first and second language of the school and to communicate in their home language(s) for a variety of purposes • encourage and enable children to communicate at a very basic to basic level in the school's L3 at Stage 4 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. |
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Children's language learning and development

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|--|---|
| <p>The <i>Primary Language Curriculum</i> aims to support teachers to:</p> | <ul style="list-style-type: none"> • 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 <u>aesthetic</u> aspects • encourage children to engage personally with and think critically about a broad range of spoken, signed, 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 and to reflect on how they learn languages. |
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4. Strands and Elements

There are three strands in the *Primary Language Curriculum* – oral language, reading and writing in English, Irish and MFL. 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 Learning Outcomes for MFL at Stages 3 and 4 apply to the three strands – oral language, reading and writing. This supports an integrated approach to developing knowledge, skills and dispositions.

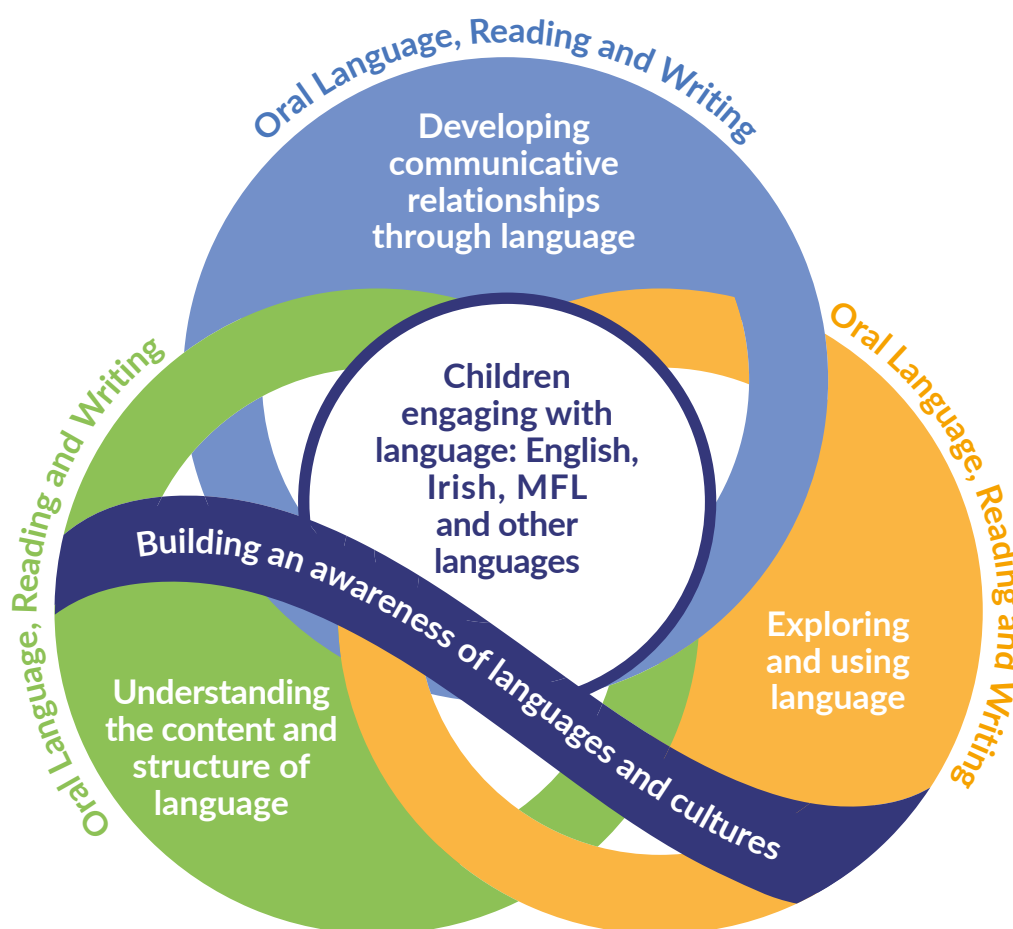


Figure 4: The elements of language across oral language, reading and writing

The elements of language learning in the *Primary Language Curriculum* are:

1. Developing communicative relationships through language
2. Understanding the content and structure of language
3. Exploring and using language
4. Building an awareness of languages and cultures

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, which includes listening and speaking, 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 character traits that are unique to each individual and influenced, both positively and negatively, by interactions and relationships. It states that 'a disposition is the tendency to respond to situations in characteristic ways' (Government of Ireland, 2024, p.31), 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 specification. These concepts, dispositions and skills are developed as appropriate to each school context and children's learning in the languages of the school. Further information on specific concepts, dispositions and skills is provided in the Glossary. The language skills associated with the elements for the L1/L2 are outlined in greater detail in Appendix A.



Element 1: Developing communicative relationships through language (Communicating)

Gné 1:

Caidrimh chumarsáideacha 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 their 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 four elements are interrelated, the concepts, dispositions and skills represented in the Learning Outcomes for this element relate to children's progress in the other three. 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
úsaid (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.

Element 4: Building an awareness of languages and cultures

Gné 4:

Feasacht a chothú ar
theangacha agus ar chultúir

Aspects of language awareness permeate all stages of the *Primary Language Curriculum* through the Learning Outcomes associated with Elements 1, 2 and 3. This is captured in Element 4—Building an awareness of languages and cultures—which weaves through Elements 1, 2 and 3. The introduction of MFL to the *Primary Language Curriculum* for Stages 3 and 4 places an increased emphasis on language awareness. As such, this element is given a greater priority at Stages 3 and 4. This element explores and builds on children's existing knowledge, experience and awareness of languages and celebrates linguistic and cultural diversity within and beyond the school.

The focus on language awareness in Element 4 aims to consolidate prior learning about languages by activating children's implicit knowledge of languages within and beyond the classroom. By supporting children to notice what they already know about languages and language learning, their language awareness develops and becomes more explicit.

When exploring languages, children are supported to explore the diverse and linguistically rich environment which they are exposed to in their everyday interactions and experiences of the world. Children learn to investigate the origins of words, how languages evolve and how they influence and relate to each other, as well as the uniqueness of individual languages. Children's attention is also drawn to their existing knowledge as language learners of Irish, English, their home languages and other languages. The knowledge, skills and strategies they already use across their linguistic repertoires are highlighted and further developed to benefit learning in all languages and in understanding themselves as language learners. As languages are inextricably linked to cultures, this element provides children with opportunities to develop intercultural awareness by exploring and celebrating the cultures associated with languages in and beyond the classroom. They learn to understand, celebrate, compare and contrast their own and other cultures and approach children from other cultures with openness and respect.



5. Learning Outcomes

Central to nurturing every child's potential is the clear articulation of Learning Outcomes. This chapter presents the Learning Outcomes for the *Primary Language Curriculum*. Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The specification 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 and engaging learning experiences, children should be able to...' is used to introduce all Learning Outcomes across all stages. This introduction to the Learning Outcomes highlights the importance of active, interactive, playful 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 developing their own agency, as well as concepts, skills and dispositions. They support teacher agency in making professional judgements when preparing, planning, teaching and assessing all children. When preparing for learning and teaching experiences, teachers can focus on particular aspects of a Learning Outcome or, at times, on aspects of multiple Learning Outcomes. 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 and encourage them to create their own learning experiences related to aspects of the Learning Outcome and which are best suited to their needs. 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.

Key competencies

The primary curriculum has seven key competencies which overlap and combine to support the curriculum's vision. As outlined in the *Primary Curriculum Framework*, the competencies build on the capabilities children acquire through their early childhood education experiences with *Aistear* and are further strengthened in post-primary

school through learning experiences shaped by the *Framework for Junior Cycle*. As children work towards the Learning Outcomes in the *Primary Language Curriculum* and engage in rich learning experiences, they simultaneously build and develop these key competencies.

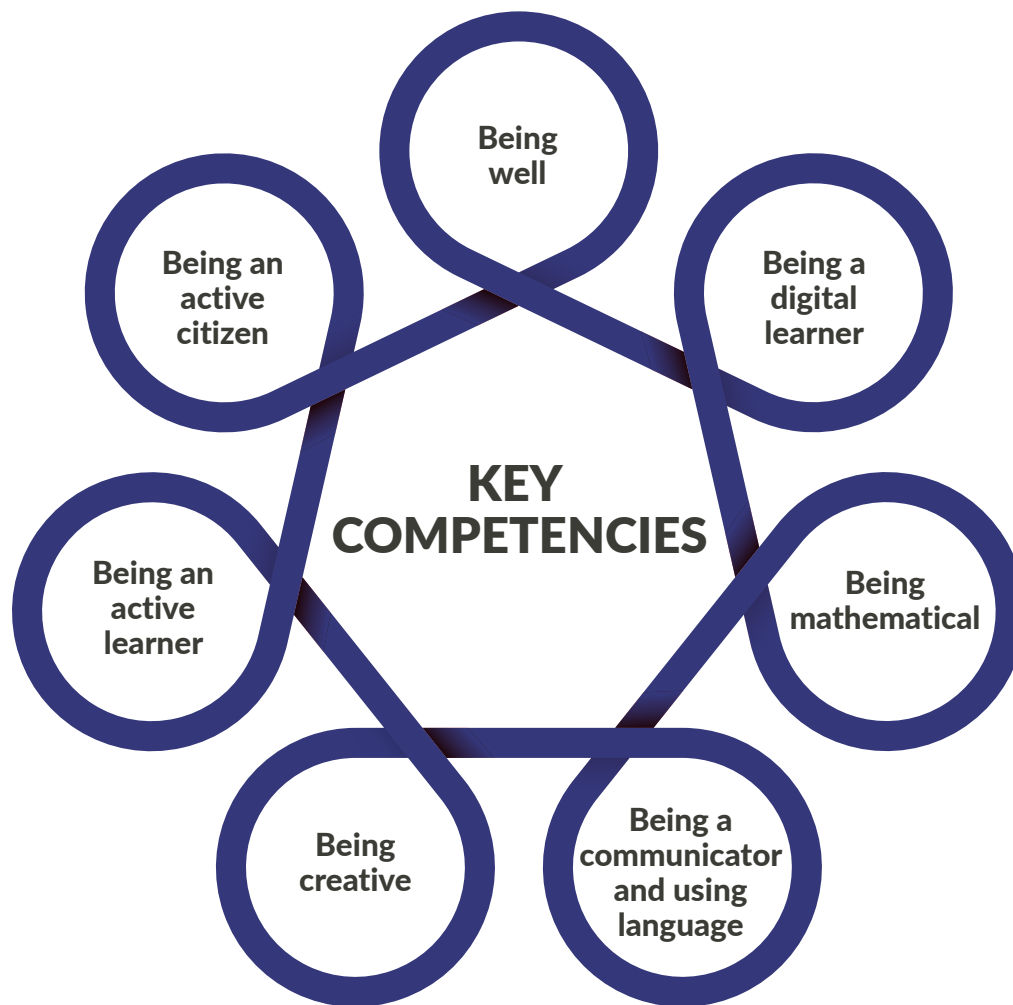


Figure 5: Key competencies

Table 2: Examples of attributes of each key competency developed through language learning

Key competency	Examples of attributes developed through language learning
Being an active citizen	<ul style="list-style-type: none">• Exploring knowledge about language and culture to develop respect for our world and society• Using language to critically engage and participate in society
Being an active learner	<ul style="list-style-type: none">• Reflecting on language learning and identifying the most personally effective strategies• Learning with and from others in the classroom, and appreciating the knowledge that children with different home languages bring to the classroom
Being a communicator and using language	<ul style="list-style-type: none">• Using language spontaneously and authentically as a basic means to understand and interpret meaning in all curriculum areas• Building communicative skills in language to collaborate and connect with others
Being creative	<ul style="list-style-type: none">• Engaging with playful and creative use of language, such as poetry, drama, song, prose and games• Exploring and using language with curiosity, open-mindedness and imagination
Being a digital learner	<ul style="list-style-type: none">• Locating, selecting and critically analysing relevant information in multiple modes to include text, visual and audio• Engaging with authentic materials in learning about languages and cultures
Being mathematical	<ul style="list-style-type: none">• Recognising similarities and differences in sentence structures across languages• Exploring and understanding sound patterns, letter and word shapes, syllables, etc.
Being well	<ul style="list-style-type: none">• Building relationships through language and communication• Embracing the value and importance of all languages and cultures in the classroom to foster self-acceptance and self-awareness

Learning Outcomes are organised by strands and elements

Concepts, dispositions and skills are at the heart of language Learning Outcomes in this specification. Tables 3a and 3b provide 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 English, Irish and MFL (for Stages 3 and 4 for Building an awareness of languages and cultures). For example, looking at Element 1 in Table 3a, Engagement is central to the first Learning Outcome for each strand—oral language, reading and writing.

