NCCA
An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment

Enacting the curriculum:

Guidance for teachers' preparation in Language

mhaith leis an Chailleach
hránna Hansel a ithe.
hí eagla an domhain
ar Hansel agus Gretel.
Lig amach mé!
Fan noimeád!
6
Ach go tobann, thit an Chailleach Ghránn
isteach sa tine. Sin deireadh leis an gCaille
Ghránna!
7

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Introduction

The successful enactment of the *Language* specification relies on effective preparation for learning, teaching and assessment by teachers and schools. This is about bringing to life what is set down in the specification and embedding it in children's Learning Experiences that reflect the vision of the curriculum. This involves purposeful engagement with the specification and its supports*, as well as the development of whole-school curriculum plans and whole-school agreed approaches to ensure high quality Learning Experiences are provided for every child.

This guidance offers practical, accessible support for designing playful, engaging Learning Experiences in line with the *Primary Curriculum Framework* and the *Language* specification. Teachers' preparation for effective learning, teaching and assessment enables them to make purposeful and informed decisions when working with the specification.

Teacher agency is central to this process. Teachers exercise agency by making professional decisions based on children's interests, curiosities and prior learning, and on the curriculum and whole-school approaches. The opportunities for agency available to teachers support preparation for Learning Experiences that are responsive to the unique context of their school. Also important is the recognition and nurturing of children's agency as their capacity to act on, participate in, and make choices about their learning within Language. Throughout this guidance there are prompts, suggestions and reflections designed to foreground both child and teacher agency as central to effective preparation.

This guidance provides the basis for schools' and teachers' preparation with the *Language* specification. This guidance complements the following materials:

- *Whole-School Curriculum Planning: Guidance for all Primary and Special Schools*
- *Preparation for Learning, Teaching and Assessment: Updated Guidance for all Primary and Special Schools*
- Updated *Assessment Guidance for Primary and Special Schools*
- Pedagogy and inclusion support materials

To access these materials visit the Primary Curriculum Toolkit on **www.curriculumonline.ie**.

* Throughout this document, reference is made to the Language Toolkit and the Primary Curriculum Toolkit. The symbol, , is used to highlight various resources available to teachers in the toolkits to support them in their preparation for Language learning and teaching.

Linking teachers' preparation to Whole-School Curriculum Planning

Individual teachers' preparation does not take place in isolation. It is shaped by the *Language* specification, collaborative Whole-School Curriculum Planning, School Self-Evaluation and Action Planning. These all work together to guide effective learning, teaching and assessment.

Whole-School Curriculum Planning is especially important. It helps schools to agree on a shared approach to using the *Language* specification. This includes the sequencing of children's learning across Stages 1–4, and how Learning Outcomes, Elements, Pedagogical Approaches and Assessment Guidance are used.

Following the process in *Whole-School Curriculum Planning: Guidance for all Primary and Special Schools* will lead to the successful development of a Whole-School Curriculum Plan for Language. The plan should set out the agreed approaches which are necessary for teachers in a particular school context working with chapters 5 and 6.

The Whole-School Curriculum Plan acts as a guide for teachers' individual preparation. Teachers should align their preparation with both the specification and the school's agreed plan. This helps ensure consistency between Whole-School Curriculum Planning and classroom practice.

Within this guidance, prompts are included to help guide schools when considering Whole-School Curriculum Planning. This is a non-exhaustive list and schools may adapt or add to them based on their own context.

Language specification: An overview

The *Language* specification encompasses English (L1) and Irish (L2) for Stages 1 to 4. Modern Foreign Languages (MFL) is introduced at Stage 3 comprising Building awareness of languages and cultures (Stages 3 and 4) and Communicative competence in an L3 (Stage 4 only). This is outlined in Figure 1.

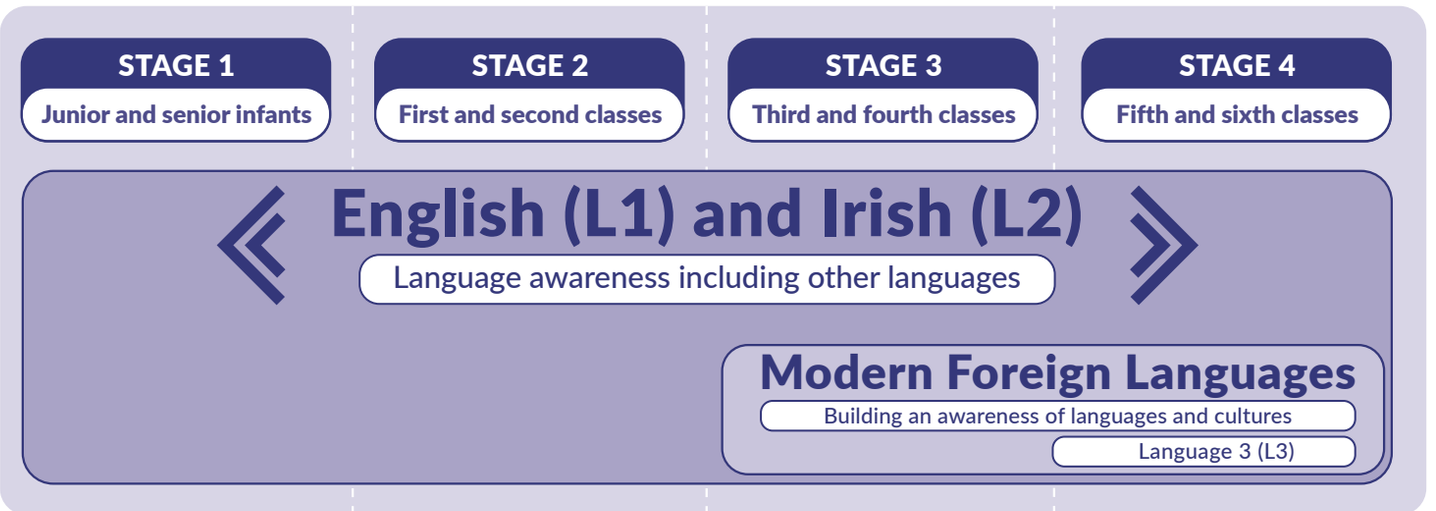


Figure 1: Language learning for children across Stages 1 to 4

The *Language* specification: An integrated curriculum

The *Language* specification is underpinned by the concept of the interconnectedness **within languages** and **across languages,** supported by a focus on language awareness.

Connections *within* languages

The three strands in the *Language* specification are *Oral Language*, *Reading* and *Writing*. In English (L1) and Irish (L2), each strand has its own set of Learning Outcomes. In MFL (from Stage 3), the Learning Outcomes apply to the three strands.

Although a discrete focus on the language skills and strategies associated with each strand is essential in English (L1) and Irish (L2), engaging with all three strands of *Oral Language*, *Reading* and *Writing* in an integrated way enables the child to become a more effective communicator. There is a reciprocal relationship between oral language, reading and writing, and development in one supports development in the other. It is important, therefore, that preparation takes account of and harnesses this interrelationship. Examples of integrated language learning across the strands in English (L1), Irish (L2) and the L3 are included below.

- **English (L1): Combining the teaching of genre across strands:** Children explore persuasive texts in *Reading* and then create their own persuasive texts orally (*Oral language*) or in written form (*Writing*). This reduces unnecessary repetition, makes efficient use of time and deepens children's understanding of the genre.

- **Gaeilge (T2): Ag díriú ar an gcoincheap céanna sna trí shnáithe:** Éisteann páistí leis an múinteoir ag baint úsáid as briathra san aimsir chaite agus glacann siad páirt i dtasc ó bhéal ina bpléann siad turas scoile ar a raibh siad (*Teanga ó Bhéal*). Aimsíonn siad samplaí de bhriathra san aimsir chaite i dtéacsanna (*Léitheoireacht*) agus scríobhann siad athinsint faoin turas scoile le cur sa nuachtlitir scoile (*Scríbhneoireacht*). Tugann sé seo deis do pháistí briathra a chloisteáil, a fheiceáil agus a úsáid i gcomhthéacsanna éagsúla agus daingníonn an tasc scríbhneoireachta an fhoghlaim

- **L3 (Stage 4 only): Exploring new vocabulary across the three strands**: Children explore a basic text 'Our School' (*Reading*), they engage in a communicative task to create and label a map of the school for a visitor using the vocabulary from the reading task (*Writing*). They present their maps to the class (*Oral Language*) using the phrase This is the _____. This provides repeated exposure to words, consolidating learning and aiding acquisition

Across the Strands, the **Elements** describe the essential language learning for English (L1), Irish (L2) and MFL (from Stage 3).

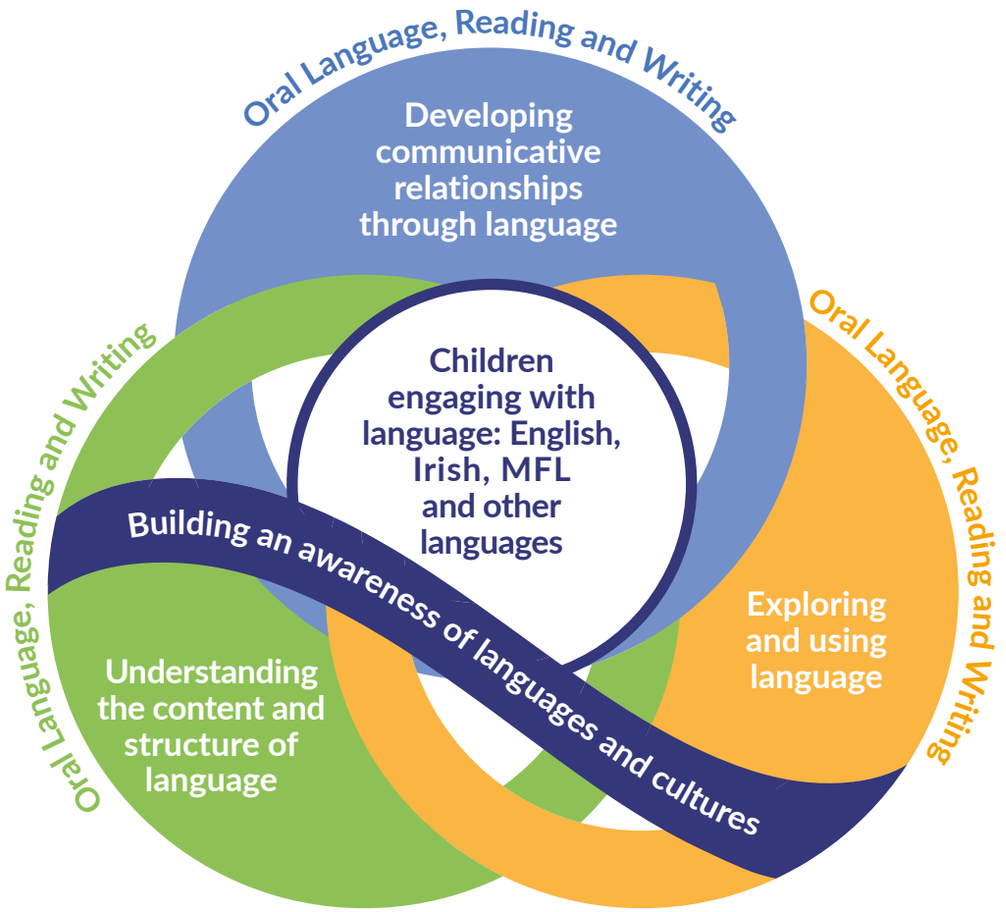


Figure 2: The Elements in the *Language* specification

Although any one of these Elements may be central to a particular Learning Experience, no element stands in isolation. A web of interconnections exists, not only within each element but also across all the Elements. For example:

- English (L1): When creating narrative texts (exploring and using), children use precise adjectives to describe characters (understanding) and examine the etymology of some of these adjectives (Building an awareness of languages and cultures).
- Gaeilge (T2): Nuair a chruthaíonn páistí cuireadh do theaghlaigh teacht chuig seó scoile (fiosrú agus úsáid), forbraíonn siad stór focal (tuiscint) agus úsáideann siad uirlisí digiteacha chun é a dhearadh (cumarsáid).
- L3 (Stage 4 only): Children use very basic vocabulary (understanding) to create a menu for a class lunch (exploring and using) and then engage in a restaurant role play (communicating).

An awareness of the interrelationships between the Elements and the Strands is one way in which the potential of an integrated language curriculum is realised.

Considerations for Whole-School Curriculum Planning

Schools can:

- promote a shared understanding of the strands that acknowledges the role and importance of all strands across the stages and also acknowledges their integrated nature in developing children's speaking, listening, reading and writing in English, Irish and MFL
- promote a shared understanding of the Elements that acknowledges the role and importance of all Elements across the stages and also acknowledges their integrated nature in supporting children to become engaged and competent language users.

Connections *across* languages

Languages, by their nature, are interrelated. Although English, Irish and MFL (from Stage 3) each have separate time allocations, language learning can be more efficient and effective when children use knowledge of one language, and the skills/strategies they have developed in this language, to learn or understand another. This also applies to children's home languages (other than English and Irish) and children should be encouraged to make connections between home languages and the languages they are learning in school. This plurilingual approach is recommended in the *Language* specification from Stage 1. Figure 3 highlights some practices that support integrated plurilingual approaches when working with Language Learning Outcomes across Stages 1 to 4.

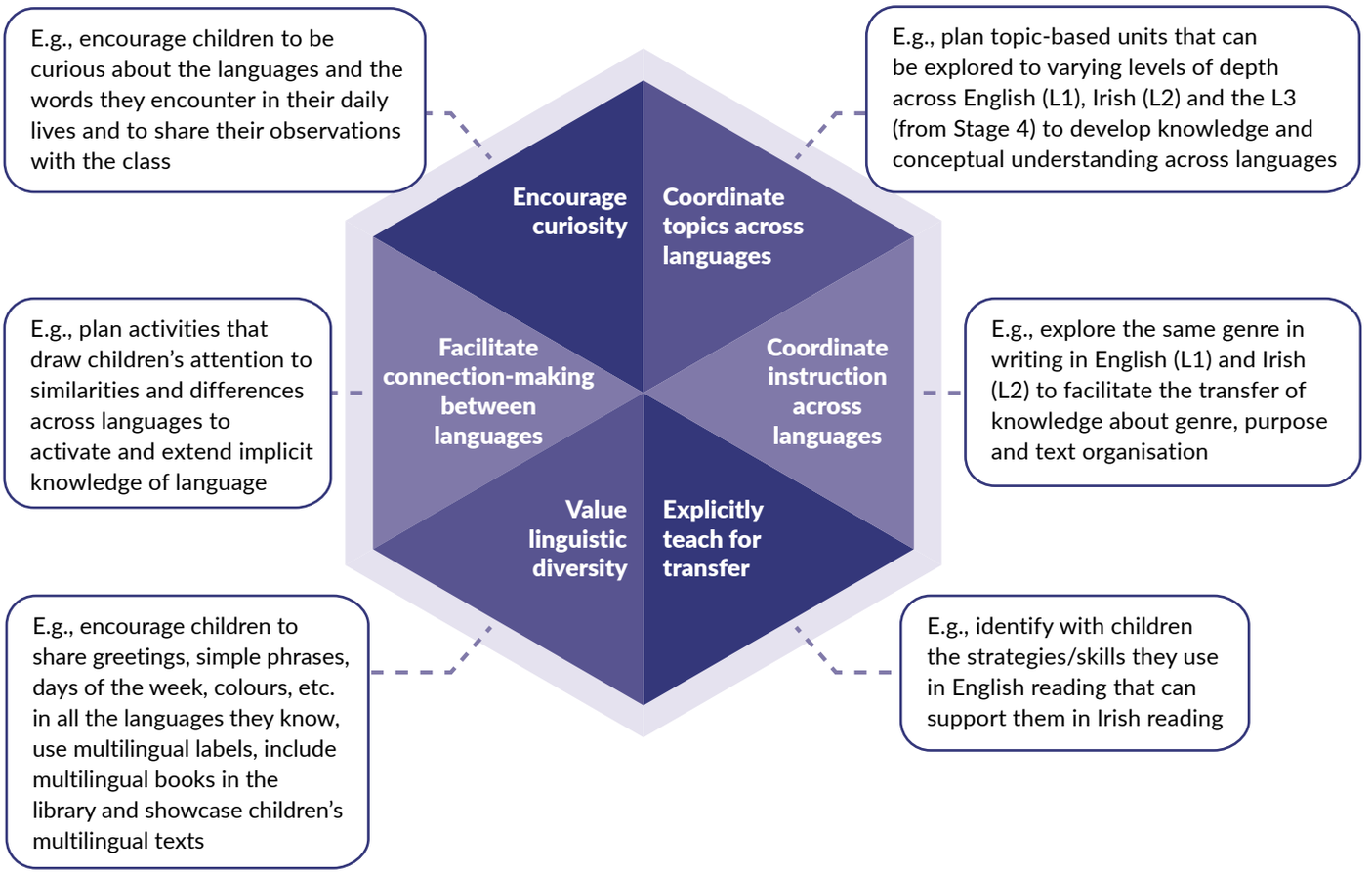


Figure 3: Examples of practices that support integrated plurilingual approaches

The link symbol 🔗 is used in many of the Learning Outcomes for English and Irish and signifies that skills, strategies and knowledge associated with the Learning Outcome transfer from one language to the other. Teachers should aim to take an explicit and systematic approach to transfer - if the process remains implicit and more haphazard, the impact on learning will not be as great.

