



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



Draft Primary Language Curriculum

English-medium schools

English Language 1 and Gaeilge Teanga 2

Stage 1: Junior and Senior Infants

Stage 2: First and Second Class

For consultation: April 9th to July 11th

Note on the sets of questions included in this document

The Primary Language Curriculum, when finalised, will be an online curriculum with hyperlinks from one part of the curriculum to another. In this document, these links are flagged with the following symbol: [🔗](#) and the notes are presented within a blue border.

Questions in the online survey are included in this document. These are boxed off from the text of the curriculum and are introduced by the words: ‘Consultation: Share your views’. Click on the green button on the consultation page to respond to these questions using the ‘Online survey’.

The screenshot shows the NCCA website for the Primary Language Curriculum Consultation. The header includes the NCCA logo and navigation tabs for 'NCCA', 'CURRICULUM', and 'ACTION'. A search bar and social media links are also present. The main content area is titled 'Primary Language Curriculum Consultation' and features a 'SHARE YOUR VIEWS!' section with a date range of April 6th to July 11th. Below this, there is a video player showing three children in a classroom setting. At the bottom of the page, there are two buttons: 'Draft Primary Language Curriculum' (yellow) and 'Online Survey' (green), along with the 'primary developments' logo.

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Consultation: Share your views

Thank you for taking the time to share your thoughts on the draft Primary Language Curriculum for English and Gaeilge. Your feedback will help us to improve this draft and will inform work with schools in the Autumn. To begin, please tell us a little information about yourself. This online survey should take no more than 20 minutes to complete.

- *1. **I am responding as a:**
Primary teacher; Post-primary teacher; Early childhood practitioner; Parent/guardian; Academic/ researcher; Other (please specify)
2. **If you are responding as a primary teacher please complete Questions 2 to 6. If not, please skip to Question 7.**
School language context: My school is:
English-medium; Irish-medium(Gaelscoil); Irish-medium:(Scoil sa Ghaeltacht), English-medium: (Scoil sa Ghaeltacht).
3. **School type.** My school is a (please tick all that apply):
Junior school; Senior school; Vertical school (junior infants to sixth); Special school; School with DEIS status; Single-sex boys school; Single-sex girls school; Mixed school (boys and girls).
4. **School size.** The number of children in my school is:
Up to 15; 16-30; 31-60; 61-100; 101-200; 201-300; 301-500; More than 501
5. **Position in school.** I am a:
Principal or Deputy or Assistant Principal; Class Teacher; Resource or Learning Support Teacher; Other (please specify)
6. **I have the following number of years of experience in school:**
Up to 5 years; 6-10 years; 11-15 years; 16-20 years; 21 or more years.
7. A word/phrase to describe **my hope/wish for primary school children's language learning and development** today and into the future:
8. A word/phrase to describe **my hope/wish for my language teaching** today and into the future:

Introduction to the Primary Language Curriculum

The Primary Language Curriculum comprises a first and second language curriculum (L1 and L2). The L1—whether Irish or English—is determined by the language teaching and learning context of the school. With the exception of some particular skills pertaining to the acquisition of Irish in Gaeltacht schools, the L1 outcomes are identical in both English and Irish. The L2—Irish or English—follows the same continuum of learning as the L1 but the level at which curriculum outcomes are attained varies due to experience with and exposure to the language. In this language curriculum for Stages 1 and 2 (Junior Infants to Second Class) the common curriculum specification for L1 and L2 means that integration within a specific language, between languages and across the curriculum is explicitly identified, and that language learning is not compartmentalised.

The sections in the language curriculum include:

- Rationale
- Aims
- Overview
- Using the Primary Language Curriculum
- Learning Outcomes
- Explanation of Concepts, Dispositions and Skills.



Language Curriculum Online

Link Introduction to language curriculum specification to video of “what’s new” in the language curriculum on Curriculum Online Language Homepage.

1. Rationale

Language learning enables children to understand the world around them and to communicate effectively with others. Communication takes many forms, from the non-verbal and verbal to print-based and digital texts. Through interacting with adults in the social environment, children are initiated into, and engage in, communicative relationships through which they come to understand, interpret, construct meaning and critically appreciate the communication of others. Language enables children to engage emotionally, socially, cognitively, imaginatively and aesthetically in relationships and cultural experiences. It empowers children to develop their thinking, expression, reflection, critique and empathy, and supports the development of self-efficacy, identity and full participation in society.