Table 3a: Overview of Learning Outcomes for English (L1) and Irish (L2)

Element Gné	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		
Undersanding 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 Gnásanna cló agus struchtúr abairte
	Vocabulary Stór focal	Vocabulary Stór focal	Vocabulary Stór focal
	Demonstration of understanding Léiriú tuisceana	Phonics, word recognition and word study Fónaíc, 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		

Table 3b: Overview of Learning Outcomes for MFL at Stage 3 and Stage 4

	Element Gné	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scribhneoireacht
Stage 3 and Stage 4 Céim 3 agus Céim 4	Building an awareness of languages and cultures Feasacht a chothú ar theangacha agus ar chultúir	Exploring languages Teangacha a fhiosrú		
		Understanding myself as a language learner Mé féin mar fhoghlaimeoir teanga a thuiscint		
		Developing intercultural awareness Feasacht idirchultúrtha a fhorbairt		
Stage 4 Céim 4	Developing communicative relationships through language Caidrimh chumarsáideacha a fhorbairt trí theanga	Learning Outcomes for the L3 are organised by element and apply to all of the strands at Stage 4 at a very basic to basic level* Eagraítear Torthaí Foghlama do T3 de réir gné agus baineann siad le gach snáithe ag Céim 4 ag leibhéal an-bhunúsach go leibhéal bunúsach*		
	Understanding the content and structure of language Ábhar agus struchtúr na teanga a thuiscint			
	Exploring and using language Teanga a fhiosrú agus a úsáid			

* The learning envisaged at a very basic to basic level in the L3 has been informed by the [Common European Framework of Reference \(CEFR\)](#), proficiencies of pre-A1 to A1.

Very basic to basic in the L3 refers to the learning journey of children who do not have any prior experience with the L3. Initially, this is characterised by understanding and using a few isolated words or very basic phrases related to concrete needs, recognising familiar and personal words and phrases when supported by context (e.g., pictures, gestures or repetition, etc.). It also includes using language in a limited way, potentially managing isolated words, simple greetings or memorised expressions, for example.

In time, their learning may progress to understanding and using familiar everyday expressions and very basic to basic phrases aimed at satisfying concrete needs, introducing themselves and others and asking/answering questions about personal details. Examples of this include where they live, people they know and things they have. They can also interact in a simple way if the other person speaks slowly and clearly and is willing to help.

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 multimodal, multi-disciplinary and inclusive approach to language learning and teaching.

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

“ ‘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 elements Communicating, Understanding and Exploring and using.

The Learning Outcomes relating to MFL (for Stages 3 and 4) are listed under the element Building an awareness of languages and cultures, and apply to the three strands (oral language, reading and writing). Additional Learning Outcomes for the school's L3 at Stage 4 are listed under the elements Developing communicative relationships through language, Understanding the content and structure of language and Exploring and using language, and apply to the three strands (oral language, reading and writing).

Many of the Learning Outcomes for English and Irish have concepts and skills which transfer across Learning Outcomes from one language to the other. 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 Irish [TF: Toradh Foghlama] or English [LO: Learning Outcome]. This is followed by the stage(s) to which that outcome belongs [C: céim, S: stage].

This is illustrated in the example in Table 4. In this case, the link is to the first Irish (L2) Learning Outcome – 'TF1' is the first part of the code standing for 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 4: 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 <u>joint attention</u> and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate
	 TFI, CI+2

The fourth element, Building an awareness of languages and cultures, commences at Stage 3. However, there are also many Learning Outcomes relating to language awareness which weave through the Learning Outcomes for the school's first language, English (L1), and the school's second language, Irish (L2). These are present at all stages (Stage 1 to Stage 4) and have been highlighted using the ribbon icon of the element, Building an awareness of languages and cultures.



Figure 6: Building an awareness of languages and cultures icon



Literacy in the school's first, second and third languages

English-medium schools (English L1)

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 at 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 (Irish L1)

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) at 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 2017–2022*.

In these schools the emphasis at 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.

















English-medium and Irish-medium schools (English or Irish L1): Focus on the L3

At Stage 4, literacy in the L3 can commence immediately. Children can build on their existing and established literacy skills in the school's L1 and L2 and apply those skills to the school's L3. As the L3 will be learned from beginner's level, literacy can be scaffolded by the teacher and supports can be used when needed. At Stage 4, the level of L3 language will be very basic to basic and comprise short, predictable language.

“ The tables on the following pages present the Learning Outcomes for English (L1) and Irish (L2) for English-medium schools. These are followed by Learning Outcomes for MFL at Stages 3 and 4. 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 Through appropriately playful and engaging learning experiences, children should be able to:	Stage 2: First and second classes Through appropriately playful and engaging learning experiences, children should be able to:	Stage 3: Third and fourth classes Through appropriately playful and engaging learning experiences, children should be able to:	Stage 4: Fifth and sixth classes Through appropriately playful and engaging learning experiences, children should be able to:
Communicating	1. 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		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	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. TF3, C1+2	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.
Understanding	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. TF4, C4

Learning Outcomes for Oral Language (L1)

Understanding		Exploring and using	
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 decontextualised 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.  TF5, 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+4 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 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 it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.
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	explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary.  TF8, C3+4	
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	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	manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. use language playfully and creatively in their own conversations and texts and across other languages as appropriate.  TF10, C3+4	
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.	
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.	

Torthaí Foghlama don Teanga Ó Bhéal (T2)				
Uimhir agus lipéad				
Gné	Céim 1: Naionáin shóisearacha agus naionáin shinsearacha Trí eispéiris chuí foghlama spráilúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 2: Rang 1 agus Rang 2 Trí eispéiris chuí foghlama spráilúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 3: Rang 3 agus Rang 4 Trí eispéiris chuí foghlama spráilúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 4: Rang 5 agus Rang 6 Trí eispéiris chuí foghlama spráilúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:
1. Rampháirtíocht, éisteacht agus aird	spéis agus comhaird a léiriú agus éisteacht go gníomhach le Gaeilge shlabhair á labhairt i réimse comhthéacsanna ar mhaithe le spraoi, cé nach gá go dtuigfeadh siad gach focal. LO1, S1+2	spéis agus comhaird a léiriú agus stór focal a shealbhu trí éisteacht go gníomhach le Gaeilge shlabhair á labhairt i réimse comhthéacsanna ar mhaithe le spraoi agus cúiseanna faoi leith, cé nach gá go dtuigfeadh siad gach focal. LO1, S1+2	éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i dteangacha éagsúla, nuair is cuí. Brí agus taitneamh a bhaint as na comhráite agus na téacsanna sin. LO1, S3	éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i dteangacha éagsúla, (nuair is cuí). Brí agus taitneamh a bhaint as na comhráite agus na téacsanna sin. LO1, S3
2. Inspireagadh agus rogha	téacsanna a roghnú agus éisteacht leo i gcomhair pléisiúir agus spéise. LO2, S1+2	téacsanna a roghnú agus a chruithú ar ábhar spéise. LO2, S1+2	téacsanna ó bhéal i réimse seánraí trasna an churaclaim a roghnú ar mhaithe le pléisiúr, spéis agus cuspoirí ar leith. LO2, S3	éisteacht le téacsanna agus a gcuid tuairimí faoi na téacsanna sin a chur in iúl. LO2, S4
3. Gnásanna sóisialta agus feasacht ar dhaoine eile	a aithint go n-athraíonn an stíl chainte ag brath ar an ngol idir na daoine agus ag brath ar an lucht éisteachta. feidhmiú mar chuid de ghrúpa agus roinnt focail/ frásaí Gaeilge á n-úsáid. LO3, S1	leas a bhaint as noirm 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 geáitsi chun eolas i dtaobh ábhar nó eispéireas a bhfuil cur amach aige air a roinnt.	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 churaclaim. LO3, S3	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 churaclaim, agus teanga a úsáid go muinteach chun oibriú i bpáirt le daoine eile. stíl agus tuin chainte a chur in oiriúint do lucht éisteachta agus do chuspóirí éagsúla i réimse seánraí labhartha. LO3, S3
4. Struchtúr abairte agus gramadach	frásaí coitianta agus abairtí bunúsacha a úsáid. LO4, S1+2	abairtí gearra a chruithú leis an struchtúr ceart den chuid is mó chun eolas a thabhairt agus cur síos a dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu. LO4, S1+2	abairtí a chruithú ag úsáid aimsir chaithe agus aimsir láithreach na mbriathra go cuí chun eolas a thabhairt agus cur síos a dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu. LO4, S1+2	úsáid a bhaint as abairtí leanúnacha leis an aimsir cheart, le hord ceart na bhfocal agus le struchtúr ceart na habairte. úsáid chuí na gramadaí a léiriú agus difríochtaí idir struchtúir abairte agus struchtúir gramadaí a aithint i dteangacha agus i gcanúintí éagsúla. LO4, S3+4
5. Stór focal	éisteacht le cainteoir agus leideanna éagsúla ar nós geáitsí, fíorábhar, nó tuin chainte a úsáid chun teacht ar an bpríomhtheachtairacht agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla. LO5, S1+2	ciall a bhaint as focail/frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós gheáitsí agus thuin chainte an chainteora, focail ghaolmhara, pictiúr, gníomhaíochtaí, míneanna nó ón gcomhthéacs nó trí éisteacht le cur síos ar an bhfocal. 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. LO5, S1+2	beannachtaí, nathanna cainte, agus frásaí coitianta a úsáid le tuin agus le foghraíocht chuí. úsáid a bhaint as stór focal agus frásaí ó bhéal, ina measc teanga a bhaineann le téacs agus le topaic. straitéisí éagsúla a úsáid chun stór focal agus frásaí a shealbhu ó fhoinsí éagsúla. LO5, S3	réimse leathan beannachtaí, nathanna cainte agus frásaí coitianta a úsáid le tuin agus le foghraíocht chuí. úsáid a bhaint as réimse níos leithne de stór focal agus de fhrásaí i réimse seánraí. straitéisí éagsúla a roghnú agus a úsáid chun stór focal agus frásaí a shealbhu ó fhoinsí éagsúla. LO5, S3

Torthaí Foghlama don Teanga Ó Bhéal (T2)

Tuiscint		Fiosrú agus úsáid	
6. Léiriú tuisceana	tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghléas nó trí fhocail nó frásaí coitianta Gaeilge a úsáid agus trí threoracha gearra a leanúint.	éisteacht go gníomhach le téacsanna agus iad a thuiscint agus a phlé. tuiscint a léiriú trí threoracha a leanúint agus a thabhairt. tuiscint a léiriú trí scéilíní, míniúcháin agus cur síos a thuiscint.	
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	tuairimí agus roghanna pearsanta a chur in iúl go muiníneach. ceisteanna oscailte agus dúnta a chur agus a freagairt, chun cabhair a long, eolas agus tuiscint a fháil. LO7, S3+4 reimse ceisteanna a chur agus a freagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla. LO7, S3+4	riachtanais, tuairimí, agus roghanna pearsanta a chur in iúl agus iarratais a dhéanamh go neamhspleách agus go muiníneach. reimse ceisteanna a chur agus a freagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla. LO7, S3+4
8. Catagóirí	daoine, rudaí agus imeachtaí a aithníonn siad a ainmniú. LO8, S1+2	daoine, rudaí, imeachtaí, eispéiris, agus tuairimí bunaithe ar ábhair éagsúla a ainmniú, a mhíniú agus catagóiriú a dhéanamh orthu. LO8, S3+4	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
9. Athinsint agus mionléiriú	taitneamh a bhaint as éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú. LO9, S1+2	scéalta pearsanta/neamhpearsanta a insint agus a athinsint san ord ceart do luchtanna éisteachta éagsúla. Aimsirí agus stór focal oiriúnach a úsáid don chur síos. LO9, S1+2	scéalta pearsanta/neamhpearsanta 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
10. Teanga a úsáid go spraiúil agus go cruthaitheach	áird a léiriú, éisteacht le hathrá ar dhánta, rannta agus amhráin ghearra Ghaeilge, agus páirt a ghlacadh iontu. LO10, S1+2	athrá a dhéanamh ar dhánta, rannta agus amhráin ghearra Ghaeilge, agus freagairt dóibh le geáitsí/focail. LO10, S1+2	éisteacht le gnéithe aeistéitiúla agus cruthaitheacha na teanga labhartha i réimse seánraí agus spraoi a bheith acu leo. LO10, S3+4
11. Eolas, míniú agus údar a thabhairt		pointí eolais a fháil agus a mhíniú, agus údar a thabhairt leo. úsáid a bhaint as teanga a bhaineann leis an ábhar atá á phlé, le tacaíocht. LO11, S1+2	eolas cur a roghnú agus a úsáid chun tuairimí agus smaointe a chur in iúl go soiléir. LO11, S1+2
12. Cur síos, tuar agus machnamh			cur síos, tuar agus machnamh a dhéanamh ar ghléas, imeachtaí agus próisis a bhaineann le comhthéacsanna réalaiíocha. LO12, S1+2