Considerations for Whole-School Curriculum Planning

Schools can:

- develop and support shared plurilingual approaches for language learning and teaching from Stage 1.

Key Competencies, Learning Outcomes, Focus(es) of Learning and Learning Experiences

Key Competencies

The key competencies are central to children's learning and development and require sustained ongoing attention. As children work towards the Learning Outcomes in the *Language* specification and engage in rich learning experiences, they simultaneously build and develop these key competencies. In preparing for Language, it is essential teachers provide opportunities for children to develop as active learners, communicators and users of language, creative thinkers, mathematical learners, digital learners and active citizens while developing their understanding of being well. This requires intentionality and therefore teachers should be mindful of how the key competencies, including their attributes, are being realised through the curriculum.

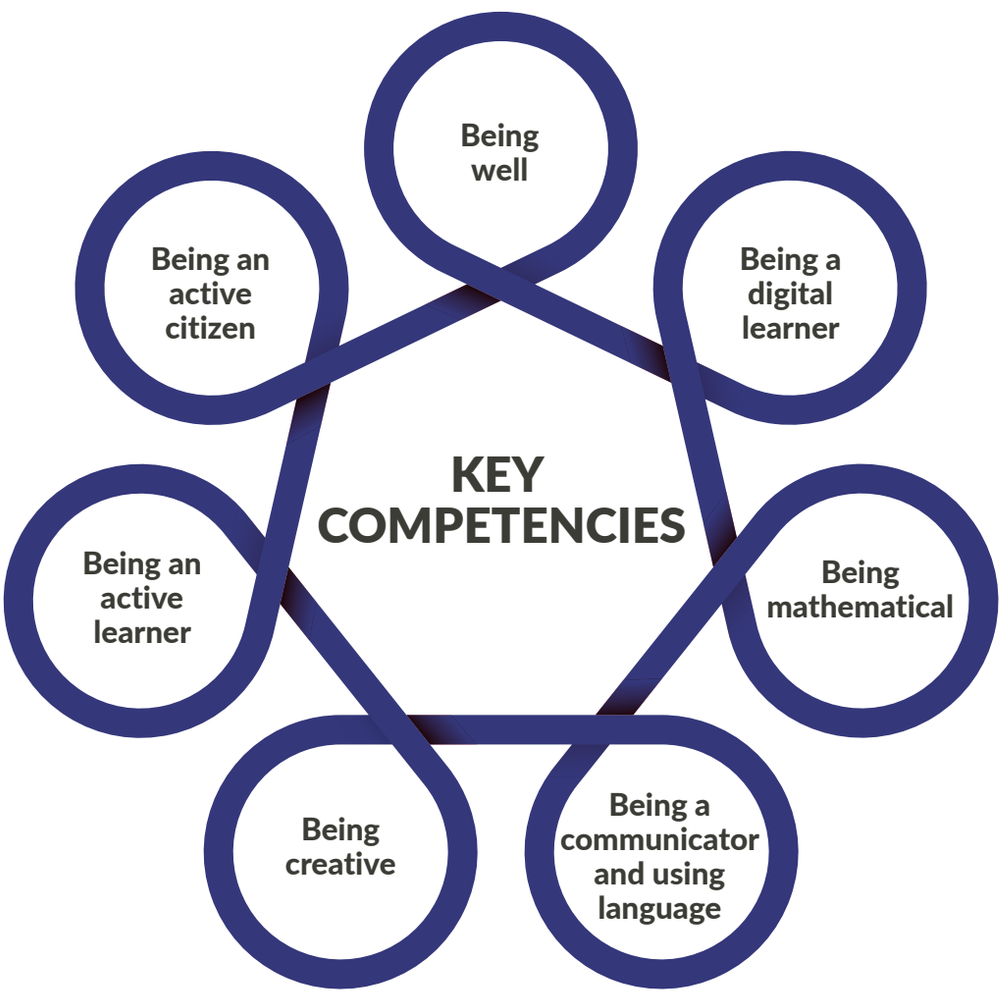


Figure 4: Key competencies

As outlined below, the Learning Outcomes anchor preparation; the Focus(es) of Learning clarifies what children will learn next; and the Learning Experiences provide appropriately playful and engaging opportunities for all children.

Learning Outcomes

As a teacher prepares for learning, teaching and assessment, all decisions should be informed by:

- Knowledge of children and their prior learning, strengths, abilities, interests and needs
- Knowledge of the curriculum, including its vision, principles, key competencies and Learning Outcomes in the specifications
- Knowledge of pedagogy and assessment, including approaches described within the specifications

The processes of learning, teaching and assessment are complex, fluid and dynamic; while being complimentary to each other. In recognition of this reality 'Entry Points' are where a teacher begins their preparation in working with the Learning Outcomes. There are many possible entry points when preparing for learning and teaching including Learner entry points, Curriculum entry points and Contextual entry points. The entry points are examples, not a checklist.

Regardless of the entry point, selected Learning Outcomes as well as knowledge of the curriculum anchor preparation and ensure alignment with the curriculum.

- **Learner entry points**
  - Children's questions, wonderings, observations and lines of inquiry
  - A theme or topic linked to children's interests and prior learning
  - Identified needs, areas for development or strengths in learning suggested by assessment information

- **Curriculum entry points**
  - The Learning Outcomes of the specifications
  - The key competencies of the curriculum

- **Contextual entry points**
  - A local, national or international event or topical issue
  - An engaging Learning Experience observed or shared by a fellow teacher or through professional learning
  - Spontaneous teaching opportunities (e.g., engaging in shared writing on unexpected weather, preparing an oral report based on a visit from a local sportsperson or team)

Figure 5: Teacher preparation

Learning Outcomes support preparation that enables every child to learn and develop. In the main, they describe the expected learning and development at the end of each stage (a two-year period)**.** Some Learning Outcomes within the *Language* specification extend across two stages. The Learning Outcomes are designed to be broad and flexible to support progression in learning for every child. Ongoing, high-quality assessment plays a central role in identifying each child's abilities, strengths, needs and next steps in learning, ensuring that decisions about the most appropriate Learning Outcomes are responsive, evidence-informed and focused on supporting meaningful progression. It is expected that children work towards all of the Learning Outcomes for their stage. However, for some children, it may be appropriate, in particular curriculum areas and subjects, to work towards Learning Outcomes or aspects of Learning Outcomes from a different stage. These decisions should be based on knowledge of the children informed by assessment information and reviewed regularly. Longer term measures, where a child continues to work towards Learning Outcomes from a different stage, for an extended period, should be taken in consultation with the special education teacher (if applicable). This should be supported by a strong evidence base, be reflected in the child's *Student Support Plan* (SSP) in consultation with parents and reviewed regularly.

To support coherence and progression in learning and to avoid unnecessary repetition or gaps in learning opportunities, schools should consider the sequencing of learning across each stage through whole-school planning and ongoing teacher collaboration. Children will progress at different rates. Progression includes periods of new learning, practice and consolidation. What is important is that Learning Outcomes are intentionally prepared for, revisited as appropriate, and used to support children's progress towards expected learning. Across all contexts, the aim is to ensure that every child experiences meaningful progression in their learning and is supported to work towards the Learning Outcomes of the curriculum.

In parallel with assessment information, consideration of the use of Additional Support Pathways (ASPs) in the Language Toolkit may assist a teacher in identifying appropriate and meaningful entry points to support children's learning and in creating inclusive Learning Experiences for every child. ASPs are a tool designed to support more individualised learning for children with SEN. They outline different ways children might engage with or demonstrate progression towards Learning Outcomes.

Considerations for Whole-School Curriculum Planning

Schools can:

- agree on whole-school approaches for the use of the Additional Support Pathways to create inclusive Learning Experiences so that children with SEN may be supported to access, engage with and participate meaningfully in language learning.

Focus(es) of Learning

In working with the Learning Outcomes in the *Language* specification, a teacher should identify a clear Focus(es) of Learning which includes the knowledge, skills, concepts, dispositions, attitudes and/or values that children will learn or develop next. Drawing on their knowledge of the children and their prior learning, together with their knowledge of the curriculum and knowledge of pedagogy and assessment, teachers identify the most appropriate focus(es).

There may be more than one Focus of Learning within a Learning Experience. The Focus(es) of Learning may include new learning, consolidation of prior learning, or both. In identifying the Focus(es) of Learning, a single Learning Outcome or aspects of more than one Learning Outcome may be selected from within and across specifications, facilitating integration where meaningful and appropriate. In a teacher's short-term preparation, they may record the Focus(es) of Learning in their own words, ensuring it is drawn from the relevant Learning Outcome(s). Assessment should provide opportunities for children to reflect meaningfully and demonstrate their learning in ways that are aligned with the Focus(es) of Learning.

Teachers are best placed, given their knowledge of the children in their bespoke context, to identify a Focus(es) of Learning that supports children to work towards Learning Outcomes. When identifying Focus(es) of Learning teachers consider:

- The children and their prior learning (what they know, understand or can do now) as identified through assessment information
- Next steps in progression (for example, as exemplified in progression continua).

Learning Experiences

Once a teacher has identified the Focus(es) of Learning, a range of appropriately playful and engaging Learning Experiences should bring the focus(es) to life. These experiences encompass what the children will do, will engage in, will experience, will create, etc., as they work towards the Focus(es) of Learning. Through their knowledge of the children, the curriculum and pedagogy, teachers prepare for the Learning Experiences.

When preparing for the Learning Experiences, it's important that they:

- Reflect the children's prior learning, abilities, interests and needs
- Support inclusion and meaningful learning
- Are enhanced by the pedagogies and approaches within the *Language* specification
- Provide meaningful and engaging opportunities for all the children to actively respond to, demonstrate, contribute to, record and apply their learning.

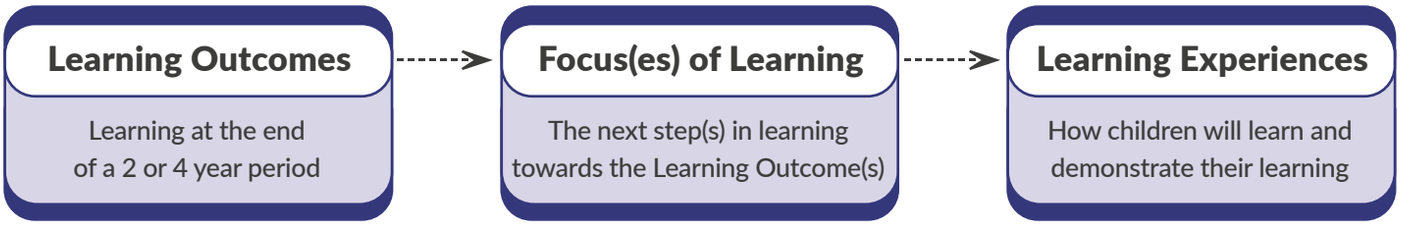


Figure 6: Learning Outcomes, Focus(es) of Learning, Learning Experiences

While Learning Outcomes, Focus(es) of Learning and Learning Experiences each play a distinct role in teachers' preparation, they are interconnected so that the children's learning is purposeful.

The following example illustrates how a teacher may prepare for a Focus(es) of Learning and Learning Experience in Language.

This sample content is illustrative only, to demonstrate connections between the Learning Outcomes, Focus(es) of Learning and Learning Experiences.

It is not intended as an example of a teacher's recorded preparation.

Stage 3 – English (L1) – Reading and Writing		
Children are exploring the narrative genre across Reading and Writing. Previously, they have explored precise verb choice and story 'hooks' that draw the reader in to the text. The teacher now wants to focus on the 'show don't tell' technique to further develop children's narrative writing skills, where sensory details and actions are used in place of a direct statement, allowing the reader to infer emotions and events.		
Learning Outcome *Through appropriately playful and engaging learning experiences, children should be able to:*	**Sample Focus(es) of Learning**	**Sample Learning Experiences**
Reading: respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. **Writing:** 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.	**Reading:** Identifying examples of the writing technique 'show don't tell' in narrative mentor texts* and discussing when and how it is used. **Writing:** Developing examples of 'showing' emotions and events in pairs and redrafting some narrative text using the 'show don't tell' technique. *mentor texts = texts that model what good writers do	Using an excerpt from a mentor text, the teacher highlights examples of the 'show don't tell' technique, explaining what it is and why it is used. Children work in pairs to identify examples of 'show don't tell' in further sections of the mentor text. Guided by the teacher, children engage in a whole-class discussion to explore the other examples they identified. Children are then given a list of emotions and, in pairs, they write an example of 'showing' the emotion (E.g. *She was nervous – Her mouth went dry and her hands began to tremble*). Finally, children revisit a draft of narrative text they have written with an aim of incorporating some 'show don't tell' into their next draft.

Table 1: Identifying a Focus(es) of Learning and Learning Experiences

Organising time

The *Primary Curriculum Framework* provides the suggested time allocations to assist teachers and schools in their work with the curriculum. They are intended to be used flexibly as teachers prepare rich Learning Experiences and respond to the learning needs of children. They comprise two categories: Minimum Curriculum Time and Flexible Time. The minimum suggested weekly time allocation for Language is outlined in Table 2.

Stage	Suggested minimum time allocations
Stage 1	English (L1): 3 hours 15 minutes per week Irish (L2): 2 hours 30 minutes per week
Stage 2	English (L1): 4 hours 45 minutes per week Irish (L2): 3 hours per week
Stage 3	English (L1): 3 hours 45 minutes per week Irish (L2): 3 hours per week MFL (Building an awareness of languages and cultures **only**): 1 hour per week
Stage 4	English (L1): 3 hours 45 minutes per week Irish (L2): 3 hours per week MFL (Building an awareness of languages and cultures **and** Communicative competence in the L3): 1 hour per week

Table 2: Suggested minimum time allocations

Teachers should teach English (L1) and Irish (L2) every day. The daily allocation can be broken up into 2 smaller blocks, where deemed necessary. MFL has a time allocation of one hour per week at Stages 3 and 4, which teachers can break up as they see fit. Examples of this are provided in the MFL Learning and Teaching chapter.

There are natural connections across the five curriculum areas. These connections can be used to meaningfully integrate Learning Outcomes, resulting in time being used more efficiently, while also supporting learning, teaching and assessment in more than one curriculum area. Integration across the curriculum areas offers flexible approaches to working with time allocations. It also provides children with opportunities to develop and apply knowledge, concepts and skills associated with Language to the wider curriculum, for example when engaged in Content and Language Integrated Learning (CLIL) or in disciplinary literacy. Instructional time in both of these cases will be drawn from both Language and the curriculum area or subject which provides the content.

English (L1) learning, teaching and assessment

The *Language* specification enables children to develop knowledge, skills, concepts and dispositions in English across *Oral Language*, *Reading* and *Writing* while also supporting them to make connections with and draw on other languages.

Oral Language

The *Oral Language* strand supports children to communicate, express themselves and participate confidently in social and learning contexts. Oral language also underpins the development of reading and writing and supports children to acquire and develop knowledge, skills and concepts across the curriculum areas.

The Learning Outcomes for *Oral Language* are divided across the Elements Communicating, Understanding and Exploring and Using, and focus on:

- extralinguistic skills (e.g., body language, taking turns, shifts in register)
- content of language (e.g., vocabulary)
- form of language (e.g., morphology, syntax)
- use of language in different ways (e.g., justifying, narrating, etc.).

Oral Language Learning Outcomes can be developed through a combination of **discrete** *Oral Language* Learning Experiences (i.e. targeted and explicit instruction within the Language time allocation), **integrated** Learning Experiences across the curriculum, and **incidental** learning opportunities such as collaborative group discussions, socio-dramatic play, teacher modelling of high-quality language, read-alouds of high-quality literature, etc.

Learning environment

Across all stages, oral language development is best supported in a learning environment that fosters dialogic discussions. These discussions are characterised by the purposeful and reciprocal exchange and exploration of ideas, fostering critical thinking and deeper understanding. Within this dialogic classroom, the teacher plays a crucial role in improving the quality of children's talk.

Establishing a dialogic learning environment

In a dialogic learning environment, the teacher adopts a collaborative, supportive and interactive role and creates a 'safe space' for listening, contributing and building understanding collaboratively. Figure 7 outlines some prerequisites for a dialogic learning environment.