Language shapes who we are

Language is central to how and what we learn. It is the primary medium through which new learning is acquired and assimilated. It plays a vital part in the expansion of the child's conceptual framework and growth of the child's conceptual knowledge, dispositions and skills. It is our chief means of intrapersonal and interpersonal communication and is key to the development of the child as a person. Each curriculum area has its own particular language or languages; therefore every lesson is a language lesson in itself. Access to knowledge within the curriculum requires that children understand and use increasingly complex language at each class level within primary school. Effective language concepts, dispositions and skills are therefore crucial to both living and learning.

Language learning is a developmental process

Language learning is a developmental process in which each child engages at their own individual rate or pace. From birth, children progress at differing rates along a continuum of learning and development. The range of abilities children bring to language learning tasks and the influence of the environmental context, contributes to the variation in children's rates of progress in language learning. Children's language develops through communicating, by giving, receiving and making sense of information. For teachers, it is important to recognise children's individual, inherent abilities and needs and their early experience of language when establishing a starting point for further language development.

Language learning is an integrated process

Learning languages whether at home, in an early years setting, in school or in community settings enables children to extend their linguistic experiences and to deepen their understanding of and connection with culture and heritage. Languages by their nature are interconnected. Developing skills in one language will help children develop similar skills in another language provided they have adequate exposure to the language, adequate motivation and opportunities to engage with the language. An explicit focus on integration between languages enables children to make cross-lingual connections and develop an awareness of how language works, which leads to learning efficiencies for the child.

Within this language curriculum **integration** is defined in terms of

- interaction between the three strands of oral language, reading, and writing,
- connecting language across the curriculum,
- the transfer of skills learned across languages.

Although discrete language skills associated with each strand are essential, engaging with all three strands together enables the child to become a more effective communicator. In this context it is important to note that Ireland is a linguistically and culturally diverse country which has two official languages: English and Irish. However, most schools and classrooms include children whose home language is a language other than English or Irish.

Contexts for children's language learning

Children's homes and communities play a key role in their language learning which is developed through meaningful interactions with parents and extended family and friends. The language curriculum identifies adult-child and child-child interactions as a primary context for language teaching and learning. Language is co-constructed between the adult and child through joint attention, mutual interest and enjoyment. Meaningful interactions and conversations between adult and child, or child and child, develop children's language learning. The role of the teacher is to support children's talk during processes of exploration, discovery, and problem solving.

The learning environment influences what and how children learn. An engaging environment encourages and helps children to explore, make discoveries, solve problems, express themselves and interact with others. An **appropriate and stimulating learning environment facilitates children's language learning** and development. When children play, or are involved in playful activities, they are engaged in meaningful

communication. Children share information and knowledge through their play. They can also play with language, sharing rhymes, jokes, nonsense syllables and gain an early understanding of language as a system that can be manipulated. A playful learning environment assists children to make sense of their world and explore their surroundings.

There are **different school contexts in which language learning occurs**: English-medium schools, Irish-medium schools (Gaelscoileanna) and Gaeltacht schools. In Irish-medium school settings Irish is the working language of the school and children use it to communicate and to access a broad range of subjects across the curriculum. In Gaeltacht schools children access the curriculum through Irish. Where the children are native Irish speakers the school is preserving the language of the community and therefore operating as a language maintenance setting. In the case where the children are non-native speakers, the Gaeltacht school is engaged in supporting the language of the community. Children from non-Irish speaking families who attend a Gaelscoil or Gaeltacht school are in an immersion setting where they are immersed during school time in a language that is different from their home language. Equally, children for whom English is an Additional Language (EAL) are immersed in the language of the school. For many children with EAL, partnerships between the primary school and their homes are critical for planning for and supporting their language learning, to develop the first language of the school while maintaining their home language. Following a period of immersion in the target language, children transfer the skills they have learned in the target language onto their other languages.

Language learning as it pertains to each school context is identified in the Primary Language Curriculum. To facilitate the practice of immersion education in Irish-medium schools, the teaching of English will not begin until children have reached the end of their first term in senior infants. Similarly, in immersion contexts, English is not taught throughout the day in incidental ways and is confined to the discrete English lesson.