Learning Outcomes for Reading (L1)					
Element	Number and label	Stage 1: Junior and senior infants <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 2: First and second classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 3: Third and fourth classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 4: Fifth and sixth classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>
Communicating	1. Engagement	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. discover and explore texts in various languages. 🔗 TF1, C1 +2+3 🔗	choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. 🔗 TF1, C1 +2+3 🔗	develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. engage with texts of increasing complexity, and discover and explore texts in various languages. 🔗 TF1, C4 🔗	
	2. Motivation and choice	choose, read and communicate about text in a range of genres and languages for pleasure and interest. 🔗 TF2, C1 🔗	choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. 🔗 TF2, C2+3 🔗	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 🔗	
	3. Conventions of print and sentence structure	identify and use basic <u>conventions of print</u> in text. 🔗 TF3, C1+2 🔗	use <u>conventions of print</u> and sentence structure to help understand text. 🔗 TF3, C3 🔗	analyse and compare <u>conventions of print</u> in texts of increasing complexity. analyse sentence structures, including simple, compound and <u>complex sentences</u> in texts. compare sentence structures and texts in various languages. 🔗 TF3, C3+4 🔗	
Understanding	4. Phonological and phonemic awareness	play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. 🔗 TF4, C2 🔗		compare sounds and patterns in words found in texts in various genres across the curriculum. recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. 🔗 TF4, C3+4 🔗	
	5. Phonics, word recognition, and word study	recognise, name and <u>sound</u> all lower- and upper-case letters and common letter patterns, displaying some <u>word</u> identification strategies when reading instructional and independent-level texts.	use phonic knowledge and a range of <u>word identification</u> strategies with <u>flexibility</u> and confidence when reading instructional and independent-level texts. 🔗 TF5, C2+3 🔗	use a range of <u>word identification</u> strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. use existing language skills and knowledge to decipher text in other languages. 🔗 TF5, C4 🔗	
	6. Vocabulary	acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. 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 🔗	acquire appropriate vocabulary to support the independent comprehension of text. 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 🔗	acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts. 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 <u>synonyms</u> , <u>antonyms</u> , <u>homonyms</u> , <u>homographs</u> and <u>homophones</u> to clarify and discuss the meaning of new and known vocabulary. 🔗 use appropriate reference materials to independently uncover the meaning of unknown words. 🔗 TF6, C3+4 🔗	

Learning Outcomes for Reading (L1)

7. Purpose, genre, and voice	experience and respond to the aesthetic, creative, and imaginative aspects of text and a range of genres expressing preferences and opinions. 🔗 TF7, CI+2	experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. 🔗 TF7, C3	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 <u>aesthetic</u> , creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. 🔗 TF7, C4	recognise and examine the implications of culture and identity on the creation of texts across a range of genres. critically reflect on their response to the <u>aesthetic</u> , creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.
8. Response and author's intent	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		compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
9. Comprehension	recall, discuss and sequence significant details and identify key points of information in text. 🔗 TF9, CI+2 draw on background knowledge as well as a range of <u>comprehension strategies</u> to engage with and create meaning when working with a range of texts independently or collaboratively. 🔗 TF9, C2	draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. 🔗 TF9, C3+4	compare and select <u>comprehension strategies</u> flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively. compare and synthesize information, thoughts, and ideas from a variety of text sources.	
10. Fluency and self-correction	read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. 🔗 TF10, C2+3+4		read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	

Torthaí Foghlama don Léitheoireacht (T2)				
Gné	Cumarsáid			
	Uimhir agus lipéad	Céim 1: Naionán shóisearacha	Céim 2: Rang 1 agus Rang 2	Céim 3: Rang 3 agus Rang 4
		Trí eispéiris chuí foghlama spraiúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Trí eispéiris chuí foghlama spraiúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Trí eispéiris chuí foghlama spraiúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:
	1. Rannpháirtíocht	taitneamh a bhaint as éisteacht le scéalta gearra simplí á léamh. LO1, S1+2	a thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus léaráidí. LO1, S1+2	iad féin a aithint mar léitheoirí. A spéis/sásamh sa litríocht agus sa léitheoireacht i réimse seánraí trasna an churadain a fhorbairt. LO1, S3+4
	2. Inspreagadh agus rogha	téacs a roghnú ar mhaithe le pléisiúr nó spéis. LO1, S1	téacs gearr simplí a roghnú ar mhaithe le pléisiúr nó spéis agus é a phlé ina bhfocail féin, le tacalocht. LO1, S2	páirt a ghlacadh i léitheoireacht agus taitneamh a bhaint as éisteacht léi, lad féin a aithint mar léitheoirí. taitneamh a bhaint as téacsanna a léamh agus brí na bhfocal, na bhfrásaí, agus na léaráidí i dtéacs a phlé. téacsanna i dteangacha éagsúla a fhiosrú. LO1, S1+2
	3. Gnásanna cló agus struchtúr abairte	téacs a roghnú ar mhaithe le pléisiúr nó spéis. LO1, S1	gnásanna bunúsacha an chló a aithint agus a úsáid. LO3, S1	téacs i réimse seánraí a roghnú agus a phlé ar mhaithe le pléisiúr, spéis, agus cuspóirí ar leith. Machnamh a dhéanamh ar na téacsanna sin. LO2, S3+4
	4. Feasacht fhóineolaíoch agus fhóinéimeach		gnásanna an chló a aithint agus a úsáid. LO3, S1	staidéar a dhéanamh ar struchtúr na habairte, idir abairtí simplí, abairtí comhshuite agus abairtí casta, i dtéacsanna. comparáid a dhéanamh idir struchtúr abairte na Gaeilge agus struchtúr abairte i dteangacha eile. LO3, S3+4
	5. Fónaí, aithint focal agus staidéar ar fhocail		imirt le fuaimneanna ar nós siollaí, ríme, comhfhuaim ríme agus fóinéimí i bhfocail labhartha, agus iad a aithint. LO4, S1+2	canúintí agus blasanna éagsúla a bhíonn i dtéacsanna a aithint agus a phlé. LO4, S3+4
			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. LO5, S2	feasacht fóineolaíochta agus réimse straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách. cosúlachtaí agus difríochtaí idir focail agus patrúin i bhfocail a aithint agus a fhiosrú i dtéacsanna, i seánraí agus i dteangacha éagsúla. LO5, S3+4

Torthaí Foghlama don Léitheoireacht (T2)				
Tuiscint	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 an gcomhthéacs agus leideanna sa téacs chun focail nua a thuiscint agus a shealbhú. LO6, S1	úsáid a bhaint as réimse straitéisí tuiscana agus eolais chun brí focal/frásaí nua a dheimhniú agus a phlé. LO6, S2
				comhchiallaigh, frithchiallaigh , comhainmneacha, iarmhíreanna, táthmhíreanna, agus fréamhfocail a aithint i dtéacsanna agus iad a phlé. LO6, S3+4
	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	freagairt do ghnéithe aeistéitiúla, samhlaíocha agus cruthaitheacha téacs agus roghanna ar na gnéithe sin a chosaint agus údar a thabhairt leo. LO7, S3
	8. Freagairt agus intinn an údair			na tuiscintí éagsúla a bhaineann le téacs a aithint agus a phlé. LO8, S1+2
Fiosrú agus úsáid	9. Tuiscint	éisteacht leis na sonraí is tábhachtaí i dtéacs gearr simplí agus tuiscint a léiriú orthu. léaráidí i dtéacs a úsáid mar áis chun eolas breise a fháil faoin téacs. LO9, S1+2	éisteacht le téacs agus na sonraí is tábhachtaí a thabhairt chun cuimhne. úsáid a bhaint as eolas cúla agus réimse straitéisí tuiscana 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	úsáid a bhaint as straitéisí tuiscana chun dul i ngleic le téacs go neamhspleách agus i bpáirt le daoine eile. LO9, S1
	10. Líofacht agus féincheartú		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








Learning Outcomes for Writing (L1)					
Element	Number and label	Stage 1: Junior and senior infants <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 2: First and second classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 3: Third and fourth classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	Stage 4: Fifth and sixth classes <i>Through appropriately playful and engaging learning experiences, children should be able to:</i>
Communicating	1. Engagement	attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others.  TFI, CI +2	recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others.  TFI, C3	engage positively and purposefully while creating text in a variety of genres, other languages where appropriate and across the curriculum.  use writing as a tool to clarify and structure thought and to express individuality.  TFI, C4	
	2. Motivation and choice	choose appropriate tools, content and topics for their own writing and select texts for sharing with others.  TF2, CI +2+3		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	
	3. Conventions of print and sentence structure	use basic conventions of print and sentence structure.  TF3, CI +2	use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing.  TF3, C3+4	use increasingly nuanced print conventions in their independent writing. use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.	
	4. Spelling and word study	recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out <u>invented spelling</u> , spell high frequency and high interest words accurately.	use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words. spell a wide range of <u>high-frequency</u> words accurately and begin to use reference materials to check and correct spelling.  TF4, C2+3	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.  use appropriate reference materials to independently check and correct spelling.  TF4, C4	
	5. Vocabulary	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	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	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	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.  evaluate the <u>aesthetic</u> , creative, figurative and imaginative dimensions of language in their writing. evaluate how vocabulary is used in various contexts in their writing.

Understanding

Communicating

Element

Learning Outcomes for Writing (L1)

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

Torthaí Foghlama don Scríbhneoireacht (T2)

Gné	Torthaí Foghlama don Scríbhneoireacht (T2)			
	Céim 1: Naionáin shóisearacha agus naionáin shineearacha Trí eispéiris chuí foghlama spráúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 2: Rang 1 agus Rang 2 Trí eispéiris chuí foghlama spráúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 3: Rang 3 agus Rang 4 Trí eispéiris chuí foghlama spráúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:	Céim 4: Rang 5 agus Rang 6 Trí eispéiris chuí foghlama spráúla agus tharraingteacha, ba cheart go mbeadh páistí in ann:
Cumarsáid	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	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.
	2. Inspreagadh 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	uirlisí, straitéisí agus ábhar a mheas agus a roghnú chun téacs a chruthú i réimse seánraí. LO2, S3+4
Tuiscint	3. Struchtúr abairte agus gnásanna cló	gnásanna an chló a aithint. LO3, S1	roinnt abairtí gearra tomhána a scríobh le tacaíocht, ag baint úsáid as gnásanna an chló. LO3, S1	úsáid a bhaint as struchtúr abairte, aimsirí cearta na mbriathra, agus nascfhocail ina gcuid scríbhneoireachta i seánraí éagsúla. LO3, S2
	4. Litriú agus staidéar ar focail		tarraingt ar an eolas atá acu faoi fhuaimneanna na Gaeilge chun focail a litriú i gcomhpháirt leis an múinteoir. LO4, S1	réimse focail ardmhinicíochta a litriú go cruinn agus straitéisí litrithe a úsáid chun focail neamhaitheanta 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, tuiséal gnídeach). 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)

Tuiscint				
5. Stór focal		úsáid a bhaint ina gcuid scríbhneoireacht pháirteach 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 spráilil agus go cruthaitheach. LO5, S1+2	teanga agus stór focal ábhartha a roghnú chun téacsanna a chruthú i réimse seánraí ar mhaithle le cuspóirí agus luchtanna éisteachta/léite éagsúla. Cúiseanna a thabhairt leis na roghanna sin. LO5, S3
6. Cuspóirí, seánra agus guth	líniúcht a mbeidh cuspóirí éagsúla léi a dhéanamh go minic. LO6, S1+2	líniúcht a mbeidh cuspóirí éagsúla léi a dhéanamh agus giotáí gearra simplí a scríobh chun smaointe a chur in iúl agus an múinteoir ag gníomhú mar scríobhaí. LO6, S1+2	téacsanna simplí a chruthú i réimse seánraí. LO6, S1+2	<p>téacsanna i réimse seánraí a chruthú agus iad ag díriú ar an gcuspóir agus an lucht éisteachta.</p> <p>iniúchadh a dhéanamh ar struchtúr téacs agus gnéithe teanga a bhaineann le réimse seánraí agus iad a úsáid ina gcuid scríbhneoireachta.</p> <p>a nguth pearsanta a fhorbairt agus téacsanna á gcruthú acu chun a gcuid tuairimí, eolais agus taithí a roinnt le daoine eile. LO6, S1+2</p>
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	<p>téacsanna a chruthú i gcomhpháirt le daoine eile agus/nó go neamhspleách agus leas á bhaint as próiseas na scríbhneoireachta. LO7, S1+2</p> <p>brí a gcuid téacsanna féin a roinnt.</p> <p>freagairt do théacs daoine eile chun tuiscint a léiriú. LO8, S2</p>	<p>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</p> <p>brí a gcuid téacsanna féin a roinnt.</p> <p>freagairt do théacs daoine eile chun tuiscint a léiriú.</p> <p>tuairimí daoine eile ar a gcuid téacsanna a phlé. LO8, S2</p>
8. Freagairt agus intinn an údair	tuisceant ar théacsanna gearra simplí a léadh dóibh, agus mothúcháin ina leith, a léiriú trí léaráid/pictiúir a tharraingt. LO8, S1	a gcuid pictiúr agus scríbhneoireacht phearsanta a roinnt le daoine eile agus iad a phlé, le tacafócht. LO8, S1	<p>brí a gcuid téacsanna féin a roinnt.</p> <p>freagairt do théacs daoine eile chun tuiscint a léiriú. LO8, S2</p>	<p>tuairimí daoine eile ar a gcuid téacsanna a phlé. LO8, S2</p>
9. Peannaireacht agus cur i láthair			<p>scríobh ag baint úsáid as stíl scríbhneoireachta atá roghnaithe.</p> <p>téacsanna a chur i láthair i réimse formáidí. LO9, S2</p>	<p>scríobh go hinléite agus go líofa agus úsáid á baint acu as stíl scríbhneoireachta atá roghnaithe.</p> <p>téacsanna a chur i láthair i réimse formáidí. LO9, S3</p>

Fiosrú agus úsáid

Learning Outcomes for MFL at Stage 3 and Stage 4

To assist teachers in identifying the key competencies embedded within each Learning Outcome, initials are placed beside each Learning Outcome, as explained in Table 5. In each instance, up to three key competencies are identified. It should be noted that in many instances, other key competencies, outside of the three identified, are also embedded in the Learning Outcomes.