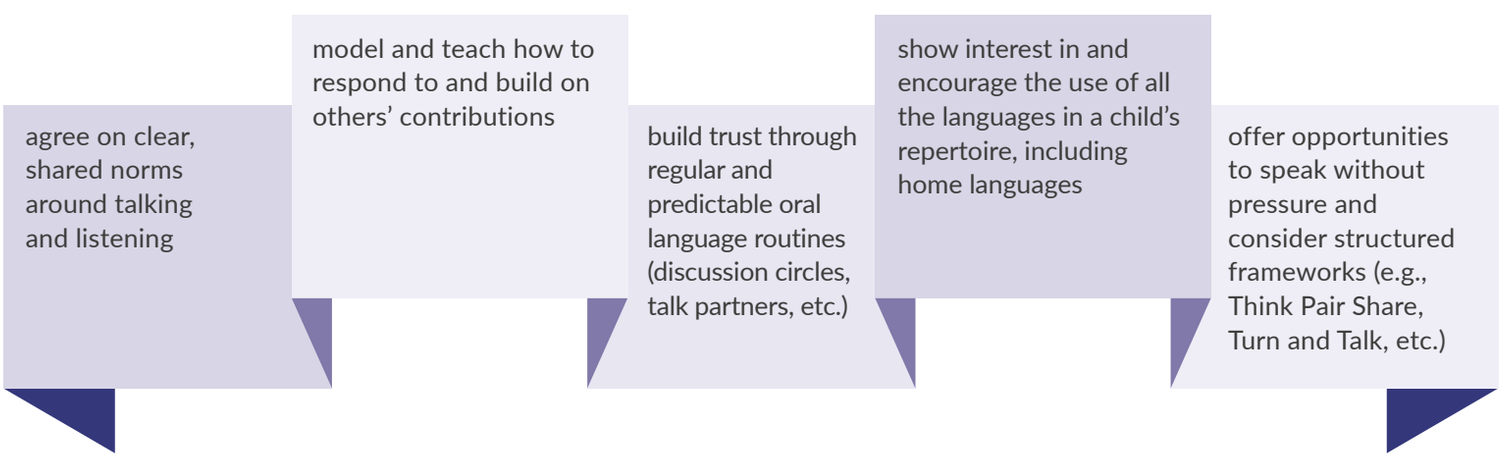


Figure 7: The oral language learning environment

BE READY TO LEARN
ASK QUESTIONS

The Primary Curriculum Toolkit contains a range of resources to support teachers in using dialogic pedagogies in the classroom.

Improving the quality of children's talk

Improving, refining and extending children's contributions is a key feature of effective oral language instruction. Teacher modelling of high-quality language and sentence structures will facilitate this as well as the following;

Questioning	Corrective feedback	Talk moves
• open and closed questions • probing questions • hypothetical questions • wait time • etc.	• an elaboration (building on a child's statement by adding more detail, richer vocabulary or clearer descriptions) • corrective guidance (restating the sentence rather than pointing out the error)	• recasting (reformulating a child's utterance using more appropriate words) • revoicing (repeating what a child has said, checking to verify correct interpretation) • restating (asking the child to repeat what has been said) • reasoning (probing opinion) • adding on (encouraging the child to add more)

Figure 8: Improving the quality of children's talk

Discrete *Oral Language* Learning Experiences

When preparing for discrete *Oral Language* Learning Experiences, teachers can create authentic, engaging, playful and varied contexts for children to talk for a range of purposes in a variety of groupings. For example:

- **whole-class** teacher-led interactive sessions (e.g., songs and rhymes, explicit teaching of preselected vocabulary, whole-class discussions based on a particular topic, engaging with and responding to texts*, response to scenario or other stimulus, etc.)
- **small group**, teacher/child-led interactive sessions (e.g., creating collaborative oral texts - giving explanations, describing, reporting events, debating, telling a story, recounting a shared experience, asking and answering questions, etc.)
- **pair** talking tasks (e.g., barrier games, conducting an interview, role-play, sequencing, etc.)
- **independent** tasks (creating oral texts, preparing for and engaging in presentations, etc.).

* 'text' includes all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic, digital and multimodal

There is a support material for each Learning Outcome label in the Language Toolkit to support teachers in their preparation for discrete *Oral Language* Learning Experiences. Progression continua are also available which describe aspects of the Learning Outcomes in more detail. There are also numerous videos that showcase children's learning across a range of *Oral Language* Learning Outcomes.

Oral Language across the curriculum

Engagement with other curriculum areas provides valuable contexts for children to develop their oral language. Teachers can harness this by providing opportunities for children to:

- explore, acquire and use **subject-specific language** across curriculum areas
- apply literacy skills flexibly, adapting how they interpret texts and communicate understanding according to the norms and conventions of different subjects (**disciplinary literacy).** There is a support material in the Language Toolkit that explores disciplinary literacy in depth
- engage in **dialogic talk** to refine, extend and deepen conversations, knowledge and understanding.

Considerations for Whole-School Curriculum Planning

Schools can:

- promote a whole-school approach to oral language development that supports progression in children's receptive and expressive language skills across all stages
- promote a range of common interaction structures (e.g., Think-Pair-Share, debates, presentations, talk partners, conferencing, discussion circles, etc.) to ensure continuity and consistency across classes
- promote common approaches across the school for reluctant speakers and children with home languages other than English to support their oral language development
- consider how effective dialogic pedagogies can be embedded across the curriculum to ensure consistency, continuity, progression and a culture of meaningful and interactive classroom talk.

Reading

The *Reading* strand supports the development of concepts, dispositions and skills that enable children to understand, engage with and make meaning from texts within Language and across the curriculum.

The Learning Outcomes for *Reading* are divided across the Elements Communicating, Understanding and Exploring and Using, and focus on:

- developing positive dispositions towards reading
- constrained and unconstrained skills.

Constrained reading skills include letter knowledge, phonics and fluency among others. These can be mastered to a high level but do not extend indefinitely after this, and instruction should reflect this*. **Unconstrained reading skills** develop across the child's lifespan and include comprehension, vocabulary, background knowledge, etc. Progression and development of these skills require children to engage with increasingly complex texts.

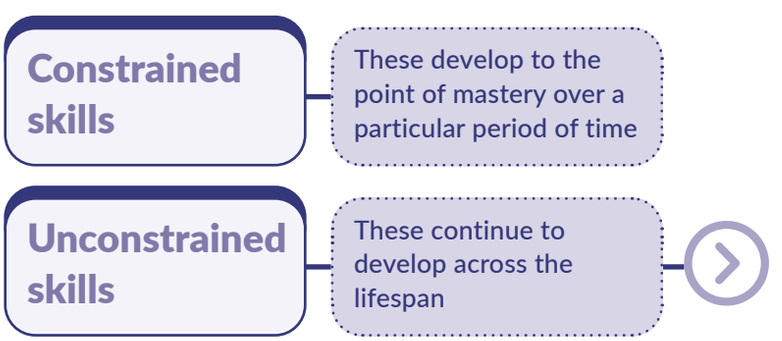


Figure 9: Constrained and unconstrained skills

*Some children may require longer and more intensive instruction and support to develop some constrained skills.

Unconstrained reading skills should be developed alongside constrained reading skills from Stage 1 so that children's language and higher-order thinking skills are supported in tandem with foundational skills. Teachers should ensure that the time allocated to constrained and unconstrained skills reflects this.

Reading Learning Outcomes can be developed through a combination of **discrete** reading Learning Experiences (i.e. targeted and explicit instruction within the Language time allocation), **integrated** Learning Experiences across the curriculum and **incidental** learning opportunities such as reading-for-pleasure (facilitated by the teacher in a supportive role), book talk with peers, a print-rich environment, book-related events, etc.

Discrete *Reading* Learning Experiences

At Stage 1, children are generally in the emergent reading phase. They are beginning to associate some meaning with pictures and familiar logos, signs, letters and words. They can distinguish words from pictures. Gradually, and with appropriate teaching and support, children's ability to identify letters and words, and to associate sounds with letters, develops. Ways that teachers can stimulate and develop this in discrete *Reading* Learning Experiences include:

- engaging in shared reading of big books, picture books, Language Experience Charts created during shared/interactive writing experiences, etc.
- using songs, rhymes, riddles and poems to build phonological awareness
- providing systematic and explicit instruction in phonics with a clear scope and sequence to support word recognition, in line with the agreed whole-school approach.

As children progress beyond the emergent reading phase, they need lots of practice in the foundational skills of reading and in applying them in meaningful reading. Figure 10 highlights some key considerations for preparation at this phase.

Explicit teaching and a gradual release of responsibility This will scaffold the development of a range of skills and strategies	**Building and applying key skills** Isolated practice of particular skills will be required initially. Beyond this, teachers should ensure that children have plenty of opportunity to use a range of skills in tandem, enabling children to engage in active meaning-making with increasingly complex texts	**Engaging with a variety of fiction and non-fiction texts across a range of genres each year** Texts should be inclusive, reflecting a variety of cultures, identities and life experiences. Consider novels, graphic novels, picturebooks, nonfiction text, controlled texts*, multilingual texts and poetry/rhymes/short scripts in printed, multimodal and digital formats
Participating in a variety of reading experiences Use teacher read-alouds, shared reading of texts, repeated reads (choral reading, echo reading etc.), whole-class reading, small-group reading and independent reading to support children as they move towards independence		
Discussing and responding to texts Dialogic pedagogies will facilitate thoughtful exploration of texts; e.g., to argue for/against points raised in texts, give interpretations of texts and provide justifications, draw conclusions or inferences about texts, and probe perspectives, power imbalances and underlying biases in texts (critical literacy)	**Building and using background knowledge** Use text sets (collections of themed texts in different genres/forms) and take a thematic approach to preparation to enable children to build and deepen knowledge across curriculum areas and to engage with texts at a more critical level	**Making connections within and between languages** Plan and facilitate connection-making activities between English and other languages, and for the transfer of skills/strategies/knowledge if applicable

Figure 10: Effective reading instruction to support children as they move towards independence

*Controlled texts, e.g., texts controlled by decodability, etc., can be useful when children are practising foundational reading skills, but teachers should ensure that they are balanced with rich literature, which prompts discussion and the development of unconstrained skills.

There is a support material for each Learning Outcome label in the Language Toolkit to support teachers in their preparation for discrete *Reading* Learning Experiences. Progression continua are also available which describe aspects of the Learning Outcomes in more detail. There are also numerous videos that showcase children's learning across a range of *Reading* Learning Outcomes.

Reading across the curriculum

Engagement with other curriculum areas provides valuable contexts for addressing *Reading* Learning Outcomes. This reinforces that reading is a tool for learning across the curriculum, not something learned in isolation. It also enables teachers to address and develop children's **disciplinary literacy** (the specialised ways of reading in other curriculum areas). This ensures that children can access, understand and use texts effectively in each particular curriculum area, for example, reading across texts in History to consider different perspectives on an event, reading and interpreting a labelled diagram in Science, etc.

There is a support material in the Language Toolkit that explores disciplinary literacy in depth.

Considerations for Whole-School Curriculum Planning

Schools can:

- develop a whole-school approach for developing constrained and unconstrained reading skills in a balanced manner including the use of suitable pedagogies and approaches
- develop a whole-school approach to ensure that children engage in reading at a level that offers them appropriate challenge
- promote a whole-school approach for phonics including the identification of the scope and sequence supported by the progression continuum
- build a shared understanding around the use of the different types of texts (e.g., controlled texts, authentic texts, etc.) to ensure a balanced and developmentally appropriate range of text types that gradually build in complexity
- promote a whole-school approach to develop critical literacy skills across the curriculum such as questioning, evaluating perspectives and identifying bias in texts
- promote a whole-school approach to develop digital literacy skills across the curriculum such as navigating and locating information in multimodal texts and critically evaluating information.

Mistakes are part of the journey
I can understand it
Lithuanian
Bilingual Books
Trolley
O nabo gigante
Portuguese
GOLDILOCKS AND THE THREE BEARS

Class/school library

The classroom and/or school library plays a key role in enriching children's reading experience. Consideration should be given by teachers to:

- **Range of texts:** Provide a variety of genres that reflect children's backgrounds, interests and reading levels. While teachers guide selection, children should help choose favourite or high-interest materials, especially in senior classes. Teachers should also ensure a balance between English and Irish texts and also include books in children's home languages and dual or multilingual texts
- **Organisation of books:** Children should be supported in locating and selecting books independently, with older children helping to organise the library.

While choice is an important consideration to spark children's interest in reading, teachers should encourage and support children to widen their reading preferences. This will ensure that they build familiarity with a range of genres and that they become confident and competent readers of a wide range of texts.

Writing

The *Writing* strand supports the development of concepts, dispositions and skills that enable children to engage in purposeful, independent written communication within Language and across the curriculum.

The Learning Outcomes for *Writing* are divided across the Elements Communicating, Understanding and Exploring and Using, and focus on:

- developing positive dispositions towards writing
- constrained and unconstrained skills.

Constrained writing skills include letter formation, spelling and punctuation among others. These can be mastered to a high-level but do not extend indefinitely after this. In contrast, **unconstrained writing skills** develop across the child's lifespan and improve with experience and exposure. Examples include knowledge of text genres, voice/style, vocabulary use and sensitivity to audience.

Writing Learning Outcomes can be developed through a combination of **discrete** *Writing* Learning Experiences (i.e. targeted and explicit instruction within the Language time allocation), **integrated** Learning Experiences across the curriculum and **incidental** learning opportunities that arise during activities such as engaging in 'writing' during socio-dramatic play, engaging in free writing, etc.

Discrete *Writing* Learning Experiences

At Stage 1, children are generally in the emergent writing phase (the writing attempts and practices that precede and develop into conventional writing), and the definition of their writing is broad and includes drawings, scribbles, shapes and symbols. They are developing an awareness that mark-making carries meaning, that spoken language can be linked to the written word and they can explain the main messages in their 'writing' when sharing their texts with others. Gradually, the child's ability to use letters and words will evolve. Ways that teachers can stimulate and develop this in discrete *Writing* Learning Experiences include:

- acting as scribe and modelling writing for the children during shared and interactive writing
- creating charts using the Language Experience Approach, where children's own spoken language is transcribed into written text
- teaching phonics explicitly and systematically to support the transition from invented spelling to conventional spelling
- teaching letter formation
- providing opportunities for children to respond to texts through 'writing' (drawing, mark-making etc.)
- encouraging children to discuss their compositions (with each other and with the teacher).

The *Language* specification adopts a **process approach** to writing**.** This involves the five phases of planning, drafting, revising, editing and publishing. Figure 11 outlines key features of the writing process. This should be used across Stages 1 to 4, in a manner appropriate with children's age and stage.

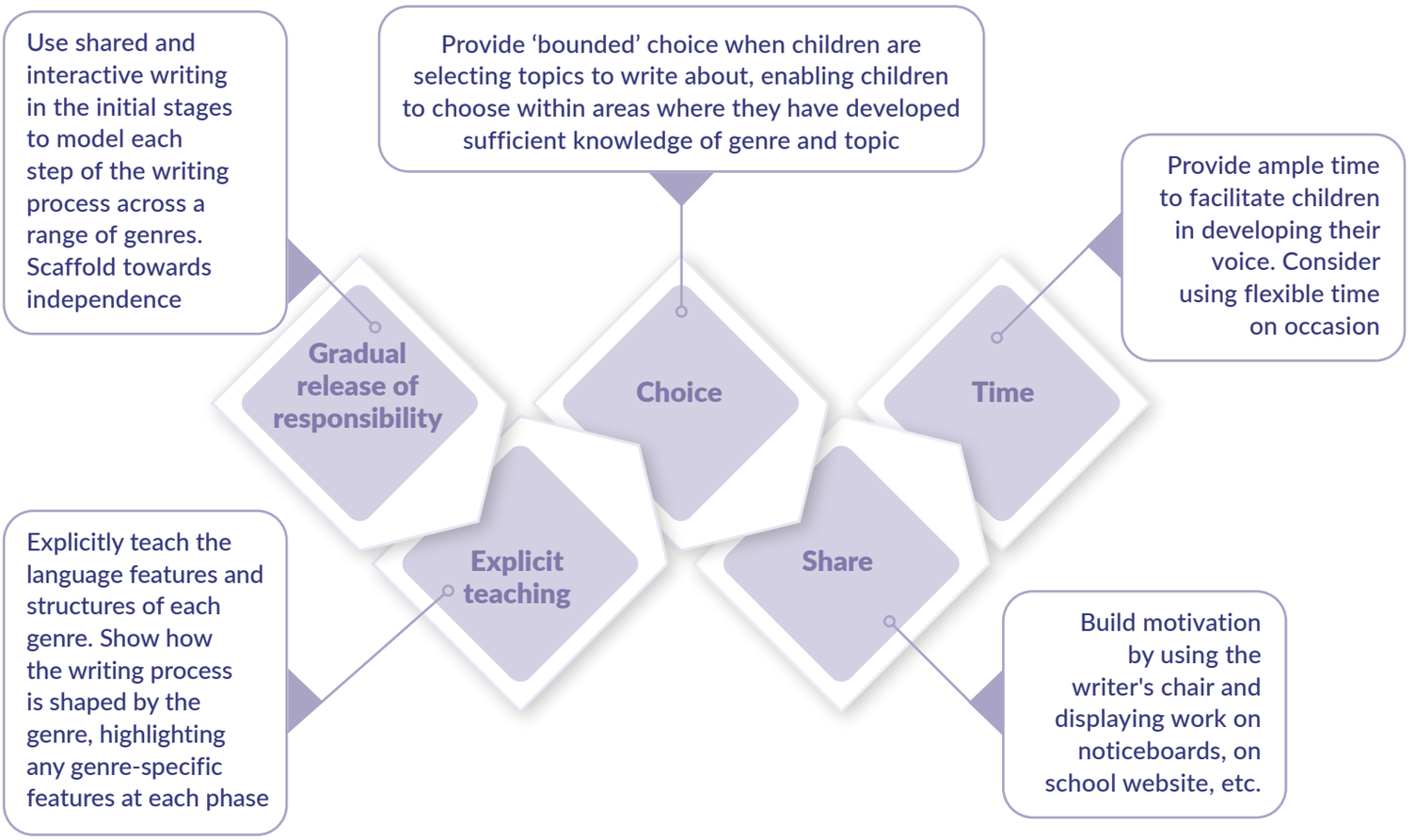


Figure 11: Key considerations of a process approach to writing

It is important that teachers recognise that not everything the child writes requires redrafting. Children also need opportunities to write freely and to experiment, without the expectation of formal revision at the end. There is a careful balance to be struck between quick writes (no revision), structured drafting/redrafting and publication of selected key pieces.