In an English medium school, English is the working language and Irish is taught as the school's second language. In order for successful language learning to take place children need to be given opportunities to use the second language they are learning outside of the formal Irish lesson. Teachers do this by integrating Irish throughout the day in informal conversation and within other curricular areas, as in, for example, the use of place names in Geography. Irish is also used as a working language in other curriculum subjects. Adopting a Content and Language Integrated Learning (CLIL) approach is an

effective way to increase the level of exposure to Irish and create authentic contexts for children to use Irish.



Language Curriculum Online

Link to research papers for new Language Curriculum on ncca.ie and Curriculum Online.



Consultation: Share your views

Rationale

- 9. Rationale:**
To what extent do you agree with the **Rationale** for the new, integrated Primary Language Curriculum?

- 10.** Are there other ideas you would like to see included in the **Rationale**? List up to three in order of importance, the first being the most important.

2. Aims

The Primary Language Curriculum promotes the language development of communities of communicators, readers, writers and thinkers where children are enabled to progress at their own individual rates in a structured, supportive, engaging, inclusive classroom environment.

Aims

The language curriculum aims to:

- promote a positive disposition towards communication and language, and enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic experiences
- foster within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences in an enriching learning environment
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language diversity, and their ability to use different languages to communicate with people in a variety of contexts and situations
- encourage children to engage personally with and think critically about a broad range of spoken, written and multimodal texts
- encourage and enable children to communicate effectively in both the first and second language of the school for a variety of purposes
- encourage children to embrace Gaeilge, and promote our cultural identity through the use of the Irish language
- enable children to build on prior knowledge and experience of language and language learning to enhance and accelerate their learning of new languages
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages
- recognise the wide variation in experience and ability which children bring to language learning in school, and enable them to engage in relevant and meaningful communicative relationships.

Principles of Children’s Language Learning

The above Aims underpin the Primary Language Curriculum and inform the following principles for children’s language learning and development. These principles, with particular regard to children’s language learning and development in their second language are elaborated in greater detail by Ó Duibhir and Cummins (2012, p.37-58) in their commissioned [Research Report](#) for NCCA.

- Children learn key vocabulary and phrases through opportunities for **imitation** through stories, songs, play and daily routines.
- Children are engaged through opportunities for **meaningful communication** where they use contextual cues and prior knowledge for a real purpose.
- Children can avoid reinforcement of errors through **explicit teaching** of form including certain features of grammar.
- Children’s initial focus on meaning to develop **implicit knowledge of the L2** is later supported by a focus on form.
- Children are taught through the target language for example: Irish is taught through Irish in English medium schools.
- Children’s prior knowledge, their stage of development, and their interests are important starting points for planning their language learning
- Children’s L2 learning will increase and accelerate in line with increased **exposure to the L2**. In the case of Irish in an English medium school Irish is used informally throughout the day thus maximising exposure to the language.
- Children’s language learning is increased through opportunities to **produce language** orally and in writing, in meaningful contexts, throughout the school day.
- Children become more autonomous and motivated language learners through opportunities for **enjoyable interaction with others**.
- Children’s next steps in language learning are shaped by the extent to which their **individual differences** are recognised and responded to.
- Children’s language progression is assessed through **independently-produced language as well as teacher-led assessments**.

Further information on how the above Aims and Principles shape children’s language learning in particular school contexts, is provided in Section 4 Using the Primary Language Curriculum.

Second Language Learning

Most children travel along predictable pathways as they learn to acquire a second language in educational settings. Irish is no exception and children learn Irish as a second language in primary school in predictable but individual ways. Children learning English as an additional language will also follow the same trajectory, but in this case with more opportunities to interact with the language outside the school context. There are four common pathways children follow in acquiring a second language:

- **Demonstrating Understanding: Children gradually realise that communication and meaning can be made in other languages.** The teacher supports this understanding through the use of augmented speech along with gestures and objects. Children are allowed remain in the silent period for as long as is necessary while listening to the new language being modelled. Children demonstrate their understanding by complying with a request or following an instruction. They can respond to the new language using their own first language while the teacher continues to respond in the new target language. Children are praised and encouraged for engaging with conversation/interaction in the new target language. The teacher can fine tune input to suit the children's language level. This gives the children a good opportunity to experience success in language learning and provides the teacher with guidance on the level he/she should be teaching at.
- **Mixed Utterances:** Children gradually learn new words in their new second language. These words often relate to the context in which the language was modelled e.g. the school. **Children begin to mix and use L2 words in an L1 sentence** e.g.: *I need to go to the leithreas*. They will gradually learn frequently used phrases as well as words. The teacher can adapt the input in line with the children's developing competencies, facilitating response to children's interests while allowing for sufficient repetition for learning the second language.
- **Formulaic Utterances: Children acquire words and phrases that are used in regular and repeated contexts throughout the day.** In a school for example these would form part of classroom management talk and play e.g.: *Cé leis é seo?..Is liomsa é*. It is important that second language learning is not confined to the language lesson but used frequently throughout the day in daily routines and activities thereby modelling correct forms of vocabulary and grammar in repeated, predictable contexts.
- **Creative Speech: Overtime children acquire common familiar words and phrases in their second language, opportunities can be supplied to repeat these in scaffolded situations,** for example,during the reading of a picture book on

