



This draft long-term planning framework is part of a suite in support of the new Primary Language Curriculum. These planning frameworks are in **draft form** to provide teachers with the opportunity to feed back on how further improvements can be made. You can share your feedback through the online survey [here](#). You can customise the templates according to your planning preference and your own class context.

This draft long-term planning framework consists of two sections: *Expected Learning* and *Supporting the Learning*.

**Expected Learning:** To identify the learning, you may use the Primary Language Curriculum document and/or access the curriculum at [www.curriculumonline.ie](http://www.curriculumonline.ie)

**1. Learning outcomes:** For convenience this section is prepopulated with all of the learning outcomes for the stage(s)/ class(es) selected.

Watch out for this paper-clip symbol alongside some learning outcomes in the Language Curriculum. This symbol indicates that skills covered in this learning outcome are transferable to a learning outcome in the school's other language.

**2. Elements:** For convenience this section is prepopulated. There are three elements of language that are abbreviated to *Communicating*, *Understanding* and *Exploring and Using*. These same elements can be found in oral language, reading and writing.

**3. Progression Milestones:** This section is optional. You may find it helpful to identify where children currently are in their learning and where you expect them to be by the end of the long-term plan. If you are teaching children with moderate to profound difficulties, you may also find the [Special Educational Needs SEN pathways](#) helpful.

Circle all the progression steps that reflect children's learning at the beginning of the period covered by this long-term plan. You may identify and circle as many groups as you wish. For children with SEN you may find it helpful to also use the [SEN pathways](#) to recognise their progress. On the second row circle where you plan for groups of children to be by the end of the period of time covered by the long-term plan.

You may find it helpful to read the progression milestones online and watch their associated [examples of learning](#) to get a better sense of where children are in their learning. In the case of SEN you may find it helpful to read the Support Material, [SEN pathways](#) and view their associated examples of learning.

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**Supporting the Learning:** In this section, identify the topic/theme, learning content, methodologies, assessment practices, resources, linkage and integration you plan to use.

**Topic/ Theme:** You may wish to refer to a topic or theme that you plan to use with the children.

**Content:** In broad terms, identify what you intend to teach. In the interests of clarity, the content may be presented separately under the three strands.

**Methodologies/Assessment/Resources/Linkage and integration:** Methodologies, assessment, resources, linkage and integration may be planned across the three strands supporting connections between oral language, reading and writing. You may find it helpful to refer to guidelines, [methodologies](#) and [assessment methods](#). Differentiation should be planned for and referred to throughout.

**Other:** You may wish to refer to other areas that need to be planned for or considered such as homework, home support, whole school support and external services.

When completing the *Supporting the Learning* section of the planning framework you may like to visit [www.curriculumonline.ie](http://www.curriculumonline.ie) to look at the Language Curriculum [Support Material](#).



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Long-term plan			
Date:		Class(es):	
		Time-span:	

## Expected Learning

**Learning Outcomes:** *please edit as you see fit for your own style, context and period of plan*

Element	Oral Language	Reading	Writing
Communicating	<p><b>1. Engagement, listening and attention</b>  <b>Stages 1 and 2:</b> Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose. <a href="#">🔗</a> TFI</p>	<p><b>1. Engagement</b>  <b>Stages 1 and 2:</b> Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others. <a href="#">🔗</a> TFI</p>	<p><b>1. Engagement</b>  <b>Stage 1:</b> Take part in and have fun mark-making, drawing and writing to communicate with others. <a href="#">🔗</a> TFI</p>
	<p><b>2. and 3. Social Conventions and awareness of others</b>  <b>Stage 1:</b> Recognise that language style changes with different relationships and audiences and show understanding of the listener’s needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally. <a href="#">🔗</a> TF2</p>	<p><b>2. Motivation and choice</b>  <b>Stage 1:</b> Choose, read and communicate about text in a range of genres for pleasure and interest. <a href="#">🔗</a> TF2</p>	<p><b>Stage 2:</b> Take part in and enjoy writing to communicate with others. <a href="#">🔗</a> TFI</p>
	<p><b>Stage 2:</b> Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. <a href="#">🔗</a> TF2</p>	<p><b>Stage 2:</b> Choose, read and talk about text in a range of genres for pleasure, interest and specific purposes. <a href="#">🔗</a> TF2</p>	<p><b>2. Motivation and choice</b>  <b>Stage 1 and 2:</b> Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. <a href="#">🔗</a> TF2</p>
	<p><b>Stages 1 and 2:</b> Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences. <a href="#">🔗</a> TF3</p>		