The **unconstrained skills** associated with writing, for example, developing voice, knowledge of genre and crafting characters and settings, are best developed through rich writing experiences, discussion, feedback and wide reading of high-quality literature. Mentor texts (texts that model what good writers do) can be used to facilitate this. This enables teachers to:

- exemplify the features associated with a range of genres in authentic texts
- highlight a range of techniques authors use to enhance their writing.

Constrained skills such as punctuation and grammar should be taught explicitly and in the context of children's own writing. In terms of spelling, progress is most likely to be achieved if it is taught explicitly and systematically. Emphasis initially should be on matching sounds with letters – e.g., stretching out words orally: *c–a–t*. In later stages, orthography (spelling patterns/rules that represent sounds – e.g., adding 'es' to make plurals of words ending in –s, -x, -ch or –sh) and the morphological basis of words (knowledge of root words, prefixes and suffixes – e.g., using *know* to spell *knowledge*) becomes increasingly important. Assessment of spellings should focus on children's ability to apply spelling rules and patterns accurately in authentic writing tasks. In terms of handwriting, the most important consideration is that children will be enabled to write in an acceptable, legible style. A whole-school approach is necessary to ensure consistency and progressive development across the four stages, being mindful of children who use alternative methods of presentation.

Across all stages, teachers can explore ways in which children can draw on all languages in their linguistic repertoires when engaged in writing. Ways that teachers can facilitate this include:

- facilitating children to engage in the planning stage of writing in a home language
- encouraging children to create dual or multi-language texts (children write a version of a text written in one language in another/other language(s)). Parents can help children with the editing phase of the text in the home language where appropriate
- providing opportunities for multilingual digital storytelling.

There is a support material for each Learning Outcome label in the Language Toolkit to support teachers in their preparation for discrete *Writing* Learning Experiences. Progression continua are also available which describe aspects of the Learning Outcomes in more detail. There are also numerous videos that showcase children's learning across a range of *Writing* Learning Outcomes.

Writing across the curriculum

Writing Learning Outcomes can also be addressed across the curriculum. This will enable children to develop **disciplinary literacy** skills (the specialised ways of writing in other curriculum areas). This kind of writing goes beyond writing skills and focuses on writing for purpose and audience in a manner that is appropriate to the particular curriculum area, e.g., using facts and figures when writing a report in Science or citing evidence when writing in History.

There is a support material in the Language Toolkit that explores disciplinary literacy in depth.

Considerations for Whole-School Curriculum Planning

Schools can:

- promote a whole-school approach for developing constrained and unconstrained writing skills in a balanced manner including the use of suitable pedagogies and approaches while ensuring continuity and progression across the four stages
- promote a whole-school approach for handwriting and presentation to ensure consistency and progression
- promote a whole-school approach for spelling supported by the progression continuum to ensure consistency, promote progression and support literacy development
- promote a whole-school approach around the transition from shared/interactive writing to independent writing, as well as expectations regarding the gradual development of the writing process across stages (e.g. oral rehearsal and planning in younger classes progressing towards drafting, revising, editing and publishing in senior classes) to ensure consistency and progression across the school
- identify opportunities in other curriculum areas to apply and develop children's writing knowledge, skills and strategies.

Assessment

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 in English (L1), to inform instruction and guide next steps.

Methods and tools that teachers can draw on include self-assessment, peer-assessment, work samples including portfolio entries, conferences, questioning, observations, teacher designed tasks/ tests, checklists, rubrics, standardised tests and diagnostic tests. Providing children with a variety of opportunities to demonstrate their learning ensures an inclusive approach that allows all children to show their individual progress. Further information on assessment approaches is provided in the Updated *Assessment Guidance for Primary and Special Schools.*

Children progress in oral language, reading and writing at different rates and well-designed Learning Experiences with flexible groupings and scaffolding can support this variation. However, some children will require additional and more intense support. Early and ongoing assessment of specific skills and strategies will enable teachers to provide targeted instruction to children who need it in oral language, reading and writing.

Considerations for Whole-School Curriculum Planning

Schools can:

- agree on a whole-school approach to assessment of English that supports progression, promotes inclusion and balances intuitive assessment, planned interactions and assessment events
- identify key areas for assessment, the assessment methods to be used, how often assessment takes place and how the information is used to inform next steps in children's learning.

Bonjour
10
Snow
five

Foghlaim, teagasc agus measúnú na Gaeilge (L2)

Tacaíonn an tsonraíocht *Teanga* le foghlaim agus teagasc na Gaeilge mar theanga bheo chumarsáide do gach uile páiste i ngach cineál scoile. Léirítear sna Torthaí Foghlama forbairt chéimnithe ó Chéimeanna 1 go 4, rud a chinntíonn leanúnachas agus dul chun cinn i bhfoghlaim na Gaeilge.

An timpeallacht foghlama

Foghlaimíonn páistí an Ghaeilge trí idirghníomhú le daoine eile agus iad ag cur a gcuid riachtanas in iúl. Tarlaíonn an fhoghlaim seo trí Ghaeilge a úsáid go neamhfhoirmiúil i ngnáthchumarsáid an lae agus trí Eispéiris Foghlama atá teangadhírithe, spraíúil agus tarraingteach.

Nuair a sholáthraítear ionchur teanga cruinn ag an leibhéal cuí, tosaíonn páistí ag tuiscint a bhfuil á rá agus, de réir a chéile, déanann siad aithris air. Trí dheiseanna rialta a chur ar fáil do pháistí idirghníomhú trí Ghaeilge, forbraítear a gcumas cumarsáide agus cothaítear a muinín i leith úsáid na teanga. Bíonn foghlaim na Gaeilge níos éifeachtaí nuair a nasctar í le saol laethúil agus le spéiseanna na bpáistí agus nuair a thógtar ar an teanga atá acu cheana féin. Le himeacht ama, agus i dtimpeallacht tacúil agus spreagúil, tosaíonn páistí ag úsáid na teanga go neamhspleách.

Ba chóir don scoil cultúr a chothú ina mbíonn ardluach ar úsáid na Gaeilge ar fud na scoile uile. Trí scafláil chuí a chur ar fáil, cruthaítear timpeallacht ionchuimsitheach a thacaíonn le turas foghlama gach páiste agus spreagtar iad le barr a gcumais a bhaint amach. Tá sé fíorthábhachtach freisin dearcadh dearfach i leith na Gaeilge a chothú i measc na bpáistí. Cabhraíonn sé seo le muinín agus le hinspreagadh na bpáistí a fhorbairt maidir le húsáid na Gaeilge.

Dearcadh dearfach		Gaeilge gach lá
Gaeilge trí mheán na Gaeilge		Ionchuimsitheacht
Ionchur teanga	Cumarsáid	Idirghníomhú le daoine eile
Nasctha le saol na bpáistí	Réamheolas na bpáistí	Spéiseanna na bpáistí

Fíor 12: Timpeallacht dhearfach chun tacú le foghlaim agus teagasc na Gaeilge

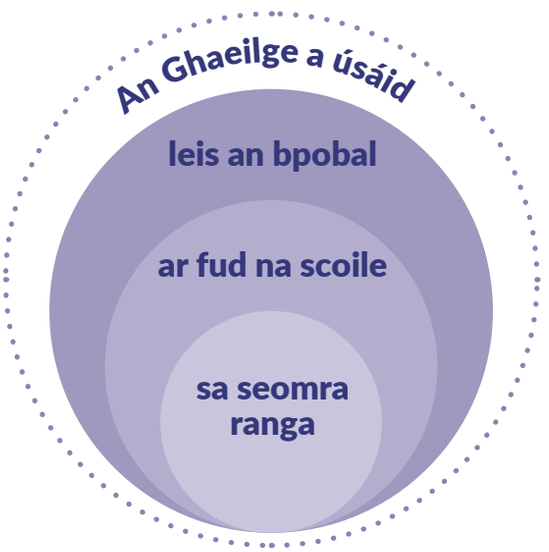
Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- cur chuige ó thaobh dearcaí dearfacha i leith na Gaeilge a chur chun cinn ina ndéantar an teanga a úsáid go rialta mar ghnáth theanga chumarsáide agus ina bhforbraítear féiniúlacht na bpáistí mar chainteoirí Gaeilge
- cur chuige comónta maidir le hionchuimsitheacht agus foghlaim na Gaeilge a chur chun cinn.

An Ghaeilge neamhfhoirmiúil

Tá sé tábhachtach timpeallacht shaibhir teanga a chothú ina n-aithnítear an Ghaeilge mar theanga bheo chumarsáide a bhfuil ról lárnach aici i saol na bpáistí. Méadaítear teagmháil na bpáistí leis an nGaeilge trí úsáid a bhaint aisti ar bhonn neamhfhoirmiúil sa rang, ar fud na scoile agus leis an bpobal. Is féidir é seo a bhaint amach trí úsáid a bhaint aisti taobh amuigh den cheacht Gaeilge mar theanga chumarsáide agus mar theanga bhainistíochta ranga. Treisítear foghlaim na Gaeilge nuair a bhíonn sí le cloisteáil timpeall na scoile, m.sh., daoine ag beannú dá chéile, ag cur ceisteanna, srl. agus nuair a bhíonn sí le feiceáil timpeall na scoile chomh maith, m.sh., comharthaí, fógraí agus i gcomhfhreagras scoile, srl. Sa chaoi seo cothaítear cultúr dearfach scoile uile i leith na Gaeilge.



Fíor 13: An Ghaeilge neamhfhoirmiúil

Tá ábhar tacaíochta ar fáil sa Tacar Uirlisí Teanga a thugann moltaí agus straitéisí chun an Ghaeilge a úsáid ar bhonn neamhfhoirmiúil sa rang agus ar bhonn scoile uile.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

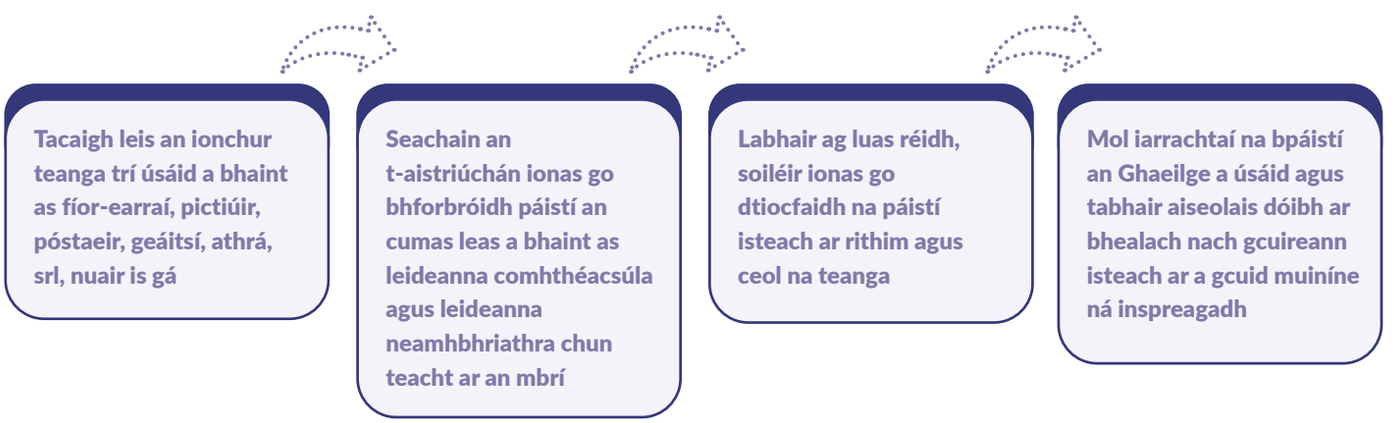
Is féidir le scoileanna:

- cur chuige sa scoil uile maidir le húsáid na Gaeilge go neamhfhoirmiúil a chur chun cinn chun tuiscint chomhchoiteann agus leanúnachas a chinntiú.

Teagasc na Gaeilge

Tá sé riachtanach an Ghaeilge a theagasc trí mheán na Gaeilge. Teastaíonn go leor ionchur teanga cruinn agus go leor deiseanna úsáide ó pháistí chun an teanga a fhoghlaim agus a shealbhú. Dá bhrí sin, is gá an Ghaeilge a theagasc agus a úsáid gach uile lá. Cuireann sé seo ar chumas na bpáistí idirghníomhú lena chéile agus an Ghaeilge a úsáid go nádúrtha, ar bhealach barántúil, spontáineach.

Ba chóir Eispéiris Foghlama spraíúla agus tharraingteacha a chur ar fáil trí mheán na Gaeilge. Déantar cur síos ar chleachtais éifeachtacha a thacaíonn le múinteoirí an Ghaeilge a theagasc trí mheán na Gaeilge i bhFíor 14.



Fíor 14: Ag teagasc na Gaeilge trí mheán na Gaeilge

Na snáitheanna

Mar atá sa Bhéarla, tá trí shnáithe idirnasctha ann sa Ghaeilge; *Teanga ó Bhéal*, *Léitheoireacht* agus *Scríbhneoireacht*. Cé go moltar iad a theagasc ar bhealach comhtháite, tá scileanna agus straitéisí ar leith ag baint le gach snáithe.

Teanga ó Bhéal

Sa tsnáithe seo, forbraítear éisteacht, tuiscint agus cumas cumarsáide ó bhéal na bpáistí. Ba chóir aird ar leith a thabhairt ar an snáithe seo mar is bunchloch í d'fhorbairt na léitheoireachta agus na scríbhneoireachta.

Chun tacú le páistí na Torthaí Foghlama don *Teanga ó Bhéal* a fhorbairt, is féidir le múinteoirí:

- úsáid a bhaint as an gcur chuige cumarsáideach, m.sh.,
  - tascanna éisteachta a dhearadh ina mbíonn ar na páistí éisteacht go gníomhach leis an nGaeilge
  - ionchur teanga cuí a sholáthar, ag tógáil ar réamheolas na bpáistí. Ba cheart an teanga a theagasc laistigh de struchtúir abairte le frásaí, ceisteanna agus freagraí úsáideacha, seachas mar fhocail aonair , m.sh., *Is maith liom…, Feicim ….., Cá bhfuil an …..,? Chuaigh mé go dtí ….., srl.* Is féidir luaschártaí, póstaeir, cairteacha beo, srl. a chruthú i bpáirt leis na páistí agus iad a chur ar fáil dóibh le linn na cumarsáide
  - deiseanna a chruthú an Ghaeilge a úsáid i dtascanna cumarsáide
  - deiseanna a thabhairt do pháistí an Ghaeilge a úsáid ar bhealach cruthaitheach, mar shampla, trí rabhlóga a dhéanamh, trí jócanna a rá, nó rap a dhéanamh
  - deiseanna a thabhairt do pháistí an teanga a athúsáid i gcomhthéacsanna eile chun an fhoghlaim a dhaingniú agus muinín a fhorbairt
- deiseanna a chruthú an Ghaeilge a úsáid lasmuigh den seomra ranga, m.sh., cluichí clóis a imirt, siúlóidí sa cheantar a dhéanamh, freastal ar imeachtaí áitiúla, srl.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- cur chuige sa scoil uile a chur chun cinn chun tuiscint chomhchoiteann a chinntiú ar luach na Teanga ó Bhéal agus chun a chinntiú go mbíonn deiseanna cumarsáide mar dhlúthchuid de gach ceacht Gaeilge
- cur chuige sa scoil uile i leith struchtúr abairte agus gramadach a chur chun cinn a thacaíonn le dul chun cinn céimnithe agus a thagann leis an contanam dul chun cinn.

Léitheoireacht

Tacaíonn snáithe na *Léitheoireachta* le cumas páistí dul i ngleic le téacsanna Gaeilge, iad a thuiscint agus taitneamh a bhaint astu. Cuireann teanga ó bhéal an bhunchloch leis an léitheoireacht agus tacaíonn an dá shnáithe lena chéile nuair a fhorbraítear iad taobh le taobh. Ba chóir réimse leathan leabhar Gaeilge a chur ar fáil i ngach leabharlann ranga agus sa leabharlann scoile a oireann do chumas agus do spéiseanna na bpáistí.

Nuair a chuireann páistí tús lena dturais léitheoireachta Gaeilge ag Céim 1, is féidir leis an múinteoir tacú leo ar na bealaí seo a leanas:

- Leabhair mhóra agus scéalta a úsáid go rialta agus plé a dhéanamh ar na pictiúir, carachtair agus imeachtaí, agus an stór focal céanna sin a úsáid i ngnáthchaint an lae
- Scéalta a bhfuil cur amach ag na páistí orthu i mBéarla nó i dteanga eile a léamh; m.sh., *Na Trí Mhuc*, *Cinnín Óir*, srl.
- Aird na bpáistí a tharraingt ar ghnéithe den litearthacht, m.sh., gnásanna cló, feasacht fhóinéimeach, srl. ar bhealach neamhfhoirmiúil le linn léitheoireacht i gcomhpháirt
- Fuaimeanna speisialta na Gaeilge (m.sh., /ch/, /dh/) a iniúchadh ar bhealach spraíúil trí rabhlóga, dánta agus amhráin
- Aird a dhíriú ar phrionta sa timpeallacht chun go bhfeicfidh na páistí an Ghaeilge mar chuid nádúrtha den saol mórthimpeall orthu; m.sh., comharthaí, lipéid, póstaeir, srl.