a familiar theme/topic. The teacher engages in activities such as beginning the sentence and allowing the child the opportunity to finish it, and later supplying an opportunity for the child to repeat the full phrase. The teacher recasts and expands on the child's responses modelling the correct sentence structure/phrase e.g.:
Teacher: Cá mbíonn an bhóin dé?, Páiste: Ins an bláthanna, Teacher: bíonn sé ar na bláthanna , bíonn sé ar na bláthanna .The scaffolding can change over time, but the basic principles of working with children's interests, focusing on meaning with additional supports remain.



Consultation: Share your views

Aims

11. **Aims**
To what extent do you agree with the **Aims** for the new, integrated Primary Language Curriculum?
12. Are there other ideas you would like to see included in the **Aims**? List up to three in order of importance, the first being the most important.

3. Overview

The different contexts in which children learn language in primary schools in Ireland are each represented in this Primary Language Curriculum: English-medium schools, Gaeltacht schools and Irish-medium schools. The language experience of children attending primary school varies considerably. The number of children who speak a language other than English or Irish at home is a feature of Irish primary schools, creating a multilingual context for language learning. All children enter school with a level of competence in one or more languages, which may or may not be the first language of the school. The language curriculum supports teachers to value the language experience of all children. It recognises that when children develop skills in one language they are not just learning the skills of that particular language, they are also developing a common underlying proficiency that enables the transfer of language skills and learning strategies to other languages. This means that although the surface aspects of different languages (e.g. pronunciation, grapheme-phoneme correspondences) are clearly separate, there is an underlying knowledge base that transfers across languages.

The Primary Language Curriculum has been developed in light of *Aistear: the Early Childhood Curriculum Framework*, (NCCA 2009). *Aistear's* principles are relevant for all children in the junior primary school and are reflected in the Rationale, Aims and Overview sections of the Primary Language Curriculum. Following *Aistear*, the language curriculum recognises the importance of positive dispositions, the individuality of the child, the centrality of collaborative learning, play as a pedagogical approach, and the integrated nature of learning. *Aistear's* aims and learning goals, in particular within the theme, *Communicating*, are reflected in learning outcomes for the junior primary school. Learning environments, experiences and methodologies appropriate for children's language development and informed by *Aistear* are explicated in the curriculum component, *Planning, teaching and assessment* in the online curriculum specification.

Stages

The language curriculum is set out in stages and each stage represents the expected language learning for children over a two-year period. The curriculum also acknowledges that children's language learning is best described on a continuum and that learning and development for children in one stage may overlap with children at a preceding or subsequent stage. Outcomes at Stage 1 represent learning which the majority of children are expected to achieve and demonstrate by the end of the two year period of junior and

senior infants when due account is taken of individual abilities and varying circumstances as, for example, where a child's first language is a language other than English or Irish. Similarly, the outcomes at Stage 2 refer to the two year period of first and second class.

The preamble to *Aistear's* learning goals—*In partnership with the teacher, children should*—is used in the stem for Stage 1 learning outcomes to acknowledge children's differentiated pace of learning. The stages are dynamic. Children's learning is fluid and their progress in language learning is not linear. Therefore, their progress may be reflected in different stages across the three strands. For example, some children may be working at Stage 2 in oral language while at Stage 1 in writing or reading or both for a period of time.

Strands

The language curriculum focuses on the development of language through the **three strands: Oral Language, Reading and Writing**. Oral language permeates every facet of the curriculum. It is, therefore, central to the language learning experience of children. The connections across oral language, reading and writing are reflected in the definition of the term *text* in the curriculum.

Definition of *text*

All products of language use—oral, written, visual, or multimodal—can be described as texts. Multimodal texts combine language with other systems for communication, such as print text, digital text, visual images, audio and the spoken word.