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

Element	Oral Language	Reading	Writing
<h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</h2>	<p><b>4. Sentence structure and grammar</b>  <b>Stages 1 and 2:</b> Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately.</p> <p><b>5. and 6. Acquisition and use of vocabulary</b>  <b>Stages 1 and 2:</b> Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words. <a href="#">TF5</a></p> <p><b>Stages 1 and 2:</b> Use sophisticated oral vocabulary and phrases including the language of text, topic and subject-specific language, and express and use decontextualized language. <a href="#">TF6</a></p> <p><b>7. Demonstration of understanding</b>  <b>Stages 1 and 2:</b> Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case including speculating, hypothesising, justifying, negotiating, arguing and complaining. <a href="#">TF7</a></p>	<p><b>3. Conventions of print</b>  <b>Stage 1:</b> Identify and use basic conventions of print in text. <a href="#">TF3</a></p> <p><b>Stage 2:</b> Use conventions of print to help understand text. <a href="#">TF3</a></p> <p><b>4. Phonological and phonemic awareness</b>  <b>Stages 1 and 2:</b> Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p> <p><b>5. Phonics and word recognition</b>  <b>Stage 1:</b> Recognise, name and sound all lower and upper case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts.</p> <p><b>Stage 2:</b> Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. <a href="#">TF5</a></p> <p><b>6. Reading vocabulary</b>  <b>Stage 1:</b> Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding. <a href="#">TF6</a></p> <p><b>Stage 2:</b> Use a range of vocabulary strategies and knowledge of synonyms, antonyms and homonyms, affixes and root words to clarify and discuss the meaning of unknown words and phrases as they arise. <a href="#">TF6</a></p>	<p><b>3. Conventions of print and sentence structure</b>  <b>Stage 1:</b> Use basic conventions of print and sentence structure. <a href="#">TF3</a></p> <p><b>Stage 2:</b> Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing. <a href="#">TF3</a></p> <p><b>4. Spelling</b>  <b>Stage 1:</b> Recognise, name and sound letters and use some correct spellings drawing on their sound and letter patterns to try out invented spelling.</p> <p><b>Stage 2:</b> Spell a wide range of high frequency words accurately and use spelling strategies for unfamiliar words. <a href="#">TF4</a></p> <p><b>5. Vocabulary</b>  <b>Stage 1:</b> Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing.</p> <p><b>Stage 2:</b> Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. <a href="#">TF5</a></p>

\*Text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital.