Ó Chéim 2 ar aghaidh, agus cumas litearthachta na bpáistí ag forbairt, is féidir cabhrú leo scileanna, eolas agus straitéisí a bhaineann leis an léitheoireacht atá á bhforbairt i mBéarla a aistriú chun tacú le léitheoireacht na Gaeilge. Ag an am céanna, tá sé tábhachtach aghaidh a thabhairt ar dhifríochtaí idir an dá theanga.

Chun tacú le páistí na Torthaí Foghlama don *Léitheoireacht* a fhorbairt, is féidir le múinteoirí:

- réimse leathan téacsanna a léamh os ard agus i gcomhpháirt leis na páistí go rialta, ag plé na bpictiúr, na gcarachtar, na n-imeachtaí, srl. chun cur le tuiscint agus stór focal
- cur chuige córasach a chur i bhfeidhm chun feasacht fhóineolaíoch agus feasacht fhóinéimeach na bpáistí a fhorbairt
- cur chuige córasach a úsáid chun fónaic na Gaeilge a theagasc, ag teacht le cur chuige na scoile
- foclóir/frásaí a aithint ón téacs agus a theagasc sula dtugtar faoi léitheoireacht agus eolas cúlra na bpáistí ar an topaic sa téacs a mhúscailt
- aird a dhíriú ar phatrúin fuaime agus ar fhoghraíocht choitianta sa téacs sula dtosaítear ar an léitheoireacht, ag díriú go sainiúil ar fhuaimeanna speisialta na Gaeilge
- téacsanna a úsáid atá nasctha le foghlaim sna snáitheanna eile
- eispéiris léitheoireachta éagsúla a sholáthar, m.sh.,
  - Léitheoireacht mhúnlaithe
  - Léitheoireacht chórúil
  - Léitheoireacht mhacalla
  - Amharclann an Léitheora
  - Léitheoireacht neamhspleách le téacsanna atá ag an leibhéal cuí.

Cuireann na cuir chuige seo le muinín, le cruinneas agus le líofacht na bpáistí agus iad ag forbairt mar léitheoirí Gaeilge.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- tuiscint chomhroinnte a chur chun cinn ar an gcaoi a dtacaítear le forbairt na léitheoireachta Gaeilge trí theagasc córasach, eiseamláiriú, scafláil, nasc idir na snáitheanna, aistriú idir teangacha, srl.
- cur chuige sa scoil uile maidir le fónaic a fhorbairt a thacaíonn le dul chun cinn céimnithe agus a thagann leis an gcontanam dul chun cinn
- liosta de na téacsanna uilig atá sa scoil a chur le chéile agus iad a rangú de réir téamaí/topaicí, leibhéal deacrachta srl.

Scríbhneoireacht

Cuireann snáithe na *Scríbhneoireachta* le cumas páistí iad féin a chur in iúl trí Ghaeilge agus téacsanna dá gcuid féin a chruthú. Leagann an teanga ó bhéal an bunús don scríbhneoireacht, agus tacaíonn an dá shnáithe lena chéile nuair a fhorbraítear iad taobh le taobh. Nuair a chuireann páistí tús lena dturais scríbhneoireachta ag Céim 1, is féidir tacú leis na páistí ar na bealaí seo a leanas:

- Gníomhú mar scríobhaí le linn scríbhneoireacht mhúnlaithe agus le linn scríbhneoireacht i gcomhpháirt, ag eiseamláiriú úsáid na scríbhneoireachta san fhíorshaol, m.sh., teachtaireachtaí gearra, liostaí, póstaer ranga, laethanta na seachtaine, srl.
- Réimse leathan uirlisí scríbhneoireachta a chur ar fáil, m.sh., leabhair nótaí, páipéar de mhéideanna éagsúla, cláir bhána, srl., chun na páistí a spreagadh chun tabhairt faoin scríbhneoireacht
- Cairteacha a chruthú ag úsáid an Cur Chuige Taithí Teanga, áit a ndéantar teanga labhartha na bpáistí féin a thras-scríobh i dtéacs scríofa
- Deiseanna a chruthú do pháistí freagairt do théacsanna trí léaráidí nó pictiúir a tharraingt ag úsáid réimse leathan uirlisí; m.sh., marcóirí, criáin, uirlisí digiteacha, srl.

Ó Chéim 2 ar aghaidh, agus cumas litearthachta na bpáistí ag forbairt, is féidir leis an múinteoir tacú leo scileanna, eolas agus straitéisí a bhaineann leis an scríbhneoireacht atá á bhforbairt acu i mBéarla a aistriú chun tacú le scríbhneoireacht na Gaeilge. Ag an am céanna, is gá aghaidh a thabhairt ar dhifríochtaí idir an dá theanga.

Chun tacú le páistí na Torthaí Foghlama don *Scríbhneoireacht* a fhorbairt, moltar do mhúinteoirí:

- scaoileadh céimseach na freagrachta a úsáid, .i.:
  - Scríbhneoireacht mhúnlaithe
  - Scríbhneoireacht i gcomhpháirt
  - Scríbhneoireacht idirghníomhach
  - Scríbhneoireacht faoi threoir
  - Scríbhneoireacht neamhspleách. Ba chóir scafláil a chur ar fáil chun tacú le smaointe, foclóir, struchtúr abairte srl. trí chairteacha beo, balla na bhfocal/frásaí, frámaí abairtí, cóipleabhar pearsanta foclóra, srl.
- cur chuige córasach a chur i bhfeidhm chun litriú na Gaeilge a theagasc agus scileanna na bpáistí a chothú maidir le staidéar ar fhocail sa Ghaeilge, ag teacht le cur chuige aontaithe na scoile uile
- tascanna scríbhneoireachta a dhearadh atá ceangailte leis an bhfoghlaim sna snáitheanna eile
- tascanna scríbhneoireachta a chruthú i réimse seánraí. Ba chóir an seánra céanna a fhiosrú sa Bhéarla agus Gaeilge gar don am céanna chun aistriú idir teangacha a éascú.

Cuireann na cuir chuige seo le muinín, le cruinneas agus le líofacht na bpáistí agus iad ag forbairt i dtreo scríbhneoireacht neamhspleách agus scríbhneoireacht chruthaitheach i nGaeilge.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- tuiscint chomhroinnte a chur chun cinn ar an gcaoi a dtacaítear le forbairt na scríbhneoireachta Gaeilge trí theagasc córasach, eiseamláiriú, scafláil, nasc idir na snáitheanna, aistriú idir teangacha, srl.
- cur chuige sa scoil uile maidir le litriú a chur chun cinn ag déanamh tagairt don chontanam dul chun cinn chun tuiscint chomhchoiteann, leanúnachas agus dul chun cinn a chinntiú.

Comhtháthú idir na snáitheanna

Cé go bhfuil cuspóir agus fócas ar leith ag gach snáithe teanga, moltar iad a phleanáil agus a theagasc ar bhealach comhtháite a oiread agus is féidir. Cuireann cur chuige comhtháite Eispéiris Foghlama shaibhre agus bhríocha ar fáil do na páistí. Tá teanga ó bhéal ina bunchloch faoi fhorbairt litearthacht na bpáistí, agus tacaíonn sí le forbairt na léitheoireachta agus na scríbhneoireachta.

Mar shampla: Pléann na páistí éadaí a thaitníonn leo agus nach dtaitníonn leo agus iad ag ullmhú chun 'Seó Faisin' a chur i láthair (*Teanga ó Bhéal*). Scríobhann an múinteoir frásaí agus stór focal ar chlár nó ar chairt mar thacaí amhairc agus léitear iad i bpáirt (*Léitheoireacht*). Baineann na páistí úsáid as na frásaí seo, chomh maith lena gcuid féin, agus iad ag glacadh páirte sa Seó Faisin. Glacann na páistí grianghraif den Seó agus scríobhann siad cur síos gearr ar na grianghraif ag úsáid an stór focail agus na bhfrásaí céanna (*Scríbhneoireacht*).

Na Torthaí Foghlama

Mar atá sa Bhéarla, tá na Torthaí Foghlama roinnte thar na gnéithe, Cumarsáid, Tuiscint agus Fiosrú agus Úsáid. Tá gaol soiléir idir na Torthaí Foghlama sa Ghaeilge agus sa Bhéarla. Tá na lipéid chéanna orthu chun tacú le múinteoir naisc a dhéanamh idir an dá theanga. Mar sin féin, aithnítear sna Torthaí Foghlama go bhféadfaidh páistí na scileanna seo a fhorbairt ag rátaí éagsúla sa Ghaeilge.

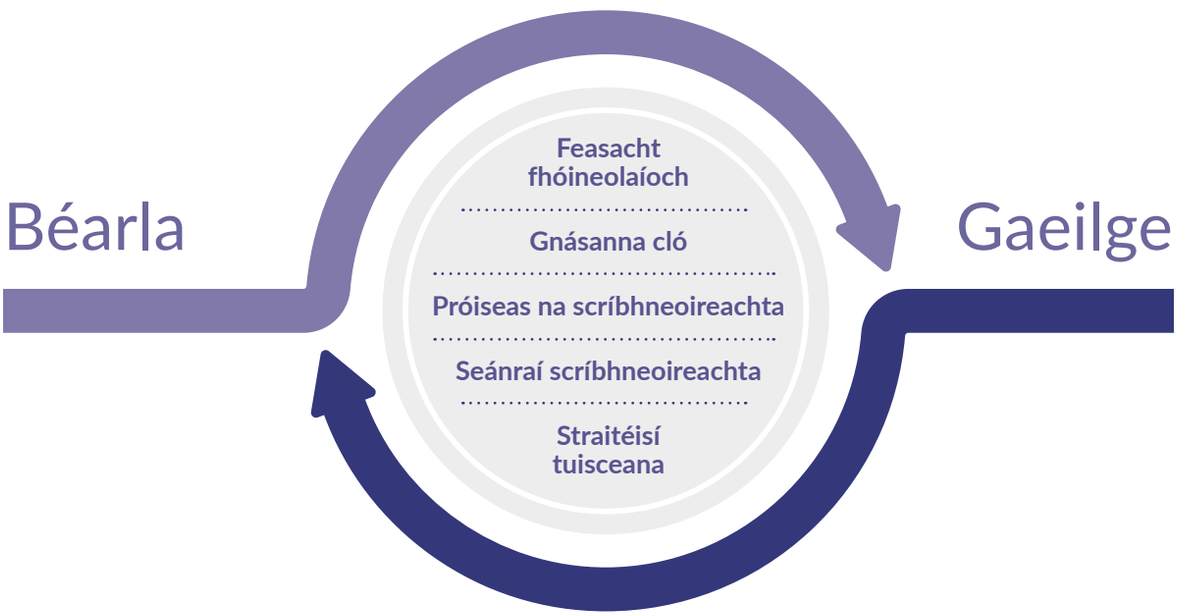
Sna Torthaí Foghlama dírítear ar;

- scileanna teanga (m.sh., éisteacht, gnásanna sóisialta, srl.)
- úsáid na teanga do chuspóirí éagsúla (m.sh., eolas a thabhairt, athinsint a dhéanamh srl.)
- ábhar agus foirm na teanga (m.sh., stór focal, struchtúr abairte agus gramadach, litriú, fónaic, srl.).

Tá ábhair thacaíochta ar fáil sa Tacar Uirlisí Teanga a théann le gach lipéad Toradh Foghlama sna trí shnáithe chun tacú le múinteoirí agus iad ag ullmhú d'Eispéiris Foghlama. Tá contanaim dul chun cinn ar fáil ann a ndéanann cur síos níos mionsonraithe ar na Torthaí Foghlama go léir. Tá físeáin ar fáil chomh maith a léiríonn foghlaim teanga páistí i réimse Torthaí Foghlama i snáitheanna éagsúla.

Aistriú scileanna, eolas agus straitéisí

I gcás go leor de na Torthaí Foghlama sa Ghaeilge agus sa Bhéarla, tá coincheapa agus scileanna i gceist ar féidir iad a aistriú thar theangacha. Léirítear na pointí seo leis an nasc-chomhartha. Ba chóir do mhúinteoirí leas a bhaint as an gcur amach atá acu ar na páistí agus ar a réamhfhoghlaim agus ullmhúchán á dhéanamh acu leis na Torthaí Foghlama. Ní gá na gníomhaíochtaí céanna a dhéanamh sa dá theanga chun coincheapa agus scileanna a aistriú, agus níor cheart a bheith ag súil leis na leibhéil chéanna sa Ghaeilge agus sa Bhéarla. Ní aistriúchán atá i gceist anseo. Ina áit sin, treoraíonn an múinteoir na páistí chun na naisc idir coincheapa agus scileanna a aithint agus a chur i bhfeidhm ar bhealaí atá oiriúnach don dá theanga. Anuas air seo, tá sé riachtanach go mbíonn go leor teagmhála ag na páistí leis an nGaeilge, trí ionchur teanga, eiseamláiriú cuí agus deiseanna úsáide, chun tacú leis an bhfoghlaim. Seo roinnt samplaí de choincheapa agus scileanna ar féidir iad a aistriú ón mBéarla go dtí an Ghaeilge:



Fíor 15: Scileanna, straitéisí agus eolas a aistriú idir teangacha

Tá ábhair thacaíochta sa Tacar Uirlisí Teanga a thugann tuilleadh eolais agus samplaí maidir le teagasc chun scileanna a aistriú idir teangacha.

Cé go mbíonn aistriú ann idir coincheapa agus scileanna thar theangacha, is dhá theanga ar leith iad an Ghaeilge agus an Béarla agus tá tréithe acu atá éagsúil lena chéile, m.sh., struchtúr abairte agus gramadach, feasacht fhóinéimeach, fónaic, litriú, srl. Dá bhrí sin, is gá díriú go sonrach ar thréithe atá sainiúil don Ghaeilge ar bhonn córasach, ag teacht le cur chuige aontaithe na scoile uile. Aithnítear roinnt de na tréithe breise seo ar na contanaim dul chun cinn. Tá ábhair thacaíochta sa Tacar Uirlisí Teanga chomh maith a thugann tuilleadh eolais maidir le gach lipéad Toradh Foghlama agus pléitear na tréithe sainiúla seo iontu.

Príomhghnéithe i bhfoghlaim agus teagasc na Gaeilge

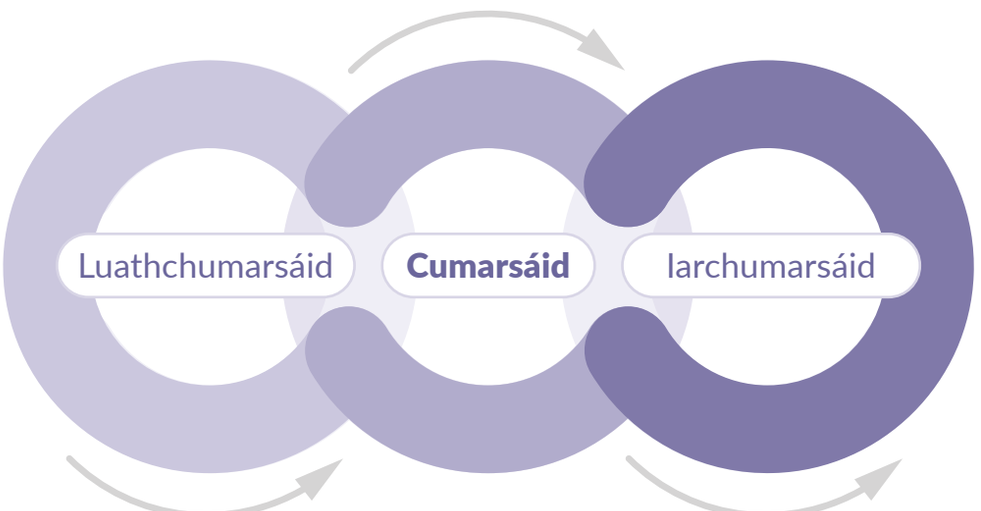
An cur chuige cumarsáideach

Moltar an cur chuige cumarsáideach mar chur chuige leis an dara teanga agus le teangacha breise a theagasc. Tríd an gcur chuige seo, tacaítear le páistí iad féin a chur in iúl agus páirt a ghlacadh i ngníomhaíochtaí idirghníomhacha a bhfuil cuspóir leo i gcomhthéacsanna lánbhrí. Cuirtear béim ar úsáid na Gaeilge chun riachtanais chumarsáide a chomhlíonadh sa *Teanga ó Bhéal*, sa *Léitheoireacht* agus sa *Scríbhneoireacht*.

Soláthraíonn an múinteoir ionchur teanga cuí agus déanann na páistí cleachtadh ar an teanga i dtascanna agus i ngníomhaíochtaí cumarsáide.

Tá sé ríthábhachtach go mbíonn deiseanna ag na páistí an teanga chéanna a athchúrsáil agus a úsáid arís agus arís eile i dtascanna eile agus ar bhonn neamhfhoirmiúil i rith an lae scoile. Ba chóir úsáid a bhaint as ábhar dílis, m.sh., pictiúrleabhair, cláir ar TG4, biachláir, bileoga eolais, srl., chomh maith le topaicí a roghnú a thagann le spéiseanna na bpáistí.