The definition of text aims to encapsulate the variety and richness required to motivate and engage children and to cultivate their appreciation of language. A clear understanding of the term *text* is essential to interpreting the learning outcomes in each strand and element.

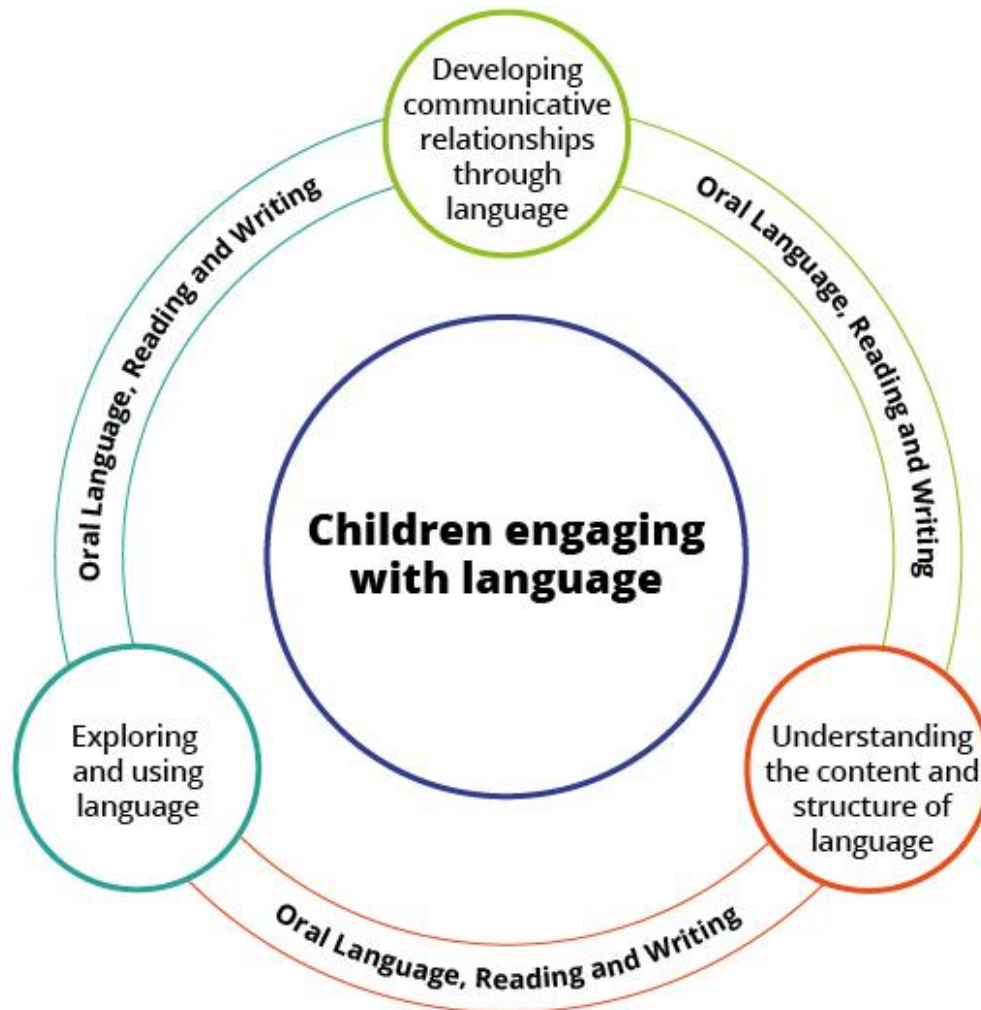
Elements and Language concepts, dispositions and skills

The elements of language learning across each of the strands are:

- 1. Developing communicative relationships through language**
- 2. Understanding the content and structure of language**
- 3. Exploring and using language**

The term *element* describes the essential language learning within the strands. Each element has a specific set of **learning outcomes** and is associated with a particular set of **language concepts, dispositions and skills**. In this sense, the elements compare with the strand units in the 1999 curriculum in that they provide the organisers for the outcomes, just as the strand units did for the content objectives. The elements are interdependent as Figure 1 below highlights.