Element	Oral Language	Reading	Writing
<b>Exploring and using</b>	<p><b>8 and 9. Requests and questions</b>  <b>Stages 1 and 2:</b> Express personal needs and preferences, and make requests with confidence. <a href="#">TF8</a></p> <p><b>Stages 1 and 2:</b> Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. <a href="#">TF9</a></p> <p><b>10. Categorisation</b>  <b>Stages 1 and 2:</b> Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding. <a href="#">TF10</a></p> <p><b>11. Retelling and elaborating</b>  <b>Stages 1 and 2:</b> Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. <a href="#">TF11</a></p> <p><b>12. Playful and creative use of language</b>  <b>Stages 1 and 2:</b> Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively. <a href="#">TF12</a></p> <p><b>13. Information giving, explanation and justification</b>  <b>Stages 1 and 2:</b> Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.</p> <p><b>14 Description, prediction and reflection</b>  <b>Stages 1 and 2:</b> Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.</p>	<p><b>7. Purpose, genre and voice</b>  <b>Stage 1:</b> Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing preferences and opinions. <a href="#">TF7</a></p> <p><b>Stage 2:</b> Experience and respond to the aesthetic, creative and imaginative aspects of text and a wider range of genres justifying preferences and opinions. <a href="#">TF7</a></p> <p><b>8 and 9. Comprehension</b>  <b>Stages 1 and 2:</b> Recall, discuss and sequence significant details and identify key points of information in text. <a href="#">TF8</a></p> <p><b>Stage 1:</b> Use a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. <a href="#">TF9</a></p> <p><b>Stage 2:</b> Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text. <a href="#">TF9</a></p> <p><b>10. Fluency and self-correction</b>  <b>Stages 1 and 2:</b> Read instructional and independent-level texts in a range of genres with fluency and understanding, and self-correct independently. <a href="#">TF10</a></p>	<p><b>6. Purpose, genre and voice</b>  <b>Stages 1 and 2:</b> Draw and write with a sense of purpose and audience while creating texts in a range of genres, and develop an individual voice to share their thoughts, knowledge and experiences. <a href="#">TF6</a></p> <p><b>7. Writing process</b>  <b>Stages 1 and 2:</b> Use the writing process when creating texts collaboratively or independently.</p> <p><b>8. Response and author's intent</b>  <b>Stage 1:</b> Share the meaning of their own texts and demonstrate understanding through responding to the texts of others <a href="#">TF8</a></p> <p><b>Stage 2:</b> Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent. <a href="#">TF8</a></p> <p><b>9. Handwriting</b>  <b>Stage 1:</b> Write upper and lower case letters as separate flowing letters</p> <p><b>Stage 2:</b> Write using cursive script</p>

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## Progression Milestones *This section is optional. The SEN pathways may also be of benefit.*

1. Circle the progression milestones that reflect where the children/groups of children in your classroom are **currently** in their learning at the beginning of the period covered by this long-term plan. You can identify and circle as many groups as you wish. For children with moderate to profound difficulties you may find it helpful to also use the SEN pathways to recognise their progress.

2. Circle where you plan for children **to be** by the end of the period of time covered by this long-term plan.

*The table supports planning for learning groups within a class or multi-grade classes in one classroom. Please customise according to your context.*

Class(es)/ groups	Progression Milestones for Oral Language								
	Where the children/groups are currently in their learning and where they should arrive at by the end of the period in this plan								
<a href="#">Beginning of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">End of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">SEN pathways</a>	Experiencing	Attending	Responding	Initiating	Acquiring	Becoming Fluent	Generalising		
Class(es)/ groups	Progression Milestones for Reading								
	Where the children/groups are currently in their learning and where they should arrive at by the end of the period in this plan								
<a href="#">Beginning of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">End of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">SEN pathways</a>	Experiencing	Attending	Responding	Initiating	Acquiring	Becoming Fluent	Generalising		
Class(es)/ groups	Progression Milestones for Writing								
	Where the children/groups are currently in their learning and where they should arrive at by the end of the period in this plan								
<a href="#">Beginning of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">End of period</a>	early a	a	b	c	d	e	f	g	h
<a href="#">SEN pathways</a>	Experiencing	Attending	Responding	Initiating	Acquiring	Becoming Fluent	Generalising		

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Supporting the Learning						
Learning Experiences: <i>In broad terms record a brief outline of what will be taught and how. Differentiation to be referred to throughout.</i>						
Strand	Topic/Theme	Content	Methodologies	Assessment	Resources	Linkage and integration
Oral Language						
Reading						
Writing						

**Other:** You may wish to refer to other areas which need to be planned for such as homework, parental involvement, whole school support, external services.