I bhFíor 16, léirítear na tréimhsí a bhaineann leis an gcur chuige cumarsáideach, an tréimhse luathchumarsáide, an tréimhse chumarsáide agus an tréimhse iarchumarsáide. Tá cur síos orthu ar lch 55 sa *Language* specification/Sonraíocht *Teanga*. Is féidir na tréimhsí seo a úsáid mar lionsaí pleanála solúbtha agus Eispéiris Foghlama á n-ullmhú.



Fíor 16: An cur chuige cumarsáideach

Léirítear an próiseas mar thrí chiorcal fhorluiteacha mar gur féidir bogadh go solúbtha idir na tréimhsí de réir riachtanais na bpáistí. I ngach tréimhse, tuigtear:

- go spreagtar agus go mbaintear úsáid as réamheolas na bpáistí, lena n-áirítear scileanna, straitéisí agus teanga ábhartha
- go mbíonn na páistí ag úsáid na Gaeilge i dtimpeallacht spreagúil, dhearfach
- go mbíonn na páistí rannpháirteach in idirghníomhaíochtaí sóisialta, cumarsáideacha chun feidhmeanna teanga a chomhlíonadh
- go gcuirtear tacaíochtaí agus scafláil ar fáil do gach páiste.

Tá ábhar tacaíochta sa Tacar Uirlisí Teanga, a thugann tuilleadh eolais agus moltaí breise maidir leis an gcur chuige cumarsáideach.

Feidhmeanna teanga

Tá na feidhmeanna teanga lárnach i bhfhoghlaim teanga. Tagraíonn ‘feidhm theanga’ don úsáid a bhaineann duine as an teanga chun sprioc cumarsáide a bhaint amach, m.sh., ceisteanna a chur, caidreamh sóisialta a dhéanamh, srl. Cabhraíonn siad le múinteoirí an bhéim a leagan ar fhíorchumarsáid seachas stór focal a theagasc ina aonar. Déantar feidhm theanga a chomhlíonadh trí eiseamláirí teanga éagsúla a roghnú agus a úsáid. Léirítear roinnt eiseamláirí teanga i bhfíor 17.

Feidhm theanga	Eiseamláirí teanga
Soiléiriú a lorg i gcomhrá	*Tá cabhair uaim.* *Abair arís é. Ní thuigim.* *Taispeáin dom.* *Cad is brí le …?* *Tá/níl a fhios agam.*

Fíor 17: Samplaí d’eiseamláirí teanga féideartha

Is féidir le múinteoirí feidhmeanna teanga a úsáid chun:

- tascanna cumarsáide, barántúla a dhearadh atá bunaithe ar thopaicí agus ar chomhthéacsanna a bhaineann le saol agus le spéiseanna na bpáistí
- banc d’eiseamláirí teanga (frásaí úsáideacha) a chruthú agus a theagasc chun go mbeidh na páistí in ann cumarsáid fíorshaol a dhéanamh.

Ba chóir na heiseamláirí teanga seo a athrú, dul siar a dhéanamh orthu go rialta agus tógáil orthu. De réir a chéile, ba chóir na páistí a spreagadh chun na heiseamláirí teanga seo a athrú, cinn nua a chruthú agus iad a chur in oiriúint dá smaointe agus dá dtuairimí féin.

Tá ábhar tacaíochta sa Tacar Uirlisí Teanga a thugann tuilleadh eolais agus samplaí maidir leis na feidhmeanna teanga.

Téamaí agus topaicí

Tugann téamaí fráma leathan don fhoghlaim teanga, m.sh., mé féin, sa bhaile, an scoil, srl. Is féidir leis an múinteoir go leor topaicí a roghnú as na téamaí sin agus iad a leathnú chun ábhar a bhfuil spéis ag na páistí ann a chur san áireamh. Cuireann topaicí comhthéacsanna réalaíocha ar fáil trínar féidir eiseamláirí teanga a theagasc, a chleachtadh agus a úsáid. Ar an mbonn seo, bíonn deis ag na páistí stór focal mar aon le frásaí a ghabhann leis an topaic sin a fhorbairt agus a leathnú lá i ndiaidh lae, cleachtas a chabhróidh le muinín an pháiste i leith na Gaeilge.

Mar shampla, má roghnaítear an topaic 'Ainmhithe', is féidir plé a dhéanamh leis na páistí chun fáil amach cad iad na gnéithe den topaic is mó a thaitníonn leo, m.sh., peataí, ainmhithe feirme, ainmhithe an zú, srl. Níor chóir an bhéim a chur ar liostaí foclóra amháin ach ba chóir na feidhmeanna teanga is ábhartha a shainaithint ionas go mbeidh na páistí in ann páirt a ghlacadh i dtascanna cumarsáide a bhaineann leis an topaic.

Topaic	Feidhm theanga is ábhartha	Eiseamláirí de na Feidhmeanna Teanga	Stór Focal samplach	Tasc Cumarsáide féideartha
Ainmhithe – Peataí	Eolas a thabhairt agus a lorg	*Tá … agam.* *Is maith liom …* *Cén dath atá air? Tá dath … air.* *Cén bia a itheann sé?* *Itheann sé …* *Céard a dhéanann sé?* *Bíonn sé ag …*	Madra, cat, iasc, coinín, uisce, ag ól, ag ithe, ag snámh, bán, donn, srl.	Cur i láthair a chur le chéile i ngrúpaí faoi pheata

Fíor 18: Samplaí d'eiseamláirí teanga féideartha

Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT)

Tagraíonn Foghlaim Chomhtháite Ábhair agus Teanga (FCÁT) do theagasc réimsí nó ábhair curaclaim nó gnéithe d'ábhair trí theanga bhreise, m. sh., Eolaíocht, Ealaín, Corpoideachas, srl. Tríd an gcur chuige seo, forbraíonn na páistí scileanna teanga nua trína n-úsáid i bhfíorchomhthéacsanna.

Tá ábhar tacaíochta sa Tacar Uirlisí Teanga a dhéanann iniúchadh ar Fhoghlaim Chomhtháite Ábhair agus Teanga.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- cleachtais, cur chuige agus oideolaíochtaí comónta don Ghaeilge sa scoil uile a chur chun cinn chun tuiscint chomhroinnte, comhsheasmhacht agus leanúnachas a chinntiú trasna na scoile.

Measúnú

Tá an measúnú lárnach san fhoghlaim agus sa teagasc. Tríd an mheasúnú, aithnítear riachtanais na bpáistí agus treoraítear na chéad chéimeanna eile ina gcuid foghlama. Ba chóir don mheasúnú a bheith leanúnach, comhtháite leis an teagasc agus dírithe ar dhul chun cinn na bpáistí i leith na dTorthaí Foghlama. Aithnítear gur féidir le múinteoirí eolas a bhailiú trí mheasúnú iomasach, idirghníomhaíochtaí pleanáilte agus imeachtaí measúnaithe.

Nuair a bhíonn measúnú á dhéanamh sa Ghaeilge, ba chóir do mhúinteoirí raon leathan cur chuige measúnaithe a úsáid chun pictiúr iomlán a fháil de chumas teanga na bpáistí. Is féidir measúnú a dhéanamh trí bhreathnóireacht, ceistiú, aiseolas, samplaí d'obair na bpáistí, punann, féinmheasúnú, piarmheasúnú, srl. Tá sé tábhachtach freisin measúnú a dhéanamh ar úsáid neamhspleách na Gaeilge, m.sh., le linn súgartha nó in idirghníomhaíochtaí ranga. Tá tuilleadh eolais ar chuir chuige don mheasúnú ar fáil sa *Treoir don Mheasúnú do Bhunscoileanna agus Scoileanna Speisialta* atá nuashonraithe.

Ba chóir don mheasúnú díriú ar dhul chun cinn, ar mhuinín, ar chumas cumarsáide agus ar fhonn na bpáistí an Ghaeilge a úsáid, seachas ar chruinneas amháin. Tá sé seo ar aon dul leis an gcur chuige cumarsáideach, a aithníonn earráidí mar ghnáthchuid den fhoghlaim agus a chuireann béim ar úsáid na teanga don chumarsáid.

Nithe ar féidir machnamh a dhéanamh orthu don Phleanáil Curaclaim Scoile Uile

Is féidir le scoileanna:

- cuir chuige sa scoil uile ó thaobh measúnú na Gaeilge a aontú a bhaineann cothromaíocht amach idir an measúnú iomasach, idirghníomhaíochtaí pleanáilte agus imeachtaí measúnaithe
- príomhréimsí don mheasúnú, na modhanna measúnaithe, minicíocht an mheasúnaithe agus an úsáid a bhaintear as faisnéis mheasúnaithe chun bonn eolais a chur faoi na chéad chéimeanna eile san fhoghlaim a shainaithint.

GRA

MFL learning, teaching and assessment

Language awareness permeates the Learning Outcomes for English (L1) and Irish (L2) across all stages. These Learning Outcomes have been highlighted using the ribbon icon of the element, Building an awareness of languages and cultures. The introduction of MFL at Stage 3 builds on the foundation of language awareness established at Stages 1 and 2, giving it a more explicit focus with discrete Learning Outcomes.

At Stage 3, teachers will work with the MFL Learning Outcomes for Building an awareness of languages and cultures **only.** At Stage 4, teachers will work with the Learning Outcomes for Building an Awareness of Languages and Cultures **and** the Learning Outcomes for Communicative competence in the L3.

Teachers can use the 1-hour time allocation for MFL flexibly, and how the time is used week-to-week may vary. Sample ways in which a teacher may allocate the 1-hour for MFL might include:

- combining some MFL (Building an awareness of languages and cultures) time with English time to explore words with, for example, Latin or Greek origins
- using some MFL (Building an awareness of languages and cultures) time as a follow-on from an Irish (L2) Learning Experience where children reflect on and discuss the strategies they find useful to help them recall new vocabulary
- combining some MFL (Building an awareness of languages and cultures) time with time from another curriculum area – e.g. combining MFL and Arts Education as children explore different art forms associated with regions where the L3 in spoken.

Building an awareness of languages and cultures

In **Stages 3 and 4**, teachers work towards the Learning Outcomes for Building an awareness of languages and cultures. Children draw on English, Irish, the L3 (from Stage 4) and other languages **to explore linguistic diversity, how languages work** and **how they learn languages**. Children's intercultural awareness, to include their own culture(s), cultures of the classroom/community and cultures more widely, is also explored within these Learning Outcomes.

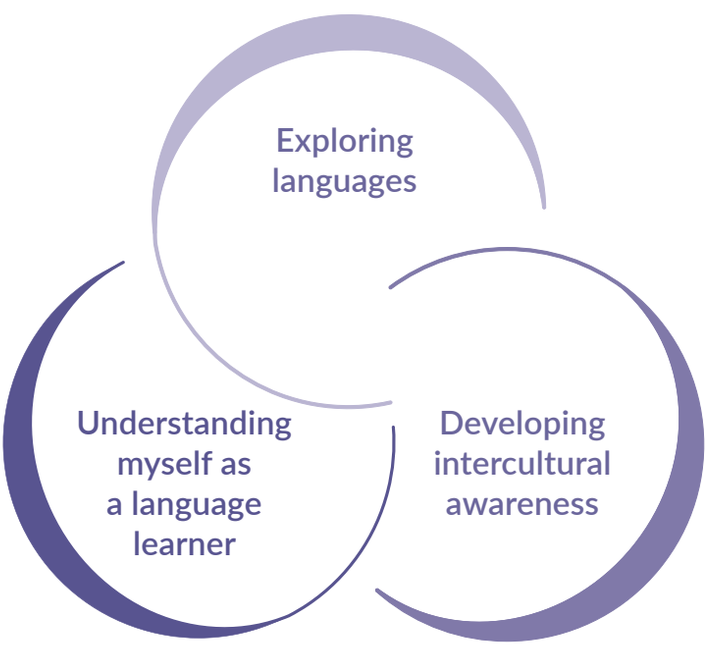


Figure 19: The Learning Outcome labels in Building an awareness of languages and cultures

Building an awareness of languages and cultures learning and teaching

The Learning Outcomes for **Exploring languages** enable children to reflect on, investigate, explore and analyse the languages in their lives, their immediate environment and beyond. Teachers can facilitate this by:

- creating active and collaborative activities that enable children to draw on their knowledge of languages to:
    - Investigate word origins in English, Irish, or the L3 (Stage 4 only)
    - Make comparisons across languages, e.g., sounds, vocabulary*, syntax. In the early stages, teachers may need to model this process by thinking aloud and by planning activities that draw attention to how languages work. Over time, children begin to recognise these connections independently
- considering how incidental learning will contribute to developing the Learning Outcomes, for example exploring the etymology of subject-specific vocabulary in other curriculum areas
- planning a field trip to the local town or village to explore the range of languages present in the locality. If a trip is not possible, online maps could be used to create virtual tours of local urban areas.

* Languages that are closely related tend to have more similarities in vocabulary than languages that are more distantly related. For example, English and German share similar words like *house* and *haus*. Likewise, Irish and Welsh have similar words such as *Dé Luain* (Irish) and *Dydd Llun* (Welsh).

The Learning Outcomes for **Understanding myself as a language learner** provide opportunities for children to reflect on why and how they learn languages, enabling children to become more efficient and effective language learners. Teachers can facilitate this by:

- following-up on and connecting with Learning Experiences in English (L1), Irish (L2) and the L3 (at Stage 4) to enable children to reflect on and build language learning skills
    - Consider using teacher think-aloud and reflection prompts, e.g., *"What helped me most today?"* or *"What will I try next time?"*, initially
- facilitating discursive conversations about language learning
    - E.g., Discuss the transferrable strategies children use to learn languages, for example, what to do if they are unsure of a word's meaning, strategies to remember new words, etc. Consider displaying a list of these in the classroom and/or encourage children to make an entry in their language portfolio
- encouraging children to collect work, track strategies, set personal goals and reflect on progress.

The Learning Outcomes for **Developing intercultural awareness** provide opportunities for children to foster awareness and respect for linguistic and cultural diversity, strengthen communication skills and build empathy. Teachers can facilitate this by:

- encouraging children to share stories, traditions or objects from cultures with which they identify and discuss similarities and differences with peers
- considering how integrated approaches can contribute to these Learning Outcomes, for example exploring artforms associated with a range of different cultures in Arts Education (this is explored further in the section on integration)
- planning a school-led cultural event to include children's parents and families featuring food, traditional dress, folklore, music and dance from various regions or countries.

Building an awareness of language and cultures at Stage 4

At Stage 4, the 1-hour MFL time allocation will be shared between Building an awareness of languages and cultures Learning Outcomes **and** the Learning Outcomes for Communicative Competence in the L3. In order to ensure that the L3 Learning Outcomes receive sufficient attention, the Learning Outcomes for Building an awareness of languages and cultures will be addressed primarily in an integrated way during L3 learning and teaching. For example:

- Children work together on a communicative task in the L3, such as planning a class trip. As they work towards the task, the children learn key words and phrases through scaffolded activities across *Oral language*, *Reading* and *Writing* at a very basic to basic level in line with the Learning Outcomes for Communicative Competence in the L3. As children work on these activities, there will be opportunities to draw on Building an awareness of languages and cultures as they reflect on and discuss preferred language strategies or the transfer of skills to support understanding. There will also be moments for Building an awareness of languages and cultures built into this task, such as reflecting on typical day trips across various cultures. In this context, Building an awareness of languages and cultures provides an important foundation which can support children's exploration and use of the L3.

There is a support material for each Learning Outcome for Building an awareness of languages and cultures as well as language portfolio resources in the Language Toolkit to support teachers in their preparation for learning and teaching.

Communicative competence in the L3

The Learning Outcomes for Communicative competence in the L3 are for **Stage 4 only**. The following bullet points capture some key points for teachers to consider when preparing with the L3 Learning Outcomes.

- As per the Learning Outcomes for English (L1) and Irish (L2), learning and teaching in the L3 may involve one element or more than one element at any one time, depending on the Learning Experience. The Elements work in tandem with one another to support language learning and teaching and this should be evident in teachers' preparation.
- In many instances, L3 Learning Experiences can and should be connected to learning in English (L1) and Irish (L2). Taking an integrated approach to language learning is essential to ensure cohesive, holistic and more efficient learning for children. Teachers can, for example, explore the same topic in English (L1), Irish (L2) and the L3. This enables children to build and transfer background knowledge, conceptual understandings etc. from one language to others. Teachers should also draw children's attention to the similarities and differences between the L3 and other languages and to the skills, knowledge and strategies that transfer from English, Irish and home languages (where relevant) to the L3.
- L3 Learning Experiences may involve any or all of the three strands. Emphasis should be on enabling children to use the L3 in meaningful and purposeful contexts from the outset across *Oral language*, *Reading* and *Writing*. Many children will consolidate their L3 learning by looking at, and writing the word, phrase or sentence they are learning in order to link the spoken and written word. As learning in the L3 progresses, children can be supported to transfer the literacy skills that they have developed in English and Irish (and home languages where relevant) to the L3.
- Links should be made with the Learning Outcomes for Building an awareness of languages and cultures in order to support the children's learning of the L3.