Figure 1: The elements of language



A web of interconnections exists, not only among the elements but also across the strands. While each strand supports the development of the other, the oral language strand requires specific attention in the early years as it is fundamental to the development of reading, writing and learning across the curriculum. Some of the concepts, dispositions and skills developed through oral language are precursors to related skills and concepts developed in reading and writing. It is through an awareness of interrelationships among the elements and across the strands that the potential of the

integrated language curriculum is revealed. This potential is highlighted through the use of the term *text* across the strands and elements.

Aistear; the Early Childhood Curriculum Framework defines dispositions as enduring habits of mind and action and states that *a disposition is the tendency to respond to situations in characteristic ways* (NCCA, 2009a, p.54). In particular, it advocates the nurturing of dispositions like independence, curiosity, playfulness, perseverance, confidence, resilience and resourcefulness. In schools desirable/positive learning dispositions such as co-operation and persistence can be strengthened while undesirable dispositions such as learned helplessness and intolerance can be weakened. In the case of children’s language learning and development, for example, a positive disposition towards reading (i.e., the ‘will to read’) is included in outcomes along with the concepts and skills involved in learning to read.

The learning outcomes contain both constrained and unconstrained skills.

- **Constrained skills**, such as, letter knowledge and conventions of print, are essential for mastery in the early years because they are fundamental to children’s subsequent learning and development. They are finite skills and once achieved and demonstrated they do not appear in outcomes in subsequent stages in the curriculum.
- **Unconstrained skills**, such as, comprehension and vocabulary, develop across the lifespan of the child. Progression and development of these skills requires children to engage with and create increasingly complex oral and written texts. In some instances therefore, an outcome relating to unconstrained skills may be the same across two or more stages in the curriculum.

Element 1: Developing communicative relationships through language

This element focuses on developing children’s knowledge and understanding of how we build and share meaning together, in communicative relationships, as givers and receivers of information. In specific terms, it is about developing the skills which support that process. The majority of children will come to school with a well-developed sense of the communicative relationship and this element builds on their existing experience. For some children these relationships will be less developed and, for a minority, the focus will be on initiating them into a communicative relationship. While the three elements are interrelated the skills in this element are fundamental to children’s progress in the other two. The language skills that have particular application to each Element are shown in Tables 1 to 3 below. The skills in Tables 1, 2 and 3 relate to children’s language learning

and development throughout their primary school experience. They are developed as appropriate to each school context and each child's stage in learning in first and second languages.

Table 1. Language concepts, dispositions and skills – Element 1

	ORAL LANGUAGE	READING	WRITING
Element 1 Developing communicative relationships through language	joint attention to topic and intentional communication of meaning – intentionality	awareness of the intentional communication of meaning in text – intentionality	intentional communication of meaning – intentionality
	topic maintenance, semantic contingency (the child's response is related to topic) – relevance	selecting and reading texts appropriate to purpose and interests – relevance	topic maintenance – relevance
	eye contact, gesture, body language – extra linguistic skills		
	audibility, intonation, pitch, pause, emphasis, pace – paralinguistic skills		
	responding, initiating, sustaining, handing over – turn-taking		
		engaging with a wide range of texts – reading text with accuracy, fluency and meaning (comprehension)	
		awareness of meaning and interpretation of text/ illustration	
	active listening and verbal memory		
		awareness of author's purpose	awareness of purpose
	alert and responsive to others' needs in order to maximise effective communication – awareness of 'other'		awareness of audience

Element 2: Understanding the content and structure of language

The aim of this element is to develop children's ability to create and interact successfully with oral and written text using increasingly sophisticated knowledge and understanding of the content and structure of language.

Table 2. Language concepts, dispositions and skills – Element 2

	ORAL LANGUAGE	READING	WRITING
Element 2 Understanding the content and structure of language	articulation skills		
			accurate letter formation – legibility
	phonological skills	alphabetical principles – letters and letter clusters – recognising relationship between sound and language	
		using and understanding the conventions of print in reading	using and understanding the conventions of print in writing
	conceptual understanding, semantic relationships, vocabulary development – semantics	conceptual understanding, semantic relationships, vocabulary development – semantics	using increasingly sophisticated vocabulary in writing – semantics
	understanding the organisational rules specifying word order, sentence structure and organisation – syntax	Identify use of syntax in a range of genres	increasingly accurate and complex sentence structure and morphology – syntax
	understanding the rules associated with making changes to words e.g. plural, tense	grapheme – phoneme cues, semantic cues and syntactical cues – word identification strategies	using phonological and orthographical knowledge to spell words accurately – spelling
	verbal memory		

Element 3: Exploring and using language

This element prioritises the development of children’s ability to explore and use language for a wide range of purposes and in a variety of genres. Through exploring and using language children’s developing sense of voice is nurtured and their appreciation of the aesthetic dimension of language develops. As they engage with and create a wide variety of oral and written texts children develop a greater awareness of author voice.