Table 5: Key competency legend

Initials	Key competency
AC	Being an active citizen
AL	Being an active learner
CL	Being a communicator and using language
C	Being creative
DL	Being a digital learner
M	Being mathematical
W	Being well



Stages 3 and 4: Third to sixth class – Learning Outcomes for Building an awareness of languages and cultures

Element	Building an awareness of languages and cultures		Writing
	Number and label	Oral Language	Reading
		Stage 3: Third and fourth classes (L1, L2 and other languages)	
		Stage 4: Fifth and sixth classes (L1, L2, L3 and other languages)	
		<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>	
1. Exploring languages		explore and develop a curiosity about and an appreciation of the languages used in the classroom, school, wider community and wider world, sharing examples from everyday experiences. AC, AL, C.	
		investigate the origins [etymology] and meaning of names, placenames, words and expressions across languages. AL, CL, DL.	
		identify and discuss how languages work, drawing on the features and components of language such as parts of speech, punctuation, special characters, sounds, morphology, etc. AL, CL, M.	
		compare and contrast the features and components of different languages, noticing patterns where they exist, to help make connections. AC, AL, M.	
2. Understanding myself as a language learner		explore and reflect on why we learn languages. AL, CL, DL	
		identify and share the most useful and personally effective ways of learning languages. AL, CL, W.	
3. Developing intercultural awareness		recognise and apply existing knowledge, strategies and skills learned in one language to assist understanding and communication in other languages. AL, CL, DL.	
		reflect on and assess their language learning and progression. AL, CL, W.	
		develop an awareness and appreciation of their own culture, and the cultures and traditions within the classroom and the wider world; compare them and discuss them sensitively and respectfully. AC, C, W.	
		gather and explore folklore, tales, songs, dance, idioms, proverbs, etc., from a variety of languages and cultures. AC, C, W.	
		identify regions and cultures where the L3 is used and develop an awareness of daily life, routines and social conventions. AC, AL, CL.	

Key competencies:

AC = Being an active citizen	AL = Being an active learner	CL = Being a communicator and using language
C = Being creative	DL = Being a digital learner	M = Being mathematical
		W = Being well

Stage 4: Fifth and sixth classes – Learning Outcomes for Communicative competence in the L3

Element	Oral Language	Reading	Writing
	Stage 4: Fifth and sixth classes (L3)		
	<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>		
Developing communicative relationships through language	participate in very simple classroom routines, activities and games using the L3. AL, CL, C.		
	ask and answer very short and simple questions in the L3 about <u>concrete objects</u> , and <u>personal</u> and <u>familiar topics</u> , drawing on appropriate cues, resources and scaffolds where necessary. AC, AL, CL		
	use very short and simple expressions to start, maintain and end interactions, demonstrating an awareness of social conventions, drawing on appropriate cues, resources and scaffolds where necessary. AC, CL, W.		
Understanding the content and structure of language	recognise and demonstrate understanding of very basic words and short and simple questions, phrases and instructions in the L3 related to <u>concrete objects</u> , and <u>personal</u> and <u>familiar topics</u> , drawing on appropriate cues, resources and scaffolds where necessary. AL, CL, DL		
	identify and demonstrate understanding of key information in very short and simple texts that relate to <u>concrete objects</u> , and <u>personal</u> and <u>familiar topics</u> . AL, CL, C.		
	recognise and explore the range of sounds and sound patterns in the L3 and compare them across languages. AC, AL, M.		
Exploring and using language	use common words and phrases to give very basic to basic information on <u>concrete objects</u> , and <u>personal</u> and <u>familiar topics</u> , using <u>visuals</u> , <u>gestures</u> and <u>supports</u> to aid communication. AL, CL, C.		
	engage with and respond to very short and simple texts like a greeting, poem, rhyme or song, etc. CL, C, DL.		
	gather, create and share texts using English, Irish, the L3 and other languages to demonstrate and celebrate what they have learned. AC, C, DL.		

Key competencies:

AC = Being an active citizen	AL = Being an active learner	CL = Being a communicator and using language
C = Being creative	DL = Being a digital learner	M = Being mathematical
		W = Being well



6. The Primary Language Curriculum in Practice

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

Second and additional language learning

Most children travel along predictable pathways to learning their first language. Second and additional language learning is no exception and children learn Irish (and the L3 from Stage 4) in individual, but predictable ways. The learning of English as an additional language (EAL) 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 these 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 frequently used throughout the day. Therefore, in terms of Irish, it is recommended that Irish be used regularly during the day outside the timetabled Irish lesson. It 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. A similar approach can be taken with the school's L3 from Stage 4.

This way, over time, children begin to use the languages they are learning spontaneously and authentically. They also communicate by using common familiar words and phrases in the L2 (and in the L3 from Stage 4). It is important that they have opportunities to repeat these words and phrases in meaningful and purposeful contexts. Additionally, children should also be encouraged to draw on their full linguistic repertoire to develop more spontaneous speech in order to communicate using the L2 (and the L3 from Stage 4). Supports for teachers which outline and illustrate developments and teaching supports for children's second and additional language learning are published in the Primary Language Toolkit.

The points below include some important considerations for children's second and additional 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.

*All references to the L2 also apply to the learning of additional languages by young children. These processes similarly apply more implicitly to children's L1 as they continue to develop their L1 language skills throughout their years in school.

Foghlaim an dara teanga agus na teanga breise

Leanann formhór na bpáistí cosáin intuartha agus an chéad teanga á foghlaim acu. Ní haon eisceacht í foghlaim an dara teanga ná foghlaim na teanga breise agus foghlaimíonn páistí an Ghaeilge (agus an T3 ag Céim 4) ar bhealaí atá indibhidiúil ach 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 beagán focal sealbhaithe acu sa teanga nua, tosaíonn siad ag meascadh agus ag úsáid na bhfocal seo in abairtí T1 mar fhriotal 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, maidir leis na nGaeilge, moltar an Ghaeilge a úsáid go rialta i gcaitheamh an lae taobh amuigh den cheacht ar an gclár ama. Is féidir í 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. Is féidir cur chuige cosúil leis sin a ghlacadh le T3 na scoile ó Chéim 4.

Ar an gcaoi sin, tosóidh na páistí ag úsáid na dteangacha atá á bhfoghlaim acu go hiomasach agus go barántúil. Déanann siad cumarsáid chomh maith trí fhocail agus frásaí coitianta atá ar eolas acu in T2 a úsáid (agus in T3 ó Chéim 4). Tá sé tábhachtach go mbeidh deiseanna acu chun na focail agus na frásaí sin a athrá i gcomhthéacsanna fiúntacha agus diongbháilte. Anuas air sin, ba cheart go dtabharfaí spreagadh do na páistí úsáid a bhaint as a stór teangeolaíoch iomlán chun caint níos spontáiní a fhorbairt chun cumarsáid a dhéanamh ach úsáid a bhaint as T2 (agus as T3 ó Chéim 4). Tá tacaí do mhúinteoirí, ina ndéantar forbairtí agus tacaí teagaisc d'fhoghlaim na dara teanga agus na teanga breise ag na páistí a imlíniú agus a léiriú, foilsithe i dTacar Uirlisí Teanga na Bunscoile.

Sna pointí thíos tugtar roinnt rudaí tábhachtacha le cur san áireamh agus na páistí ag foghlaim an dara teanga agus na teanga breise.

Foghlaim an dara* teanga ag páistí: Príomhphrionsabail

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

- Déantar foghlaimeoirí 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 lánbhrí 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 meán-Bhéarla.
- 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 lánbhrí, 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.

*Baineann gach tagairt do T2 le páistí óga atá ag foghlaim teangacha breise freisin. Baineann na próisis seo ar an gcaoi chéanna ach go hindíreach le T1 na bpáistí de réir mar a dhéanann siad dul chun cinn ina scileanna teanga T1 i rith na mblianta ar scoil.

MFL (Stage 3 and Stage 4)

Stage 3 (Third and fourth classes)

Stage 3 aims to lay a solid foundation from which children progress to learn an L3 at Stage 4. The suggested time allocation at Stage 3 will be used for the Learning Outcomes relating to building an awareness of languages and cultures. Children will draw on English, Irish and other languages to:

- learn how languages work
- reflect on how they learn languages
- develop intercultural awareness.

Teachers are encouraged to use the suggested time allocation set out in the *Primary Curriculum Framework* for discrete lessons and for integrated or incidental activities both within, and beyond, the *Primary Language Curriculum*. For instance, during learning experiences relating to Music, children could explore the origin of words that are commonly used (e.g., piccolo, presto, tempo, crescendo). Similarly, during a Geography learning experience, children could explore the Irish version of place names or street names in their locality, examining how their translation into English may have altered their meaning.

At Stage 3, learning and teaching will draw on and develop children's existing knowledge and experience of languages and therefore the learning will look different in every classroom. Linguistically diverse schools present many opportunities for learning and teaching that is based on the linguistic diversity present in classrooms. Where there are no other languages used within a classroom or school community, drawing on children's knowledge of Irish and English will also provide a rich basis on which to develop children's awareness of languages and cultures. Teachers can also use various activities that encourage children to reflect on and appreciate the linguistic and cultural diversity that exists beyond the classroom. For example, teachers can use multimedia resources such as videos, books and music that feature different languages and cultures. Moreover, teachers can support children to become aware of the linguistic and cultural diversity that exists in their local community, country and the world. At Stage 3 this approach is led by the class teacher through the language of the school.

Stage 4 (Fifth and sixth classes)

At Stage 4, children will begin to learn to communicate at a very basic to basic level in the L3. This will be supported by a continued focus on building an awareness of languages and cultures, which carries on from Stage 3 to Stage 4. The suggested time allocation set out in the *Primary Curriculum Framework* at Stage 4 will therefore be used for both the Learning Outcomes relating to building an awareness of languages and cultures and for the L3. Again, the suggested time allocation can be used for both discrete learning experiences and integrated activities across the curriculum.

To ensure progression in learning the L3 at Stage 4, the same language will be taught to 5th and 6th classes, where possible. Exposure to the target language is a key feature of effective language instruction. Therefore, at Stage 4, the L3 is taught through the L3, as much as possible.

Alongside the continued informal use of Irish throughout the school day, the informal use of the L3 is also encouraged. It is acceptable for preparation and planning for the L3 to be undertaken through the language of the school (English or Irish). It is not expected or necessary for the school's L3 to align with the languages taught in the post-primary schools that the children may attend.

Children progress in different ways and at varying rates as they communicate, understand, explore, use and build awareness of language(s) throughout their individual learning experiences. As such, children will demonstrate varying levels of competence across the oral language, reading and writing strands for MFL at Stage 3 and Stage 4. This is known as a 'jagged profile'. Assessment provides information on children's progress with learning MFL at Stage 3 and Stage 4.

The *Primary Curriculum Framework* acknowledges that assessment exists along a continuum comprising intuitive assessment, planned interactions and assessment events. Drawing on the continuum of assessment approaches is necessary to gain a comprehensive understanding of children's progress with the Learning Outcomes for MFL at Stage 3 and Stage 4. Providing children with a variety of opportunities to demonstrate their MFL learning ensures an inclusive approach that allows all children to show their individual progress.