The language learning in the L3 is at a very basic to basic level and assumes no prior knowledge of the language for the children.

When preparing for L3 learning, teaching and assessment, many of the recommended approaches and pedagogies teachers use for teagasc na Gaeilge can be drawn upon. For example:

- The *cur chuige cumarsáideach* (communicative approach) will guide the preparation for learning, teaching and assessment of the L3. This is described on page 54 of the *Language* specification.
- *Feidhmeanna teanga* (language functions) will play a central role in L3 learning, teaching and assessment. These functions enable children to use language for specific and meaningful communicative purposes from the outset — such as initiate and maintain social interaction, giving and seeking information, or structuring a conversation. When engaged in preparation for L3 learning and teaching, teachers may draw on these language functions to:
  - design authentic, communicative tasks that are relevant to children's lives and interests, and grounded in everyday topics and contexts.
  - create a dynamic bank of very basic to basic phrases to be taught and then used by the teacher/children to support progression and development of day-to-day communication skills.
- Alongside the continued informal use of Irish throughout the school day, the informal use of the L3 can also feature. There will naturally be more scope to use Gaeilge neamhfhoirmiúil during the school day due to children's competence and its status as the school's L2. However, teachers can still plan for some realistic and meaningful informal L3 use.
- Alongside the continued presence of Irish in the classroom's print environment, labels communicating 'Hang up your coat' or 'Close the door' in the L3 will offer opportunities for plurilingual explorations. This can support children's acquisition of the L3 and the informal use of the L3 throughout the school day.
- Aim to decrease the amount of teacher-directed speech to maximise the opportunities for child/child interactions and child/teacher interactions.

As much as possible, L3 Learning Experiences are conducted through the medium of the target language. Effective practices teachers can use are described in Figure 20.

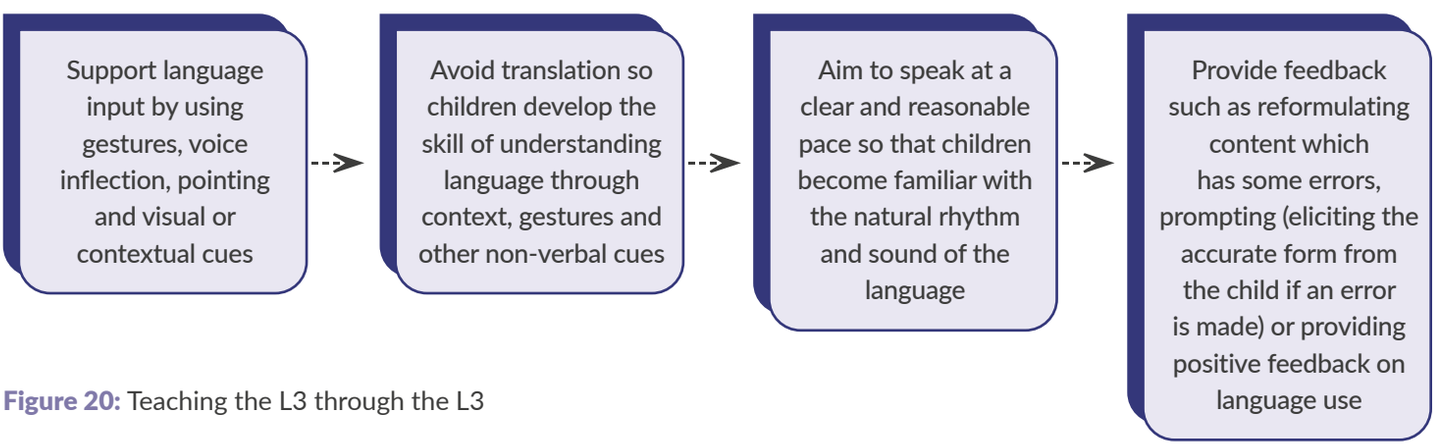


Figure 20: Teaching the L3 through the L3

There are a range of support materials to help teachers as they prepare with the Learning Outcomes for Communicative Competence in the L3 in the Language Toolkit.

Selecting the L3 at Stage 4

When a school is selecting the L3, the primary consideration should be the existing language competencies of the teachers in the school. It is not necessary to align with the languages taught in local post-primary schools.

Since the L3 is taught at a very basic to basic level, all children in the class should be learning the L3 as complete beginners, where possible.

To support continuity and progression, the Learning Outcomes for Communicative competence in the L3 at Stage 4 span two years. Schools should therefore aim for children to learn the same language in 5th and 6th classes. In larger schools with multiple Stage 4 streams and sufficient teaching capacity, different L3s may be offered across classes. Equally, larger schools can select just one L3 and teach this across all classes. Whatever approach a school takes, the aim should be to provide children with instruction in the same L3 across the two years.

Assessment

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, to inform instruction and guide next steps. Teachers may use feedback (such as a prompting or reformulation), self-assessment, observation, work samples including portfolio entries, conferencing, etc., to focus on aspects of MFL such as communication, confidence and willingness to use language, key vocabulary and phrases, listening comprehension and cultural awareness. Further information on assessment approaches is provided in the Updated *Assessment Guidance for Primary and Special Schools*.

Considerations for Whole-School Curriculum Planning

Schools can:

- identify key areas for assessment in MFL, the assessment methods to be used, how often assessment takes place and how the information is used to inform next steps in children's learning.

Integration

Integrated learning, both within and across curriculum areas and subjects, is an important part of the curriculum. It helps children see connections between ideas, deepen their understanding and apply knowledge, skills, concepts, dispositions, attitudes and values in real-world contexts. There are multiple approaches to effective preparation for integration. Below are some suggestions to help guide teachers' preparation and make integration meaningful and engaging for children's learning.

No matter where a teacher starts, they should always ask – *Will this be authentic and purposeful for the children in my class and does it offer the potential for meaningful learning?*

As a teacher prepares for integrated Learning Experiences, consideration may be given to:

- **Agency:** How have the children's interests, strengths, questions and choices as well as the teacher's professional judgement shaped the focus and resources used?
- **Relevance:** Does an integrated approach reflect the children's abilities, interests and needs in the curriculum areas or subjects being integrated?
- **Learning Outcomes:** Which specific Learning Outcomes will be addressed across the curriculum areas and subjects being integrated?
- **Focus(es) of Learning and Learning Experiences:** What is the Focus(es) of Learning and how will playful and engaging Learning Experiences support this Focus(es) of Learning?
- **Duration:** Is this a unit of integrated learning over several weeks, or a shorter integrated Learning Experience?
- **Time and balance:** How is time allocated across subjects and will one curriculum area or subject lead or be emphasised more?
- **Assessment:** How will the teacher know what children have learned or experienced and also identify the next steps in learning in the respective curriculum areas/subjects?

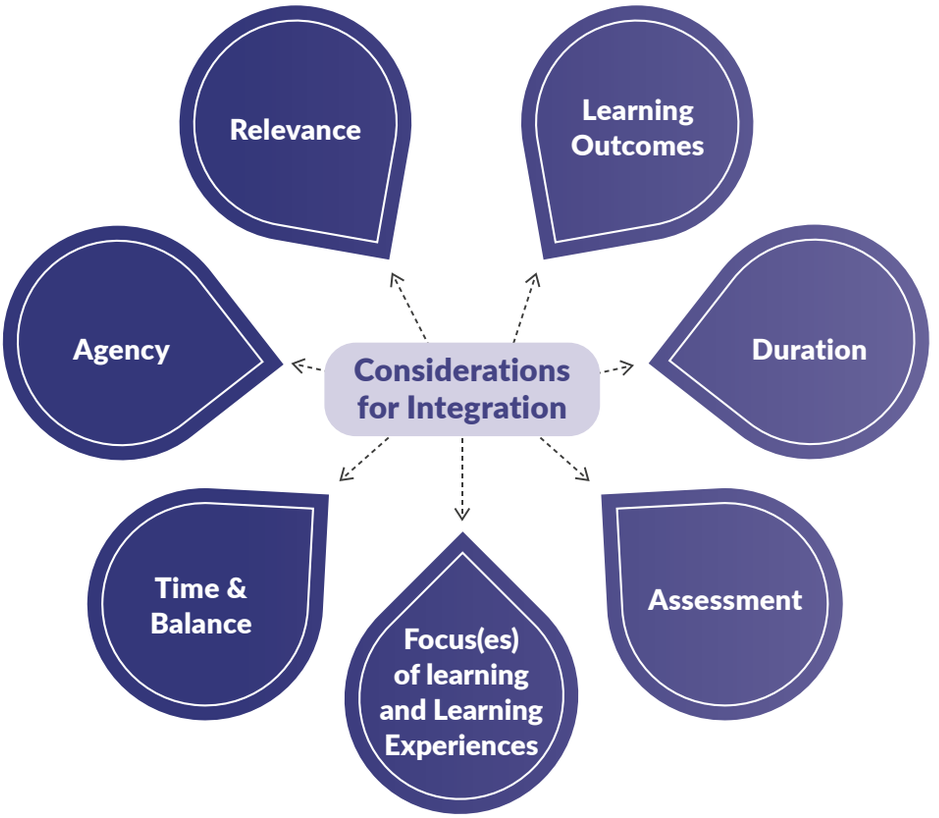


Figure 21: Considerations for Integration

When preparing for successful integration:

- Start with meaningful links – avoid forcing connections or the 'tokenistic' inclusion of curriculum areas or subjects
- Keep the integrity of each curriculum area or subject by ensuring that each one is clearly addressed through the Focus(es) of Learning
- Embrace spontaneous opportunities when they arise.

Teachers should prepare for Language Learning Experiences that involve integration within the curriculum area itself. Table 3 presents a non-exhaustive set of examples of integration within Language. It is not intended as an example of a teacher's recorded preparation. The samples used have been chosen by way of illustration only.

Learning Outcomes *Through appropriately playful and engaging learning experiences, children should be able to:*	Sample Focus(es) of Learning	Sample Learning Experiences
Stage 1		
English (L1)		
Strand: Oral Language		
tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.	Sequencing key scenes and retelling the story Goldilocks and the Three Bears.	The theme of the month is Homes. Children recall the story Goldilocks and the Three Bears orally. Each child is given a picture card depicting a key scene. They place their card in the correct position on the story line. Each child then retells the piece of the story depicted on their card using the appropriate tense and vocabulary.
Gaeilge (L2)		
Snáithe: Léitheoireacht		
stór focal a shealbhú trí éisteacht le téacsanna éagsúla agus iad a phlé le daoine eile.	Ag glacadh páirte i léitheoireacht i gcomhpháirt le leabhar mór chun foclóir agus frásaí a bhaineann leis an teach a dhaingniú (cistin, seomra suí, seomra leaba, cathaoir, babhla, leaba) chomh maith le frásaí bunúsacha (tá ocras orm, tá tuirse orm, tá fearg orm, tá eagla orm, srl.).	Níos déanaí an tseachtain sin, le linn am Gaeilge, léann an múinteoir leabhar mór den scéal céanna. Tugann an t-eolas cúlra atá ag na páistí ar an scéal sa Bhéarla tacaíocht dóibh agus iad ag plé leis an scéal as Gaeilge. Bíonn deis acu foclóir a bhaineann leis an teach a dhaingniú chomh maith.
Stage 2		
English (L1)		
Strand: Oral Language		
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.	Creating and presenting an oral report using precise adjectives, verbs and nouns.	Children create an oral report on a character from a book or a character. First, the children and the teacher create a report together and the teacher then models presenting the report. Children then choose a character and create their own report which they present to a partner.
supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.		
Gaeilge (L2)		
Snáithe: Teanga ó Bhéal	Ag baint úsáid as abairtí bunúsacha a bhaineann le carachtair chun cur síos a dhéanamh.	Le linn am Gaeilge an tseachtain sin, déanann an múinteoir ionchur teanga ar abairtí bunúsacha chun cur síos a dhéanamh ar charachtar as Gaeilge (m.sh., Seo é/í ... , Tá sé ... , Is maith leis/léi ...).
abairtí gearra a chruthú 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.		Children then record their bilingual reports to share with others.

Learning Outcomes *Through appropriately playful and engaging learning experiences, children should be able to:*	Sample Focus(es) of Learning	Sample Learning Experiences
Stage 3 **Gaeilge (L2)** **Snáithe:** Léitheoireacht		
fuaimeanna ar nós siollaí, ríme, tús fhoghar, foghair deiridh, agus fóinéimí i bhfocail labhartha agus scríofa a aithint. **MFL: Building an awareness of languages and cultures**	Ag fiosrú na fuaimeanna /ch/ agus /dh/.	Agus téacs á léamh mar rang iomlán, díríonn an múinteoir go follasach ar an bhfuaimniú d'fhocail ina bhfuil an fhuaim /ch/ agus /dh/ (m.sh., **ch**uir, mo **ch**óta, **dh**ún, ina **dh**iaidh). Déantar athléitheoireacht ar na habairtí ina bhfuil na focail seo chun é seo a chleachtadh.
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.	Comparing the /ch/ and /dh/ sounds previously explored in an Irish Learning Experience with sounds in English/other languages and discussing sounds that appear in some languages but not others.	In MFL time, the teacher uses the previous learning in Irish as a stimulus and children compare the /ch/ and /dh/ Irish sounds with sounds in English. Children with other home languages are invited to contribute insights from their language(s) too. Guided by the teacher, the children continue their discussions, focusing on other sounds that appear in some languages but not others.
Stage 4 **Gaeilge (L2)** **Snáithe:** Teanga ó Bhéal		
réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla. cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha, imeachtaí agus próisis a bhaineann le comhthéacsanna réalaíocha agus samhlaíocha ag úsáid teanga go muiníneach. **MFL: Communicative competence in the L3**	Ag cur ceisteanna chun dearcadh daoine faoin aimsir a fhiosrú agus cur síos a dhéanamh ar na torthaí a bhfuair siad sa suirbhé aimsire.	Topic: Weather Sa Ghaeilge, déanann na páistí suirbhé chun dearcadh páistí i ranganna éagsúla a fhiosrú ó thaobh na haimsire de. Le cabhair ó thacaí éagsúla a chuireann an múinteoir ar fáil, cumann na páistí na ceisteanna ar dtús i ngrúpaí. Ansin, bailíonn siad na sonraí agus déanann siad cur i láthair ar na torthaí.
use common words and phrases to give very basic to basic information on concrete objects, and personal and familiar topics, using visuals, gestures and supports to aid communication. AL, CL, C.	Learning and using common phrases associated with the weather, discussing similarities between the terms in the L3 and other languages known to the children.	In MFL, children learn basic weather words and phrases and then give a short weather report in the L3. Guided by the teacher, they also explore weather words in other languages, discussing similarities and differences between the L3/English/Irish/home languages of the children in the class.

MFL: Building an awareness of languages and cultures compare and contrast the features and components of different languages, noticing patterns where they exist, to help make connection. AC, AL, M.		

Table 3: Examples of integration within *Language*

Integration with other curriculum areas

Teachers should prepare for Language Learning Experiences that involve integration with other curriculum areas and subjects. Integrated Language Learning Experiences should be prepared for in parallel and should interact with other curriculum areas and subjects rather than be subsumed into them. Table 4 presents a non-exhaustive set of examples of integration across curriculum areas and subjects. It is not intended as an example of a teacher's recorded preparation. The samples used have been chosen by way of illustration only.

Integration	Learning Outcomes *Through appropriately playful and engaging learning experiences, children should be able to:*	Sample Focus(es) of Learning	Sample Learning Experiences
Language and STE Education	**Stage 1** **Science** **Strand:** Living things		
	observe, identify and sort plants and animals in their local habitats. AC, AL, W.	Naming common plants and minibeasts found in the school grounds.	Children engage in a habitat study of the school grounds, observing and identifying the plants and animals they find (Science).
	Gaeilge (L2) **Snáithe:** Teanga ó Bhéal		Foghlaimíonn na páistí dánta gearra as Gaeilge a bhaineann le plandaí agus ainmhithe (m.sh., Damhan alla, Froganna beaga glasa, Duilleoga beaga deasa).
	aird a léiriú, éisteacht le hathrá ar dhánta, rainn agus amhráin ghearra Ghaeilge, agus páirt a ghlacadh iontu.	Ag déanamh aithrise ar dhánta gearra a bhaineann leis an dúlra.	

Integration	Learning Outcomes *Through appropriately playful and engaging learning experiences, children should be able to:*	Sample Focus(es) of Learning	Sample Learning Experiences
Language and Arts Education	**Stage 2** **Gaeilge (L2)** **Snáithe:** Teanga ó Bhéal athrá a dhéanamh ar dhánta, rainn agus amhráin ghearra Ghaeilge, agus freagairt dóibh le geáitsí/ focail. **Music** **Strand:** Performing and presenting sing, play and chant a variety of songs, rhythms, melodies and musical pieces with and without movement. AL, CL, C.	Ag déanamh aithrise ar amhráin ghearra a bhaineann leis an gcorp le geáitsí.	Foghlaimíonn páistí gníomhamhráin as Gaeilge agus cuireann siad i láthair iad (m.sh., Hócaí Pócaí, Ceann, Gualainn, Glúin is Cos, Nigh na hÉadaí).
SEE, Arts Education, Language	**Stage 3** **History** **Strand:** The island of Ireland **Strand unit:** Identity and heritage gather, record and share examples of national folklore, sports, arts and pastimes that reflect and celebrate Irish identity over time. AL, C, CL. **Music** **Strand:** Responding and connecting listen to, follow, interpret, respond, reflect on and analyse a variety of songs, musical pieces and excerpts in a range of active, sensory and embodied ways. AC, CL, C.	Exploring the history of traditional Irish art-forms in Ireland.	Children engage with four short excerpts of traditional Irish cultural art forms (sean-nós, Irish dancing, bodhrán and uilleann pipes). They then engage in research on one of these art forms and present their findings to the class. They share and learn about traditional art forms associated with a variety of cultures.