Table 3. Language concepts, dispositions and skills – Element 3

	ORAL LANGUAGE	READING	WRITING
Element 3 Exploring and using language	engaging appropriately and effectively in conversation		
	developing a sense of voice and self-expression		developing a sense of voice
	exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text
	using language to play , in rhymes, puns, jokes and nonsense words and syllables		
	creating and understanding narrative text – recount, retell, compose stories and personal narratives		creating narrative texts
	creating and understanding expository text – factual accounts, explanations, descriptions, arguments	identifying key points of information in expository text	creating expository texts
	using language to ask questions, make requests, express preferences and opinions, explain, narrate, explore, argue, predict, reason about, and justify decisions, explanations and outcomes		responding to texts through writing
	using language to present information to different audiences		expressing opinions, emotions and preferences in writing
		using comprehension strategies to interpret, evaluate and respond to text	
		monitoring comprehension and using fix-up strategies where appropriate	using the writing process to create texts
	using text organisational structures to facilitate understanding when reading	using structures and language register appropriate to the genre and form – text organisational structure	



Language Curriculum Online

The Language Concepts, Dispositions and Skills in the above three tables **link** to the relevant learning outcomes.



Consultation: Share your views

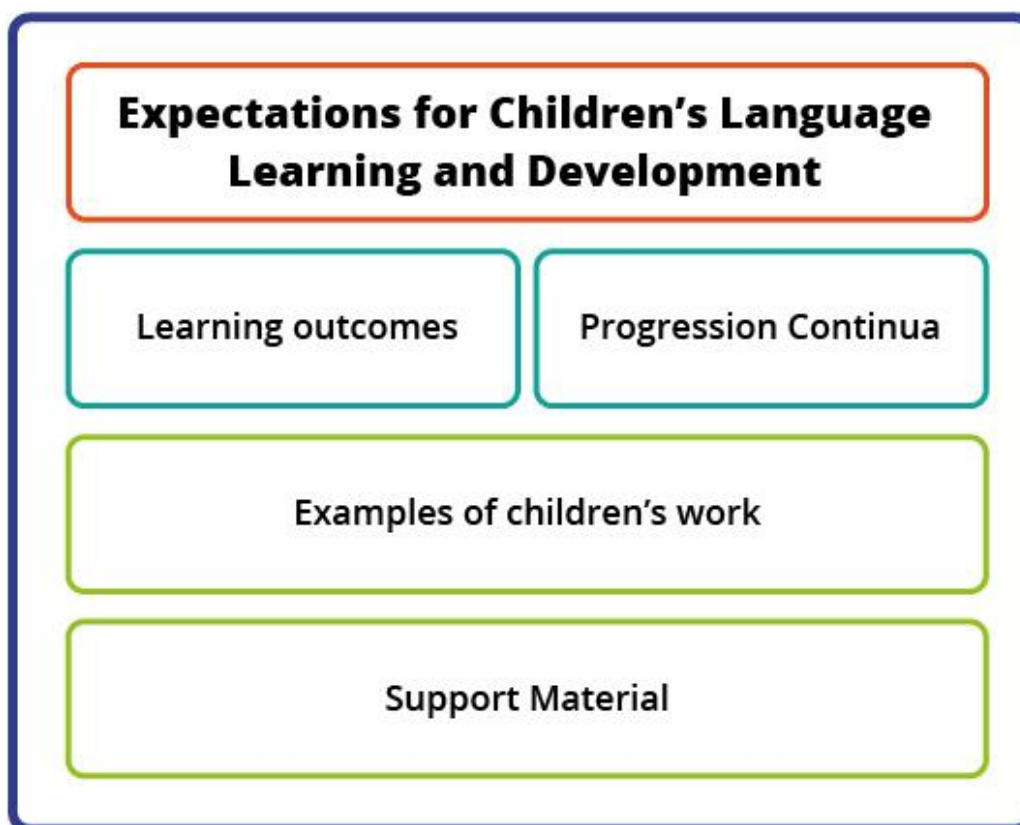
Overview

- 13. Concepts, Dispositions and Skills:**
To what extent are the **Concepts, Dispositions and Skills** listed in Tables 1, 2 and 3 appropriate for children’s language development in Stage 1 (Junior and Senior Infants) and Stage 2 (First and Second Class)?
- 14.** Are there other ideas you would like to see reflected in the **Concepts, Dispositions and Skills**? List up to three in order of importance, the first being the most important.