How assessment information is used will determine its overall effectiveness in supporting children's learning in MFL. This information can be used by the teacher and by children themselves to:

- inform, focus and enhance next steps in learning and teaching MFL
- provide meaningful and constructive feedback on learning that has occurred and how further progress can be made to support children's knowledge and experiences of language(s) and cultures
- empower and motivate children to develop and use their plurilingual repertoire
- develop knowledge of children as learners and as members of a linguistic community.

Using assessment in this way cultivates a classroom environment that prioritises learning and nurtures every child's progress and potential with MFL.

NTI (Céim 3 agus Céim 4)

Céim 3 (Rang a trí agus a ceathair)

Is é is aidhm do Chéim 3 bunús láidir a chruthú ónar féidir leis na páistí dul ar aghaidh chun T3 a fhoghlaim ag Céim 4. Úsáidfear an leithdháileadh ama molta ag Céim 3 do na Torthaí Foghlama a bhaineann le feasacht a chothú ar theangacha agus ar chultúir. Bainfidh na páistí úsáid as Gaeilge, Béarla agus teangacha eile chun:

- an chaoi a n-oibríonn teangacha a fhoghlaim
- machnamh a dhéanamh ar an gcaoi a bhfoghlaimíonn siad teangacha
- feasacht idirchultúrtha a fhorbairt.

Tugtar spreagadh do mhúinteoirí an leithdháileadh ama molta a leagtar amach i g*Creatchuraclam na Bunscoile* a úsáid do cheachtanna scoite agus do ghníomhaíochtaí teagmhasacha nó comhtháite laistigh de *Churaclam Teanga na Bunscoile* agus lasmuigh de. Mar shampla, le linn na n-eispéireas foghlama a bhaineann le Ceol, d'fhéadfadh na páistí iniúchadh a dhéanamh ar bhunús focal a úsáidtear go minic (m.sh., piccolo, presto, tempo, crescendo). Ar an gcaoi chéanna, le linn eispéireas foghlama Tíreolaíochta, d'fhéadfadh na páistí iniúchadh a dhéanamh ar an leagan Gaeilge de logainmneacha nó d'ainmneacha sráide ina gceantar, agus iniúchadh a dhéanamh ar an gcaoi a bhféadfadh go bhfuil difríochtaí idir an chiall atá leo i mBéarla le hais na céille atá leo i nGaeilge.

Ag Céim 3, bainfear úsáid as réamheolas agus réamhthaithí na bpáistí ar theangacha san fhoghlaim agus sa teagasc agus forbrófar iad, agus dá bhrí sin, beidh cuma dhifriúil ar an bhfoghlaim i ngach seomra ranga. Tá go leor deiseanna le fáil i scoileanna ina bhfuil éagsúlacht teangacha maidir le foghlaim agus teagasc atá bunaithe ar an éagsúlacht teangacha atá sna seomraí ranga. I gcás nach bhfuil aon teanga eile á húsáid laistigh de sheomra ranga nó pobal na scoile, is féidir úsáid a bhaint as eolas na bpáistí ar an nGaeilge agus ar an mBéarla chun bunús saibhir a chur ar fáil chun feasacht na bpáistí a fhorbairt ar theangacha agus ar chultúir. Is féidir le múinteoirí úsáid a bhaint as gníomhaíochtaí éagsúla atá in ann spreagadh a thabhairt do pháistí machnamh a dhéanamh agus léirthuisint a fháil ar an éagsúlacht teanga agus chultúrtha atá ann lasmuigh den seomra ranga. Mar shampla, is féidir le múinteoirí úsáid a bhaint as acmhainní ilmheánacha ar nós físeán, leabhar agus ceoil ina bhfuil teangacha agus cultúir éagsúla. Ina theannta sin, is féidir le múinteoirí tacú leis na páistí tuilleadh feachtas a fháil ar an éagsúlacht teangacha agus chultúrtha atá le fáil ina bpobal áitiúil, ina dtír agus ar fud an domhain. Ag Céim 3 is iad an múinteoir ranga a threoraíonn an cur chuige seo i dteanga na scoile.

Céim 4 (Rang a cúig agus a sé)

Ag Céim 4, tosóidh na páistí ag foghlaim le cumarsáid a dhéanamh ag leibhéal an-bhunúsach go bunúsach sa T3. Tacófar leis sin le fócas leanúnach ar fheasacht a chothú ar theangacha agus ar chultúir, agus leantar leis sin ó Chéim 3 go Céim 4. Mar sin, úsáidfear an leithdháileadh ama molta a leagtar amach i *gCreatchuraclam na Bunscoile* ag Céim 4 do na Torthaí Foghlama a bhaineann le feasacht a chothú ar theangacha agus ar chultúir, agus don T3 araon. Arís, is féidir an leithdháileadh ama molta a úsáid d'eispéiris foghlama scoite agus do ghníomhaíochtaí comhtháite ar fud an churaclaim.

Lena chinntiú go bhfuil dul chun cinn ann agus an T3 á foghlaim ag Céim 4, múinfear an teanga chéanna i rang a cúig agus rang a sé, i gcás inar féidir. Is príomhghné de theagasc éifeachtach teanga í teagmháil leis an sprioctheanga. Dá bhrí sin, ag Céim 4, teagascfar an T3 tríd an T3, a mhéid is féidir.

Maraon leis an úsáid leanúnach den Ghaeilge neamhfhoirmiúil i rith an lae scoile ar fad, spreagtar úsáid neamhfhoirmiúil an T3 freisin. Tá sé inghlactha go ndéanfar an t-ullmhúchán agus an phleanáil do T3 i dteanga na scoile (Béarla nó Gaeilge). Níl sé riachtanach ná níltear ag súil leis go mbeadh T3 na scoile ag teacht leis na teangacha a mhúintear sna hiar-bhunscoileanna a bhféadfadh na páistí freastal orthu.

Déanann páistí dul chun cinn ar bhealaí éagsúla agus ag rátaí éagsúla agus iad ag cumarsáid, ag tuiscint, ag fiosrú, ag úsáid agus ag cothú feasacht ar theanga(cha) trína n-eispéiris foghlama aonair. Mar sin, léireoidh páistí leibhéil éagsúla inniúlachta ar fud na snáitheanna teanga ó bhéal, léitheoireachta agus scríbhneoireachta do NTI ag Céim 3 agus Céim 4. Tugtar 'próifíl eangach' air sin. Tugtar faisnéis sa mheasúnú maidir le dul chun cinn na bpáistí le foghlaim NTI ag Céim 3 agus Céim 4.

Aithnítear i *gCreatchuraclam na Bunscoile* go bhfuil an measúnú ann feadh contanaim atá comhdhéanta de mheasúnú iomasach, idirghníomhaíochtaí pleanáilte agus imeachtaí measúnaithe. Is gá tarraingt ar chuir chuige an chontanaim measúnaithe chun tuiscint chuimsitheach a fháil ar dhul chun cinn na bpáistí leis na Torthaí Foghlama do NTI ag Céim 3 agus Céim 4. Trí éagsúlacht deiseanna a thabhairt do pháistí chun a bhfoghlaim NTI a léiriú, cinntítear cur chuige ionchuimsitheach a chuireann ar a chumas do gach páiste a ndul chun cinn aonair a thaispeáint.

Is é an chaoi a n-úsáidfear faisnéis mheasúnaithe a chinneadh a héifeachtacht fhoriomlán chun tacú le foghlaim páistí in NTI. Is féidir leis an múinteoir agus leis na páistí iad féin an t-eolas sin a úsáid chun:

- bonn eolais a chur faoi na chéad chéimeanna eile i bhfoghlaim agus teagasc NTI, díriú orthu agus iad a fheabhsú
- aiseolas bríoch agus fiúntach a thabhairt ar fhoghlaim a tharla agus an chaoi é a chur chun cinn a thuilleadh le tacú le heolas agus eispéiris na bpáistí ar theanga(cha) agus cultúir
- páistí a chumhachtú agus a spreagadh chun a stór ilteangach a fhorbairt agus a úsáid
- eolas a fhorbairt ar pháistí mar fhoghlaimeoirí agus mar bhaill de phobal teanga.

Trí mheasúnú a úsáid ar an gcaoi sin, cothaítear timpeallacht seomra ranga ina dtugtar tús áite don fhoghlaim agus ina gcothaítear dul chun cinn agus cumas gach páiste le NTI.

The communicative approach

The communicative approach is a recommended approach to teaching a second and additional languages. This approach is learner-centred; the main emphasis is on engaging children in enjoyable, interactive and purposeful communication that takes account of their daily lives and interests, both within language learning experiences and throughout the school day.

Within language lessons, the emphasis is on the use of the target language as early and as often as possible. As far as possible, there is child-to-child, child-to-teacher and teacher-to-child communication in every learning experience, although many interactions may be scaffolded by the teacher. The teacher supports the development of children's communicative competence by modelling and reusing the target language throughout the day.

When preparing a language learning experience, the teacher will create contexts with children whereby they will need to use the target language to complete a task. While this may involve new language, children will also be drawing on and using their existing language as they engage in the task. Children may participate in a variety of language activities including revision of known vocabulary in the early phase of the language learning experience, in the knowledge that they are doing so to support communication.

When using a communicative approach, it can be helpful to organise the learning experience in the following way:

- **Early communicative phase:** With the children, the teacher explores relevant language to prepare for the communicative phase. Vocabulary, expressions and language functions needed for the language task are introduced using a range of scaffolds and activities, such as using songs, games and authentic texts. There is a direct link between the language used in this phase and the communicative phase. Modelling, explicit teaching, repetition and practice are essential parts of this phase so that the child can use the language in an authentic communicative context during the communicative phase.

- **Communicative phase:** The teacher sets the children a communicative task where children use existing and newly-explored vocabulary, expressions, language functions or structures. These tasks are learner-centred and might involve play, dramas, debates, interviews, problems to solve, games and so on. Children should also have the opportunity to use language creatively as they engage in the task, drawing on their full linguistic repertoire in the process. With increased use, learners show a growing level of independence in using the new language. Teachers can note any errors and offer corrective feedback. These errors should then be used to inform subsequent learning and teaching.
- **Post-communicative phase:** Children, having used the language for authentic communication, consolidate their learning and are provided with opportunities to revisit and analyse the language of the lesson in a variety of activities, practising useful vocabulary, grammar and structures. During this phase, children may use the same language for similar tasks and activities that enable them to transfer the same or similar language to a new context/setting and consolidate their learning. The teacher then builds on this language when preparing future learning experiences.

While the teacher may consider the early communicative phase as an appropriate starting point when introducing a new topic, language teaching, in general, may move fluidly across the phases. The overriding goal for the teacher is to support the learner to communicate in the target language(s) as early and as often as possible.

There are many teaching methods which can be used within a communicative approach and it is recommended to vary activities and tasks that support the development of children's communicative competence within their context and appropriate to their needs.

An cur chuige cumarsáideach

Moltar an cur chuige cumarsáideach mar chur chuige leis an dara teanga agus le teangacha breise a mhúineadh. Tá an cur chuige seo foghlaimeoir-lárnach; agus leagtar an bhéim go príomha ar na páistí a dhéanamh rannpháirteach i gcumarsáid atá taitneamhach, idirghníomhach agus fiúntach ina gcuirtear a saol laethúil agus spéiseanna san áireamh, laistigh d'eispéiris foghlama teanga agus le linn an lae scoile.

Laistigh de na ceachtanna teanga, leagtar an bhéim ar úsáid a bhaint as an sprioctheanga a luaithe agus a mhinice agus is féidir. Bíonn cumarsáid páiste le páiste, páiste le múinteoir agus múinteoir le páiste i ngach eispéireas foghlama a oiread agus is féidir, cé go bhféadfadh an múinteoir tacú le go leor de na hidirghníomhaíochtaí. Tacaíonn an múinteoir le hinniúlacht chumarsáideach na bpáistí a fhorbairt trí mhúnlú a dhéanamh ar an sprioctheanga agus athúsáid a bhaint aisti i gcaitheamh an lae.

Agus eispéireas foghlama teanga á ullmhú, cruthóidh an múinteoir comhthéacsanna leis na páistí ina mbeidh orthu úsáid a bhaint as an sprioctheanga chun tasc a chur i gcrích. Cé go bhféadfadh teanga nua a bheith i gceist leis sin, beidh na páistí ag baint úsáid agus leas as an teanga atá acu cheana le linn dóibh a bheith páirteach sa tasc. Is féidir go nglacfaidh na páistí páirt i réimse gníomhaíochtaí teanga lena n-áirítear dul siar ar stór focal atá ar eolas acu sa tréimhse luath den eispéireas foghlama teanga, ach leis an eolas go bhfuil sin á dhéanamh acu chun tacú leis an gcumarsáid.