SEE, Arts Education, Language (contd.)	**Art, Drama, Music and other artforms** **Strand:** Responding and connecting identify characteristics, instruments and techniques associated with arts works of different genres, periods and contexts from Ireland and the wider world. AC, CL, C. **MFL: Building an awareness of languages and cultures** gather and explore folklore, tales, songs, dance, idioms, proverbs, etc., from a variety of languages and cultures. AC, C, W.	Engaging with examples of traditional art forms associated with Ireland and a range of other countries.	
Key Competency: Being an active citizen	**Stage 4** **History/Geography** **Religions, Beliefs and Worldviews** **Strand:** Europe and the wider world **Strand unit:** Identity and heritage demonstrate an understanding of the attitudes, beliefs and practices of different groups of people and communities in the past, and their impact on the world today. AC, AL, CL. **SPHE** **Strand:** Community and belonging **Strand unit:** Rights and fairness appreciate the importance of rights, equity, equality and justice, and discuss the grounds under which discrimination is prohibited in Ireland. W, AC, AL. **English** **Strand:** Reading compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	Examining the beliefs of people associated with the civil rights movement in the United States and exploring the impact these people had on the world today. Exploring and critically reflecting on texts that give different interpretations of the same historical period.	Children engage with the story of Martin Luther King. They read texts told from differing perspectives about the civil rights movement in the United States and critically examine these texts based on prompts from the teacher. Concepts of rights, fairness, equity and equality permeate discussions as children encounter a real-life example of denial of rights and inequality.

Table 4: Examples of integration with Language and other curriculum areas and subjects

Not all integration is formally prepared for or anticipated. Everyday integration and 'teachable moments' can also offer valuable and authentic opportunities for children to build connections across the curriculum. In Language, examples of natural and spontaneous integration include:

- exploring the origins and meanings (etymology and morphology) of subject-specific vocabulary across the curriculum
- comparing newly-learned vocabulary in T1, T2 and T3 to the equivalent in other languages known to children in the class. Where possible, teachers can record the contributions children make – written records make linguistic diversity visible while also affirming these children's identities as competent users of various languages.

Artificial Intelligence and teacher preparation

Informed, purposeful and ethical use of Artificial Intelligence (AI) can present opportunities to augment and support teachers' preparation for learning, teaching and assessment (*e.g., aiding teachers' understanding of unfamiliar topics, generating and providing feedback on ideas for Learning Experiences or assessment approaches, etc.*). As with all digital tools in education, teachers should be aware of the limitations and risks associated with the use of AI in preparation (*e.g., misinformation, bias, hallucinations, data privacy, copyright, etc.*). Before using tools or programmes which incorporate AI, they should be reviewed for accuracy, alignment with the curriculum, pedagogical relevance and most importantly, safety and trustworthiness.

The management of educational data must be secure and protect the privacy of children, teachers and wider members of the school community. Where a decision is made to use a tool incorporating AI, teachers remain in the lead ensuring the tool supports rather than directs their professional decision-making and judgement.

There are a number of important considerations when exploring the potential use of AI tools to support teacher preparation:

- Does the tool adhere to the relevant policies and guidelines of your school? Is the tool GDPR compliant?
- Will the AI tool or programme meaningfully support teachers' preparation?
- Can you guide and shape AI outputs so they support, rather than replace, teacher professional judgement?
- Are outputs relevant and contextually appropriate to your school setting?
- Before using the output from the tool, have you checked it against other sources and adapted as appropriate?

In all instances, the teacher is responsible for overseeing the output of any AI tools used and ensuring informed, purposeful and ethical use. Further, and evolving, information on the use of AI in schools is available from the Department of Education and Youth's *Guidance on AI in Schools* and through supports provided by Oide and the National Council for Special Education (NCSE).

Parents and families

Establishing and maintaining partnerships between schools and families will enrich children's experience in Language. Schools are encouraged to engage in proactive communication with parents. It is important that they are made aware of the meaningful contribution that learning in Language makes to their child's overall development.

A partnership approach is grounded in open, reciprocal communication where both teachers and parents play a vital role in supporting children's language learning. This approach recognises parents as their child's primary educator, with unique insights into their abilities, interests and needs. Parents' active interest in helping their children's language learning and development is invaluable. They should be assured of the importance and impact of their contribution. It also supports parents to consolidate and extend learning at home.

Supporting children's learning and development in Language at home

Parents' efforts to promote language and literacy at home fosters children's confidence and motivation and supports them as they develop listening, speaking, reading and writing skills in school. Ways that parents and families can contribute to children's language learning at home include:

- supporting oral language development through play
- singing songs, reciting nursery rhymes and playing word games
- encouraging children's reading efforts, reading for and with children at home and bringing children to the local library to access books
- involving children in everyday reading activities such as reading signs, recipes, menus and instructions
- involving children in everyday writing activities such as writing shopping lists, messages, notes, etc.
- promoting and encouraging the use of Irish at home (see the resource *Gaeilge sa Bhaile* developed by the NCCA in collaboration with Dr Claire Dunne, available in the Primary section of the NCCA website)
- encouraging children's curiosity about words and the languages they hear all around them
- modelling positive reading habits by engaging in reading for pleasure.

In the case of children who speak languages other than English or Irish at home, schools can communicate with parents about the importance of maintaining the home languages. They can also suggest activities that parents might consider such as engaging in oral storytelling, shared reading and writing activities, communicating with family members in the home language, etc.

Involving parents in children's learning and development in Language at school

Involving parents and families in children's learning in Language in school can support engagement and provides opportunities for children to share their learning with others. Ways this can be achieved include:

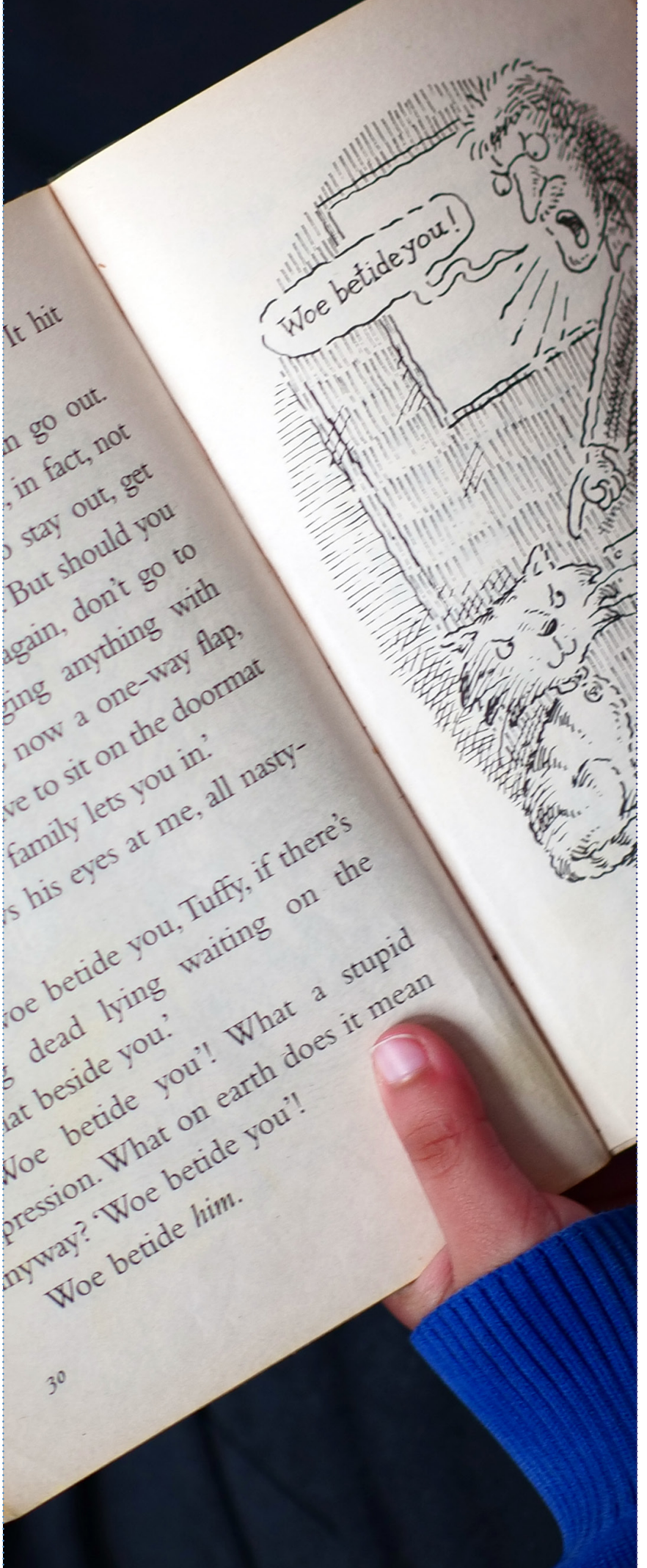
- sharing examples of children's language learning with parents and families (e.g., a poem they can read fluently, a published piece of writing, an audio recording of an oral text they created in Irish, language portfolio, etc.) and encouraging children to showcase/discuss the learning at home
- sharing insights into children's learning in Language through newsletters, the school website, noticeboards, etc.

Parents and families can also be encouraged to participate in school-led linguistic and cultural diversity events.

Considerations for Whole-School Curriculum Planning

Schools can:

- develop shared approaches for communicating with parents and families that support children's learning and strengthen connections between home and school, while recognising the diverse contexts of families.

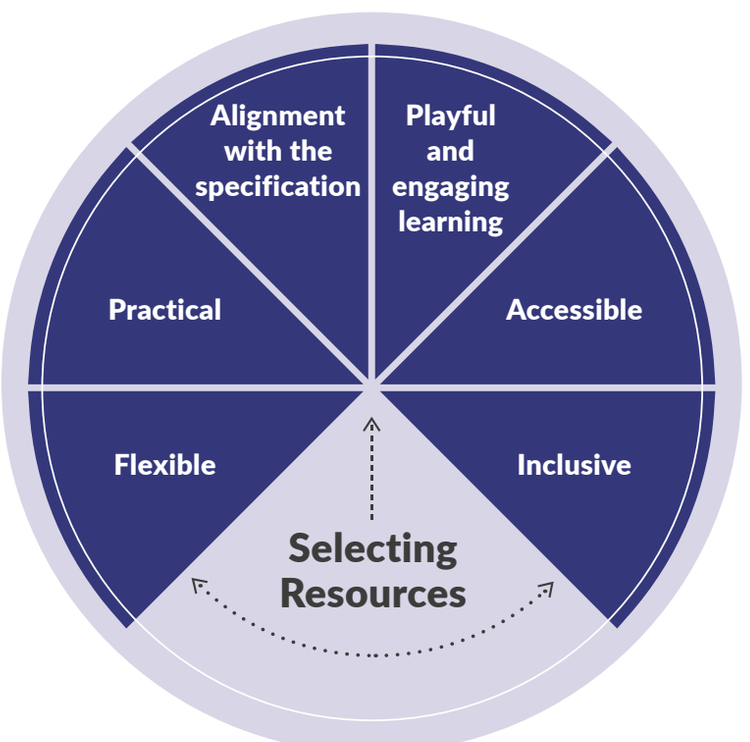


Resources

When preparing for Language, it is important to recognise that the children, the teacher and the learning environment are the primary resources. Beyond these, all other resources can be considered as tools to support children's learning. High-quality physical and digital resources play an important role in supporting children's learning. Children should experience a wide range of resources and are encouraged to demonstrate choice and express preference in selecting and using these, where appropriate.

The following prompts may be useful to consider when selecting resources:

- **Alignment with the specification:** Do they support children's progression in learning as described in the specification?
- **Playful and engaging learning:** Are they motivating for children and reflective of the introductory text to each Learning Outcome in Chapter 5?
- **Accessible:** Are the resources accessible to support meaningful participation for every child?
- **Inclusive:** Are they inclusive of the abilities, interests and needs of the children?
- **Flexible:** Can they be used in different ways and adapted to enact the curriculum and respond to the local school context? Do they support and encourage children's choice in selecting learning activities?
- **Practical:** Are they practical to use, store, and maintain and are they suitable for individual, group or whole-class use?



Considerations for Whole-School Curriculum Planning

Schools can:

- plan for the provision, organisation and effective use of resources to support continuity, progression and equitable access for all children.

Figure 22: Selecting resources

an mhuc
na moncaithe
Saoirse
mé

Programmes

Teachers and schools work with the *Primary Curriculum Framework* and the *Language* specification for curriculum preparation purposes. To support curriculum enactment, schools and teachers may also choose to work with programmes to guide their practice, informed by the Whole-school Curriculum Plan. While carefully selected programmes can be of benefit to children's learning in Language, they do not replace the *Language* specification or teachers' professional judgement.

At the heart of the curriculum is the child, their interests, curiosities and prior learning, and the relationships and interactions developed through rich Learning Experiences. Learning, teaching and assessment must therefore remain responsive, playful and engaging. This involves teachers adapting, modifying or supplementing any programme to ensure it aligns with the *Language* specification and meets the needs of the children in their unique classroom context.

Programmes can support learning, teaching and assessment when they:

- are used judiciously to support breadth and balance in children's learning
- are used selectively and purposefully, rather than followed prescriptively
- allow flexibility so teachers can connect the Focus(es) of Learning with children's abilities, interests and needs
- offer opportunities for meaningful playful and engaging learning
- support the enactment of the *Language* specification.

Glossary

Audience *Lucht léitheoireachta, féachana agus éisteachta*	The audience is the intended group of readers, listeners, or viewers that the writer, designer, or speaker is addressing.
Authentic language use *Úsáid bharántúil teanga*	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 *Téacsanna dílse*	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.
Closed questions *Ceisteanna dúnta*	Closed questions are lower-order questions that have a narrow focus and require short, factual answers, e.g., *who*, *what*, *where* and *when*. They are used to elicit specific information.
Conventions of print *Gnásanna cló*	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: • print carries a message • left to right orientation of print • top to bottom orientation of print • return sweep • appropriate spacing, capitalisation, grammar and punctuation. Digital conventions include: • scrolling • swiping left to right • top to bottom orientation of print.
Dialogic pedagogy *Oideolaíocht idirphlé*	Dialogic pedagogy is a collaborative approach where children and teachers address learning together, expressing and developing ideas and thinking in tandem.
Etymology *Sanasaíocht*	Etymology is the study of the origins of words and how they can change over time.
Explicit teaching *Teagasc follasach*	Explicit teaching enables the teacher to clearly share new knowledge, skills, concepts and language while modelling positive dispositions in a structured way. Through explicit teaching, the teacher demonstrates tasks or concepts by carefully modelling and scaffolding their own thinking, making the learning process transparent.
Extra linguistic skills *Scileanna seachtheangeolaíocha*	Extra-linguistic skills include the ability to use: • appropriate eye contact • body language • gestures and facial expression and sign where appropriate
Functions of language *Feidhmeanna teanga*	A language function refers to how a person uses language to achieve a communicative objective.
Genre *Seánra*	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*.

Gradual release of responsibility *Scaoileadh céimseach na freagrachta*	In a gradual release of responsibility, the responsibility for a task transfers gradually from the teacher to the child. Teacher modelling is followed by shared practice with high levels of support and scaffolding. Gradually, children progress to guided practice and finally independent practice.
Home language(s) *Teanga/ teangacha an bhaile*	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.
Intercultural awareness *Feasacht idirchultúrtha*	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 *Litriú cumtha*	Invented or approximate spelling is a term used when a child uses his/her own combination of letters to make words when creating texts.
Language awareness *Feasacht teanga*	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.
Linguistic repertoire *Stór teangeolaíoch*	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).
Morphology *Moirfeolaíocht*	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, root words, 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.
Narrative text *Téacs insinte*	Narrative texts are a type of oral or written discourse where the purpose is to tell a story or narrate an event or a sequence of events. Narrative text can be categorised as fiction or non-fiction.
Open questions *Ceisteanna oscailte*	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.
Other languages *Teangacha eile*	References to other languages include: • children's home languages • languages of the school community and wider community • languages children have had experience with (e.g., *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*, etc.).
Phonological awareness *Feasacht fóineolaíochta*	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.
Plurilingual approach *Cur chuige ilteangach*	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.
Root words *Fréamhfhocail*	A root word is a form of a word after all affixes and grammatical inflections have been removed, e.g., *door*, *run*, *sad*, *build*, *hair*. Many other words can be created using root words: • inflected words: root + grammatical inflection, e.g., doors, running • derived words: root + affix, e.g., sadness, builder • compound words, e.g., hairdresser.

Texts *Téacs/ téacsanna*	Text to include all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic, digital and multi-modal.
Themes *Na téamaí*	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.
Writing process *Próiseas na scríbhneoireachta*	The writing process involves the teacher explicitly teaching children how to work and learn actively as writers. Steps in the writing process include: • 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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