Agus cur chuige cumarsáideach i bhfeidhm, is féidir leis a bheith cabhrach an t-eispéireas foghlama a eagrú ar an mbealach seo a leanas:

- **An tréimhse luathchumarsáide:** In éineacht leis na páistí, déanann an múinteoir iniúchadh ar theanga ábhartha mar ullmhúchán don tréimhse chumarsáide. Cuirtear stór focal, nathanna agus feidhmeanna teanga atá riachtanach don tasc teanga in aithne ag baint úsáid as réimse de scafaill agus de ghníomhaíochtaí, ar nós amhrán, cluichí agus téacsanna dílse. Tá nasc díreach ann idir

an teanga a úsáidtear sa tréimhse seo agus an teanga a úsáidtear sa tréimhse chumarsáide. Is gnéithe riachtanacha den tréimhse seo iad múnlú, teagasc follasach, athrá agus cleachtadh ionas go mbeidh na páistí in ann úsáid a bhaint as an teanga i gcomhthéacs cumarsáideach barántúil le linn na tréimhse cumarsáidí.

- **An tréimhse chumarsáide:** Tugann an múinteoir tasc cumarsáideach do na páistí ina n-úsáideann na páistí an stór focal, na nathanna cainte, na feidhmeanna nó struchtúir teanga a bhí ar eolas acu cheana féin mar aon leis na cinn a fiosraíodh le déanaí. Bíonn na tascanna seo dírithe ar an bhfoghlaimeoir agus d'fhéadfadh súgradh, drámaí, díospóireachtaí, agallaimh, fadhbanna le réiteach, cluichí, agus mar sin de, a bheith i gceist leo. Ba cheart go mbeadh an deis ag na páistí freisin chun úsáid a bhaint as teanga go cruthaitheach le linn dóibh a bheith páirteach sa tasc, trí úsáid a bhaint as a stór teangeolaíoch iomlán sa phróiseas. Agus an teanga in úsáid níos minice acu, éiríonn na foghlaimeoirí níos neamhspleáiche de réir a chéile ó thaobh an teanga nua a úsáid. Is féidir le múinteoirí earráidí a bhreacadh síos agus aiseolas ceartaitheach a chur ar fáil. Ba cheart na hearráidí sin a úsáid ansin chun bonn eolais a chur faoin teagasc agus faoin bhfoghlaím ina dhiaidh sin.
- **An tréimhse iarchumarsáide:** Tar éis do na páistí úsáid a bhaint as an teanga le haghaidh cumarsáid bharántúil, neartaíonn siad a bhfoghlaím agus tugtar na deiseanna dóibh chun féachaint ar theanga an cheachta arís agus anailís a dhéanamh uirthi i réimse gníomhaíochtaí, agus iad ag cleachtadh stór focal úsáideach, gramadaí agus struchtúr. Le linn na tréimhse seo, is féidir leis na páistí úsáid a bhaint as an teanga chéanna le haghaidh tascanna agus gníomhaíochtaí comhchosúla a chuireann ar a gcumas an teanga chéanna nó teanga atá mórán mar a chéile a aistriú chuig comhthéacs/suíomh nua agus a bhfoghlaím a neartú. Ansin, cuireann an múinteoir leis an teanga sin le linn an ullmhúcháin d'eispéiris foghlama as sin amach.

Cé go bhféadfaidh an múinteoir a mheas gur pointe tosaigh oiriúnach í an tréimhse luathchumarsáide nuair a bhíonn an chéad bhlaiseadh d'ábhar nua á mhúineadh, féadfaidh an teagasc teanga bogadh go solúbtha ó thréimhse go tréimhse go ginearálta. Is é an sprioc mhór don mhúinteoir ná tacú leis an bhfoghlaimeoir chun cumarsáid a dhéanamh sa sprioctheanga/sna sprioctheangacha chomh luath agus chomh minic agus is féidir.

Tá go leor modhanna teagaisc ann is féidir a úsáid laistigh de chur chuige cumarsáideach, agus moltar éagsúlacht a chur sna gníomhaíochtaí agus sna tascanna a thacaíonn le hinniúlacht chumarsáideacha na bpáistí laistigh dá gcomhthéacs agus a fheileann dá riachtanais.



Functions of language

The functions of language are central to 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 and additional 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. The type of language a child uses will change depending on the child's role in the conversation, the people the child is talking to, and the context of the interaction. As such, there are many ways of fulfilling a language function.

A child is fulfilling language functions when communication is taking place. The child can fulfil the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. 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 language lessons. The teacher may teach specific expressions and phrases that are based on the needs and stage of the children. Progression in complexity of phrases should be evident as children become more proficient language users. In addition to this, children should be encouraged to use language creatively to fulfil these functions in situations that encourage spontaneous and authentic language use, drawing on their existing knowledge of language to do so. Further information on the functions of language is provided in Appendix B, where six broad categories are further broken down. 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 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 agus na teanga breise in ann feidhmiú agus cumarsáid éifeachtach a dhéanamh ina dteanga nua, tá sé tábhachtach go mbeadh máistreacht acu ar fheidhmeanna éagsúla na 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. Athrófar an cineál teanga a úsáideann páiste ag brath ar ról an pháiste sa chomhrá, ar na daoine a bhfuil an páiste ag caint leo, agus ar chomhthéacs na hidirghníomhaíochta. Mar sin, tá go leor bealaí inar féidir feidhm teanga a chomhlíonadh.

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 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 réalaíocha le haghaidh samplaí a úsáid agus a mhúineadh i gceachtanna teanga. D'fhéadfadh an múinteoir nathanna cainte nó frásaí ar leith atá bunaithe ar riachtanais agus ar chéim na bpáistí a mhúineadh. Ba cheart go mbeadh dul chun cinn follasach ann maidir le castacht na bhfrásaí de réir mar a éiríonn na páistí níos inniúla i dtaobh úsáid na teanga. I dteannta leis an méid sin, ba cheart go dtabharfaí spreagadh do na páistí chun úsáid a bhaint as teanga go cruthaitheach chun na feidhmeanna seo a chomhlíonadh i gcásanna a spreagann úsáid spontáineach teanga agus úsáid bharántúil teanga, trí úsáid a bhaint as a réamheolas ar theangacha chun é sin a dhéanamh. Is féidir tuilleadh eolais a fháil ar na feidhmeanna teanga in Aguisín B, ina dtugtar tuilleadh mínithe ar shé chatagóirí leathana. Tá tacaíocht do mhúinteoirí atá ag obair leis na feidhmeanna teanga le fáil i dTacar Uirlisí Teanga na Bunscoile.

Content and Language Integrated Learning (CLIL)

CLIL refers to the teaching of curriculum areas/ subjects or parts of subjects through an additional language. These lessons have dual-focused aims, namely the learning of content and the simultaneous learning of the target language, for example, teaching Art through Irish. 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 authentic communicative contexts outside of the discrete language lesson. For teachers, it provides opportunities for integrating Irish across the curriculum in an active and meaningful way and also increases children's exposure to the language. 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. The language that children will need to take part in the CLIL lesson should be introduced in language lessons and then revisited and revised over the course of the school day and, finally, used and reinforced in the CLIL lesson where it is used to learn content in another curriculum area/subject. A support material on using CLIL for Irish across all stages (and the school's L3 at Stage 4 if deemed appropriate by the teacher) is available in the Primary Language Toolkit.

Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT)

Tagraíonn FCÁT do theagasc réimsí curaclaim/ ábhair nó gnéithe d'ábhair trí theanga bhreise. Bíonn aidhmeanna na gceachtanna seo défhócasaithe, is iad sin foghlaim an ábhair agus foghlaim chomhuaineach na sprioctheanga, mar shampla, Ealaín a mhúineadh trí Ghaeilge. 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 bhfíor-chomhthéacsanna taobh amuigh den cheacht teanga scoite. Tugtar deiseanna do mhúinteoirí an Ghaeilge a chomhtháthú ar fud an churaclaim ar bhealach gníomhach bríoch agus cuirtear le teagmháil na bpáistí leis an teanga freisin. Rud tábhachtach le cur san áireamh ina thaobh seo ná muinín agus oileacht 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. Ba cheart an teanga a mbeidh ar na páistí úsáid a bhaint aisti sa cheacht FCÁT a chur i láthair i gceachtanna teanga, agus ba cheart féachaint siar uirthi agus athbhreithniú a dhéanamh uirthi i gcaitheamh an lae scoile agus, faoi dheireadh, ba cheart í a úsáid agus a neartú sa cheacht FCÁT ina n-úsáidtear í chun ábhar a fhoghlaim i réimse/ábhar curaclaim eile. Tá ábhar tacaíochta maidir le FCÁT a úsáid don Ghaeilge i ngach céim (agus in T3 na scoile i gCéim 4 má mheasann an múinteoir go bhfuil sé oiriúnach) le fáil i dTacar Uirlisí Teanga na Bunscoile.

Immersion

Immersion occurs where language learners are fully 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 foghlaimeoirí teanga i dteanga atá difriúil lena dteanga baile nó lena dteanga dhúchais. I dtimpeallacht tumoideachais, faigheann na páistí 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'fhoghlaimeoirí 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 iomláin 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 (BTB) acu 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 i dteanga bhaile an pháiste a cheiliúradh agus a chothabháil.

Language awareness and intercultural awareness

Language awareness and intercultural awareness are a fundamental component of the *Primary Language Curriculum*. Although evident in the Learning Outcomes across all stages in the specification, there is an increased emphasis on this aspect of language learning in the Learning Outcomes in the element, Building an awareness of languages and cultures (from Stage 3).

Language awareness encompasses a wide range of activities including:

- the exploration of similarities and differences between languages
- an awareness of how languages work
- the development of general language learning skills and strategies.

Activating children's awareness of, and interest in, other languages encourages them to actively engage with both known and unknown languages. Language awareness activities develop children's implicit knowledge of their first language. This increased awareness will also contribute to and benefit the process of learning additional languages. When children become aware of what language learning entails, they can transfer these language learning skills and strategies when learning additional languages. Language awareness activities also provide children with the opportunity to develop key observational and analytical skills as they compare and contrast one language with others.

Teachers can begin to introduce the idea of contrasting languages using the school's L1 and L2 from an early stage and continue with an L3 at Stage 4. Reference to 'other languages' in the specification enables teachers to draw on home languages and languages of the community to provide exciting opportunities for children to explore, examine and compare languages across Stages 1 to 4.

There are many possibilities for comparison between languages, with word order in sentences, vocabulary, phonics and grammar being just some examples. Initially, teachers may need to draw children's attention to the similarities and differences between languages in a deliberate, explicit way. However, once this awareness is activated in children, they can become empowered to notice these connections themselves. Naturally, the teacher cannot be expected to have knowledge of all the languages in a child's linguistic repertoire. However, they can provide a platform for such comparison by encouraging children to make connections with their home languages. This approach will ultimately benefit all learners in the class, the teacher included, as children are exposed to words in new languages and learn about how other languages work.

An awareness of the culture and heritage associated with other languages children encounter (including the L3 from Stage 4) 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 also 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 their language(s) are equally important.

Feasacht teanga agus feasacht idirchultúrtha

Is gnéithe bunúsacha iad feasacht teanga agus feasacht idirchultúrtha de *Churaclam Teanga na Bunscoile*. Cé go bhfuil an ghné seo soiléir sna Torthaí Foghlama ar fud gach céime den tsonraíocht, leagtar béim níos mó ar an ghné seo d'fhoghlaím teanga sna Torthaí Foghlama sa ghné feasacht a chothú ar theangacha agus ar chultúir (ó Chéim 3).

Cuimsítear le feasacht teanga réimse leathan gníomhaíochtaí lena n-áirítear:

- iniúchadh a dhéanamh ar na cosúlachtaí agus difríochtaí idir teangacha
- feasacht ar an gcaoi a n-oibríonn teangacha
- scileanna agus straitéisí ginearálta a fhorbairt maidir le foghlaim teanga.

Nuair a mhúsclaítear feasacht na bpáistí ar theangacha eile agus a suim iontu, tugann sé spreagadh dóibh páirt ghníomhach a ghlacadh i dteangacha atá ar a dtoil acu mar aon le teangacha nach bhfuil. Forbraíonn gníomhaíochtaí feasachta teanga eolas intuigthe na bpáistí ar a gcéad teanga. Cuirfidh an fheasacht mhéadaithe sin leis an bpróiseas a bhaineann le teangacha breise a fhoghlaím agus déanfaidh sí leas don phróiseas céanna. Nuair a thagann na páistí isteach ar a bhfuil i gceist le foghlaim teanga, is féidir leo na scileanna agus straitéisí foghlama teanga sin a aistriú nuair a bhíonn siad ag foghlaim teangacha breise. Tugtar an deis do na páistí sna gníomhaíochtaí feasachta teanga chun príomhscileanna breathnaitheacha agus anailíseacha a fhorbairt le linn dóibh teanga amháin a chur i gcomparáid agus i gcodarsnacht le teangacha eile.

Is féidir leis na múinteoirí tosú leis an smaoineamh a bhaineann le teangacha a chur i gcodarsnacht lena chéile a thabhairt isteach trí úsáid a bhaint as T1 agus T2 na scoile ó aois óg agus leanúint ar aghaidh leis an T3 ag Céim 4. Cuireann tagairt do 'theangacha eile' sa tsonraíocht ar chumas na múinteoirí leas a bhaint as teangacha an bhaile agus as teangacha an phobail chun deiseanna spreagúla a chur ar fáil do na páistí chun iniúchadh agus scrúdú a dhéanamh orthu agus chun iad a chur i gcomparáid lena chéile ó Chéim 1 go Céim 4.

Tá go leor féidearthachtaí ann maidir le comparáid a dhéanamh idir teangacha, mar shampla, ord na bhfocal in abairtí, stór focal, fónaic agus gramadach, gan ach cúpla sampla a lua. Ar an gcéad dul síos, d'fhéadfadh sé go mbeadh ar na múinteoirí aird na bpáistí a tharraingt ar chosúlachtaí agus ar dhifríochtaí idir teangacha d'aon turas agus ar bhealach follasach. Mar sin féin, nuair a mhúsclaítear an fheasacht sin i bpáistí, d'fhéadfadh sé a bheith de chumas iontu na naisc sin a thabhairt faoi deara iad féin. Ar ndóigh, ní féidir a bheith ag súil go mbeidh cur amach ag an múinteoir ar na teangacha ar fad atá i stór teangeolaíoch an pháiste. Mar sin féin, is féidir leo bunús a chur ar fáil do chomparáid den sórt sin trí spreagadh a thabhairt do pháistí chun ceangail a dhéanamh lena dteangacha baile. Sa deireadh, déanfaidh an cur chuige seo leas do na foghlaimeoirí ar fad sa rang, an múinteoir san áireamh, le linn do na páistí a bheith ag foghlaim focail i dteangacha nua agus le linn dóibh a bheith ag foghlaim faoin gcaoi a n-oibríonn teangacha eile.

Mealltar páistí le feasacht faoin gcultúr agus faoin oidhreacht a bhaineann le teangacha eile a chastar orthu (lena n-áirítear an T3 ó Chéim 4) agus tugtar léirtheiscint dóibh ar chultúir agus ar nósanna atá difriúil lena gcultúr 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 an bhaile de chuid na bpáistí seo dá bharr sin, agus feiceann siad go bhfuil a dteanga(cha) chomh tábhachtach céanna.

Transfer of skills, strategies and knowledge across languages

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. 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 necessary to maintain a separate space for the school's L1, L2 and L3, it is also important to teach for transfer across languages. Some concepts and skills that transfer across languages include knowledge about conventions of print, skills and strategies for the comprehension of texts and skills and strategies associated with the writing process. In the initial stages, teachers may need to draw children's attention to the connections across the languages that they are learning. Once activated and with experience, children can begin to do this for themselves. 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 and additional languages can therefore 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 enables children to make connections between languages and develop an awareness of how languages work.

For children with home languages other than English and Irish, it is vitally important that the use of the child's home language(s) is supported in school. Parents should also be encouraged to offer children opportunities to hear and use the home language(s). This is to ensure a strong foundation upon which additional language learning will be built. Furthermore, many skills, including key literacy skills that children have in their home language(s) are transferrable to the school's languages and vice versa. Teachers should encourage parents to continue to use and read in the home language in order to support transfer and reinforce the inherent value of their home language(s).

Scileanna, straitéisí agus eolas a aistriú idir teangacha

Is de nádúr teangacha iad a bheith gaolmhar le chéile. Tá buntuisceant 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. 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 fuaimníú 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 gá spás ar leith a choinneáil do T1, T2 agus T3 na scoile, tá sé tábhachtach chomh maith an t-aistriú ó theanga go teanga a mhúineadh. Cuimsítear le cuid de na coincheapa agus scileanna is féidir a aistriú ó theanga go teanga eolas faoi ghnásanna cló, scileanna agus straitéisí chun téacsanna a thuiscint agus scileanna agus straitéisí a bhaineann le próiseas na scríbhneoireachta. Le linn na gcéimeanna tosaigh, d'fhéadfadh sé go mbeadh ar na múinteoirí aird na bpáistí a tharraingt ar na ceangail ar fud na dteangacha atá á bhfoghlaim acu. Nuair a mhúsclaítear na naisc seo, agus leis an taithí cheart, is féidir leo tosú leis an méid sin a dhéanamh dóibh féin. 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. Dá bharr sin, is féidir tacú leis an bpróiseas a bhaineann leis an dara teanga agus teangacha breise a fhoghlaim má chaitheann múinteoirí roinnt ama teagaisc ar an aistriú ó theanga go teanga seachas breathnú ar gach teanga aisti féin, nó mar “ábhair” aonair. Ach díriú ar aistriú, beidh páistí in ann ceangail a dhéanamh idir teangacha agus feacht a fhorbairt ar an gcaoi a n-oibríonn teangacha.

I gcás páistí a bhfuil teangacha an bhaile acu seachas an Ghaeilge agus an Béarla, tá sé ríthábhachtach go dtacaítear le húsáid a dteanga(cha) baile ar scoil. Ba cheart na tuismitheoirí a spreagadh freisin chun deiseanna a thairiscint do pháistí chun teanga(cha) an bhaile a chloisteáil agus a úsáid. Is é is aidhm aige seo a chinntiú go bhfuil bunús láidir ann a dtógfar an fhoghlaím teanga breise air. I dteannta leis an méid sin, is féidir go leor scileanna, lena n-áirítear príomhscileanna litearthachta atá ag páistí ina dteanga bhaile/ina dteangacha baile a aistriú go teangacha na scoile agus a mhalairt. Ba cheart do mhúinteoirí spreagadh a thabhairt do thuismitheoirí leanúint leo teanga an bhaile a úsáid, agus léitheoireacht a dhéanamh sa teanga sin, chun tacú leis an aistriú agus chun luach bunúsach a dteanga/dteangacha baile a neartú.





Linguistic and cultural diversity

Linguistic and cultural diversity is a defining characteristic of our primary and special schools. Language and cultural identity are inextricably linked and the importance of affirming children's home languages at school has previously been highlighted (NCCA, 2005). Across all 4 stages, acknowledging the presence of a variety of languages in a classroom, and offering opportunities to share knowledge of these provides an opportunity for teachers to foster increased learning and awareness about language for all children. Similarly, the knowledge and insights children bring about the cultures and heritages associated with these home languages gives their peers an appreciation of cultures and customs different to their own.

The *Primary Language Curriculum* reflects the linguistic diversity visible in schools by acknowledging languages to include English, Irish and other languages, and through the introduction of MFL at Stages 3 and 4. 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' across all stages in the specification 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 helps children to develop an awareness of them and to gain insight into the links that exist between language and culture.

With the introduction of MFL at Stages 3 and 4, this learning is given an increased emphasis. While most schools are linguistically and culturally diverse, some school communities have less diversity. In such cases, teachers can draw on the languages used in the wider community and the cultures associated with these languages. Children's prior experience with languages and cultures should also be explored and leveraged, including their experiences of community involvement, penpal correspondences, etc. At Stage 4, children will further develop their awareness of linguistic and cultural diversity through the addition of the L3 to the specification. This will enable all children to develop a plurilingual repertoire, regardless of their home language.

Éagsúlacht teangacha agus éagsúlacht chultúrtha

Is saintréith dár mbunscoileanna agus scoileanna speisialta í an éagsúlacht teangacha agus éagsúlacht chultúrtha. 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 ar scoil i scoileanna na hÉireann (CNCM, 2005). I gcaitheamh na gceithre chéim, cuirtear deis ar fáil do mhúinteoirí chun tuilleadh foghlama a chothú mar aon le feasacht teanga do gach páiste, trí aitheantas a thabhairt do réimse teangacha an tseomra ranga, agus deiseanna a chur ar fáil chun eolas maidir leo a roinnt. Ar an gcaoi chéanna, tríd an eolas agus trí na léargais a thugann páistí ar na cultúir agus na hoidhreachtaí a bhaineann leis na teangacha baile sin, faigheann a bpiaraí léirthuisint ar chultúir agus ar ghnásanna atá difriúil leis na cinn atá acu féin.

Léiríonn *Curaclam Teanga na Bunscoile* an éagsúlacht teangacha atá le feiceáil i scoileanna trí theangacha a aithint, an Ghaeilge, an Béarla agus teangacha eile san áireamh, agus trí NTI a thabhairt isteach i gCéimeanna 3 agus 4. Tagann gach páiste ar scoil lena stór teangeolaíoch féin agus cruthaítear deiseanna trí leas a bhaint as eolas na bpáistí uile ar theanga. Cuireann an tagairt do ‘theangacha eile’ ag na céimeanna ar fad sa tsonraíocht 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 sin 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 theangacha agus tugtar léargas dóibh ar na naisc idir teanga agus cultúr ach na cosúlachtaí agus difríochtaí idir teangacha a phlé.

Leagtar tuilleadh béime ar an bhfoghlaim seo trí NTI a thabhairt isteach ag Céimeanna 3 agus 4. Cé go bhfuil an chuid is mó de na scoileanna éagsúil ó thaobh teangacha de agus ó thaobh cultúir de, tá níos lú éagsúlachta le fáil i roinnt pobail scoile. I gcásanna dá leithéid, is féidir leis na múinteoirí leas a bhaint as na teangacha a úsáidtear sa phobal níos leithne agus as na cultúir a bhaineann leis na teangacha seo. Ba cheart réamhthaithí na bpáistí ar theangacha agus ar chultúir a iniúchadh freisin agus ba cheart leas a bhaint aisti, lena n-áirítear a n-eispéiris ar rannpháirtíocht phobail, comhfhreagrais carad pinn, srl. Agus an T3 á cur leis an tsonraíocht ag Céim 4, forbróidh páistí a bhfeasacht ar éagsúlacht teangacha agus éagsúlacht chultúrtha a thuilleadh. Cuirfidh sé seo ar chumas gach páiste stór ilteangach a fhorbairt beag beann ar a dteanga bhaile.

Playful approaches

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 language and 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, the availability and accessibility of phones 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*.

Playful approaches can offer many possibilities for learning second and additional languages. When children use the target language to engage in playful activities, they use this language spontaneously for an authentic, communicative purpose. They are interacting with others in real-life situations that are engaging and enjoyable, while learning to use the language.

Cuir chuige spráíúla

Is féidir cur chuige spráíúil a roinnt ina thrí chatagóir de ghnáth: súgradh a stiúran an páiste/na páistí go hiomlán; gníomhaíochtaí spráíúla a phleanálann 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 feasacht na bpáistí ar na slí 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 forbairt. Is sa súgradh a chleachtann páistí léitheoireacht agus scríbhneoireacht an ghnáthshaoil agus is sa súgradh is 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 forbairt, rud atá tábhachtach ó thaobh litearthacht na bpáistí trí chéile a forbairt. 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* leo.

D'fhéadfadh féidearthachtaí a bheith ag baint le cuir chuige spráíúla chun an dara teanga agus teangacha breise a fhoghlaim. Nuair a bhaineann páistí úsáid as an sprioctheanga chun páirt a ghlacadh i ngníomhaíochtaí spráíúla, úsáideann siad an teanga sin go spontáineach le haghaidh cuspóir barántúil cumarsáideach. Bíonn siad ag idirghníomhú le daoine eile i gcásanna fíorshaoil atá tarraingteach agus taitneamhach, le linn dóibh ag bheith ag foghlaim faoin gcaoi leis an teanga a úsáid.

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 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 healaíona 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 lánbhrí agus go criticiúil. Má bhíonn páistí i mbun fiosrúcháin in ábhar eile, cuireann sé sin fíor-chomhthéacs 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 ábhar 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 lánbhrí 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 sheasann 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 shainaithint sna téacsanna a mhúnláionn 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 shainaithint, 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 sheasann an téacs? agus (ii) céard dó a sheasann 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 sin, 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 and communication. 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 specification recognises that technology can be used as a tool for literacy and language development and learning. The definition of 'text' in the specification 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 specification in the L1, L2 and MFL (for Stages 3 and 4). In a language learning context, technology provides the opportunity to bring language to life, offering a window into the authentic use of the language being learned, as well as cultural insights. By enabling children to engage with digital technologies from the start of primary and special school, teachers can support children to foster positive attitudes 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 agus do chumarsáid 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 fuaime, 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 tsonraíocht gur féidir teicneolaíocht a úsáid mar uirlis d'fhorbairt agus foghlaim litearthachta agus teangacha. Tagraíonn an sainmhíniú a thugtar ar 'théacs' sa tsonraíocht 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 tsonraíocht don T1, T2 agus NTI (ag Céimeanna 3 agus 4). I gcomhthéacs foghlama teanga, cuireann an teicneolaíocht deis ar fáil chun an teanga a chur ina beatha, chun féachaint ar úsáid bharántúil á baint as an teanga atá á foghlaim, agus as léargais chultúrtha. Ach é a chur ar chumas páistí plé le teicneolaíochtaí digiteacha ó thús na bunscoile agus na scoile speisialta, 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. Outline of the 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 learning, progression continua and support materials for teachers.

The toolkit is found at www.curriculumonline.ie.



Examples of children's learning

Samplaí d'fhoghlaim na bpáistí

The Primary Language Toolkit includes a range of examples of children's learning. 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 and support them in planning for the next steps in learning.

The examples are developed by teachers in various school contexts 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 of material showing language learning and development across the three strands in primary classes.

Progression continua for English and Irish

Contanaim dul chun cinn don Bhéarla agus don Ghaeilge

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 Learning Outcomes and 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.



Support materials for teachers

Ábhair thacaíochta 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 materials on a range of teaching strategies and methodologies for helping children to learn English (L1), Irish (L2) and MFL (for Stages 3 and 4). The support materials are published at www.curriculumonline.ie as printable PDFs to inform the teaching of oral language, reading and writing. Some of these materials focus on language concepts and skills specific to English, Irish and MFL while others focus on concepts and skills that underpin language learning and teaching. Together, the support material items outline examples 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 language learning, teaching and assessment 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 <u>morphemes</u> 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 aibítire</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, or viewers that the writer, designer, or speaker is addressing.
Authentic language use <i>Úsáid bharantúil teanga</i>	Authentic language is that which is used within a meaningful and purposeful real-life communicative context for a variety of purposes such as asking a question, ordering something at a café, leaving a note, etc.
Authentic texts <i>Téacsanna dílse</i>	Authentic texts are created and published for a real audience/the public. They may include songs, poems, tongue twisters, rhymes, short videos, timetables, leaflets, brochures, posters, menus, basic forms, etc. Pedagogic texts, on the other hand, are specifically created to support language learning.
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 European Framework of Reference for Languages (CEFR) <i>An Fráma Tagartha Comónta Eorpach (FTCE)</i>	The CEFR, or Common European Framework of Reference for Languages, is an internationally recognised framework for describing language proficiency. Developed by the Council of Europe, it provides a standardised way to measure and compare individuals' language abilities across different languages.
Common underlying language proficiency <i>Buninniúlacht choiteann teanga</i>	As children learn one language, they acquire metalinguistic skills which they 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>Sraithéisí tuisceana</i>	<p>Comprehension strategies are processes used by readers to make meaning from texts. Key comprehension strategies include:</p> <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>	<p>A compound sentence contains two independent clauses joined by a coordinator (also known as a coordinating conjunction). The coordinators are as follows: <i>for, and, nor, but, or, yet, 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>
Concrete objects <i>Nithe inláimhsithe</i>	<p>Concrete objects are items which children can see, touch and relate to in their immediate surroundings, e.g., classroom items.</p>
Connectives <i>Nascaigh</i>	<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>.
Conventions of print language <i>Gnásanna cló</i>	<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.
Decontextualised language <i>Teanga gan chomhthéacs</i>	<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>

Etymology <i>Sanasaíocht</i>	Etymology is the study of the origins of words and how they can change over time.
Explicit knowledge <i>Eolas follasach</i>	<p>Explicit knowledge is knowledge which is learned through a conscious process. It can be described/explained.</p> <p>Explicit language knowledge is the conscious learning of and attention to grammatical rules and features of the target language.</p>
Expository text <i>Téacs léiritheach</i>	Expository text is a type of oral or written discourse where the purpose is to explain, inform or describe.
Extra linguistic skills <i>Scileanna seachtheangeolaíocha</i>	<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.
Familiar topics <i>Topaicí a bhfuil cur amach ag an bpáiste orthu</i>	Topics relating to everyday life, children's lived experience and cross-curricular topics.
Form <i>Foirm</i>	Form refers to the published formats of a particular genre, e.g., <i>poem, short story, play, novel, memo, email, film</i> , etc.
Focus on form <i>Fócas ar fhoirm</i>	Drawing the learners' attention overtly to linguistic features as they arise incidentally in lessons where the main focus is on communication or meaning.
Functions of language <i>Feidhmeanna teanga</i>	A language function refers to how a person uses language to achieve a communicative objective.
Genre <i>Seánra</i>	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., <i>narrative, informational, persuasive</i> and <i>multi-genre</i> .
Grapheme-phoneme correspondences <i>Comhfhreagairtí idir graiféimí agus fóinéimí</i>	<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.
Graphic organiser <i>Eagraí grafach</i>	Graphic organisers are visual representations of knowledge, concepts or ideas.
High-frequency words <i>Focail ardmhinicíochta</i>	High-frequency words are words that appear frequently in texts, e.g., <i>the, is, are, to, said, come</i> , etc.
Home language(s) <i>Teanga/teangacha an bhaile</i>	Home language(s) refers to the language(s) of domestic communication and the language(s) acquired in early childhood, including sign languages. The term is used to refer to any and all languages used in a home context and does not imply a value judgement.

Homograph <i>Homogراف</i>	Homographs are words of the same spelling but with more than one meaning, and/or a different pronunciation, e.g., <i>bow</i> , <i>record</i> .
Homonyms <i>Comhainmneacha</i>	Homonyms are words that are pronounced the same and have different meanings, e.g., <i>to</i> , <i>too</i> and <i>two</i> , <i>heir</i> and <i>air</i> , <i>soot</i> and <i>suit</i> .
Implicit knowledge <i>Eolas intuigthe</i>	Knowledge which people possess intuitively (through non-conscious learning), but which they are unable to articulate. Implicit language knowledge is acquired through language input and use.
Independent reading level <i>Leibhéal léitheoireachta neamhspleách</i>	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.
Instructional reading level <i>Leibhéal léitheoireachta teagaisc</i>	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.
Integration <i>Comhtháthú</i>	<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 discipline 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 at the organising centre are 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 problems but contributes to an understanding of the actual world.</p>
Intercultural awareness <i>Feasacht idirchultúrtha</i>	A focus on intercultural awareness develops an awareness of the child's own and other cultures, values and beliefs. It builds understanding, respect and acceptance of other people and cultures by focusing on the development of specific knowledge, attitudes and skills.
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.
Jagged profile <i>Próifíl eangach</i>	A jagged profile refers to the varying rates at which learners develop their skills in oral language, reading and writing in each of their languages. These may progress at differing rates or at the same pace within and/or across languages, resulting in a "jagged" language profile.
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>	<p>Language awareness enhances the child's general awareness of languages. It refers to the development of the child's understanding and awareness of the content, structure and patterns of language and of how language works. It also involves language observation skills where the child compares and contrasts known and new languages, as well as reflecting on their own language learning strategies.</p>
Language exemplars <i>Eiseamláirí teanga</i>	<p>Language exemplars refer to relevant structures, vocabulary and language which are necessary to achieve a communicative goal as part of a language function.</p>
Language of discourse <i>Teanga dioscúrsa</i>	<p>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.</p>
Linguistic community <i>Pobal teanga</i>	<p>Linguistic communities are groups of people who share a common language(s) or set of linguistic practices. These communities are typically defined by shared usage of language(s) for communication, which can include spoken, written, or signed forms.</p>
Linguistic repertoire <i>Stór teangeolaíoch</i>	<p>The set of knowledge and skills a person has in one or more language(s) and its/their varieties. Linguistic repertoires grow and change over time with further exposure to and experience of language(s).</p>
Metalinguistic awareness <i>Feasacht mheititheangeolaíoch</i>	<p>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 artefact 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.</p>
Morpheme <i>Moirféim</i>	<p>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.</p>
Morphology <i>Moirfeolaíocht</i>	<p>In linguistics, morphology is the study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, <u>root words</u>, prefixes and suffixes. Morphology also looks at parts of speech, intonation and stress and the ways context can change a word's pronunciation and meaning.</p>
Narrative text <i>Téacs insinte</i>	<p>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.</p>
Open questions <i>Ceistanna oscailte</i>	<p>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.</p>
Oral reading fluency <i>Líofacht léitheoireachta ó bhéal</i>	<p>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.</p>

Other languages <i>Teangacha eile</i>	References to other languages include: <ul style="list-style-type: none"> • children's home languages • languages of the school community and wider community • languages children have had experience with (e.g., <i>from a trip abroad, from writing to a pen pal or class in an eTwinning school, through interactions with other children who speak another language at home</i>, etc.).
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.
Personal topics <i>Topaicí pearsanta</i>	Topics relating to very/basic personal information and children's everyday lives, e.g., <i>myself, my family, my local community</i> , etc.
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., <i>at</i> /a/, /t/. This understanding is key to the acquisition of phonics.
Phonological awareness <i>Feasacht fóineolaíochta</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 fóinéimí</i>	To split up a word into its individual phonemes in order to spell it, e.g., the word <i>cat</i> has three phonemes: /c/, /a/, /t/ and the word <i>grew</i> has three phonemes: /g/, /r/, /ew/.
Plurilingual approach <i>Cur chuige ilteangach</i>	A plurilingual approach draws on the knowledge and experiences of languages that children bring to the classroom. It recognises that every child has their own unique linguistic repertoire which is shaped by their experiences since birth.
Plurilingual repertoire <i>Stór ilteangach</i>	Plurilingual repertoire refers to the different languages an individual can use to support their learning and communication. The languages may have been learnt in different contexts (e.g., <i>in the home, through social contact, at school</i> , etc.); they may be used for different purposes (e.g., <i>communicating with the family, socialising with neighbours, learning at school</i> , etc.). It is usual to have different levels of competence in the various languages of a linguistic/plurilingual repertoire.
Root words <i>Fréamhfhocail</i>	A root word is a form of a word after all affixes and grammatical inflections have been removed, e.g., <i>door, run, sad, build, hair</i> . Many other words can be created using root words: <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>sad</u>ness, <u>build</u>er • compound words, e.g., <u>hair</u>dresser.
Semantics <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>	<p>Sense of voice refers to the development of the child's own voice and self-expression (agency).</p>
Social functions <i>Feidhmeanna sóisialta</i>	<p>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.</p>
Sound <i>Foghar (Fuaim)</i>	<p>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 <i>fan</i>, <i>laugh</i> and <i>phone</i>; a sound can be represented by more than one letter, such as the sound /k/ in <i>cat</i> and <i>walk</i>. The word <i>ship</i> 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 distinguish clearly between the two items.</p>
Special characters <i>Carachtair speisialta</i>	<p>Special characters include accented characters (e.g., é, ó, ä, ğ, Ñ, à, å, etc.) and characters which are unique to certain languages (e.g., ß, ç, æ, etc.).</p>
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 <u>grapheme-phoneme correspondences</u> • using syllabication • using visual memory • using common spelling strings and patterns.
Supports <i>Tacaíochtaí</i>	<p>Supports include contextual cues (e.g., <i>visuals, gestures, non-verbal cues</i>, etc.), dictionary, non-verbal communication strategies (e.g., <i>pointing, nodding, or making facial expressions</i>, etc.) and scaffolds (e.g., <i>slow down the pace, paraphrase, repetition</i>, etc.).</p>
Synonyms <i>Comhchiallaigh</i>	<p>A synonym is a word that has the same or similar meaning as another word, e.g., <i>happy, joyful, elated</i>.</p>
Syntax <i>Comhréir</i>	<p>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.</p>
Syntactic cues <i>Leideanna comhréire</i>	<p>Syntactic cues are clues to word meaning that can be gleaned from knowledge of word order, sentence structure and word relationships.</p>
Texts <i>Téacs/ téacsanna</i>	<p>Text to include all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic, digital and multi-modal.</p>
Text organisational structure <i>Struchtúr eagraíochtúil téacs</i>	<p>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.</p>
Themes <i>Na téamaí</i>	<p>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.</p>

Vocabulary development <i>Forbairt stóir focal</i>	<p>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.</p>
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 <u>root words</u> and affixes • using knowledge of <u>antonyms</u>, <u>synonyms</u>, 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 <u>grapheme-phoneme correspondences</u> • use of knowledge of letter sequences, spelling patterns and associations between words.
Writing process <i>Próiseas na 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.

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Appendix A. Language skills and elements

The language skills that have particular application to each element for English and Irish 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 languages.

Table A1: Stage 1–4 Language concepts, dispositions and skills
Céim 1–4 Coincheapa, meonta agus scileanna teanga

Communicating/Cumarsáid	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
	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

Understanding/Tuiscint	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scribhneoireacht
	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/Fiosnú 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 B. Functions of language

In the teaching of languages, 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 materials are 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. A total communication approach can also be used where children draw on a combination of strategies to communicate needs, information and feelings. The categories below may be updated and adapted based on emerging understandings of language learning.

Table B1: 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 • 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 • 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 • Ligeán 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 • Ceisteanna 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

Notes

Handwriting practice lines consisting of 28 horizontal dotted lines.





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