4. Using the Primary Language Curriculum

Expectations for Children's Language Learning and Development is an umbrella term for learning outcomes and progression continua. Together, the learning outcomes and the progression continua provide important reference points for teachers in planning for and making judgements about children's language learning, and deciding on the next teaching steps in order to help children make progress. This reflects the structure of *Aistear* where expectations for children's learning are presented as *learning goals* and *sample learning opportunities*.

Figure 2: Planning and Teaching for Children's Progression



Language Curriculum Online

Each section above should link to the relevant Curriculum Online space. (e.g. support materials link to the COL space for practice guides, etc.)

Learning outcomes

Learning outcomes describe what children should know and be able to do as a result of the teaching and learning process when due account is taken of individual abilities and varying circumstances at the end of a two year period. These outcomes help teachers to:

- plan, implement and reflect on the appropriate teaching methods for teaching and learning
- use assessment methods that are matched to the intended learning outcomes
- provide focused feedback to children and parents.

Learning outcomes are presented for both languages, English and Irish, relevant to each school context for English-Medium and Irish-Medium schools.

English- Medium Schools	Irish-Medium Schools
English- Language 1	Gaeilge- Teanga 1
Irish- Teanga 2	English- Language 2

The Learning Outcomes acknowledge the range of contexts in which children learn and develop language such as during story time and during play. There's a strong focus across outcomes on the child's agency and on the creation and production of language for a particular audience and purpose. Where learning outcomes are the same across Stage 1 and Stage 2, teachers use age-appropriate topics, and increasingly sophisticated texts to plan for and support children's language learning.



Language Curriculum Online

The outcomes for the second language of the school (L2) will link where appropriate to the outcomes for the first language of the school (L1) to illustrate where a transfer of skills from the L1 to the L2 will occur.

Progression continua

Children come to school with different language experiences and as such are at different places in their early communication skills, language learning and development. They also learn and develop at different rates and especially in the early years of primary school. The Primary Language Curriculum uses progression continua and examples of children's work to help teachers across the three school contexts to make judgements about where children are in their language learning and to plan for the next steps for their language learning.

There are three progression continua—oral language, reading and writing. Each continuum consists of eight **progression milestones (a-h)**, which describe, in broad terms, children’s language learning and development for Stages 1 and 2. In doing this, the continua illustrate progression in learning from junior infants to second class. Each progression milestone is characterised by a number of **progression steps**. These steps describe, in more detail, what children’s learning and development look like as they move along the continuum. Each continuum begins with an overview of progression milestones shown below in Figures 3, 4 and 5.

Figure 3. Progression milestones for Oral Language

Progression continuum for oral language



DESCRIPTORS OF PROGRESSION MILESTONES

a

The child gestures to and shares attention of an object with another person. He/she exchanges a smile and vocalises to respond. The child relies on the other person to interpret to share meaning.

b

The child uses single words and/or short phrases to name a familiar object in view. He/she begins to make requests and listen to shared experiences. The child begins to verbalise and uses this together with gestures to express feelings and needs, and to interact with others. The 'other' continues to play a key role in interpreting to share meaning.

c

The child refers to familiar objects and events, and shared experiences. He/she uses language from home and their surroundings to communicate. The child uses non-verbal cues to help understand spoken language and when sharing meaning with others. The child uses basic social conventions when interacting. He/she responds showing some appreciation of others.

d

The child uses language to communicate their thoughts, feelings and ideas, and to ask questions. He/she has conversations about things that interest them, personal experiences and topics familiar to them. The child sees a conversation as an exchange of knowledge and information with another person. He/she begins to understand that the audience influences how we communicate.

e

The child uses new language acquired through texts and through interactions with others. He/she recalls unshared experiences, sequences and events for a listener. The child is more aware of audience and uses language differently depending on the listener. He/she speaks with a wider range of vocabulary and detail, and uses context to help understand new words.

f

The child takes part in a wider range of conversations and is more comfortable in conversing with unfamiliar people. He/she elaborates in their responses and reflects on and takes account of the thoughts and feelings of others. The child uses tone, gestures and context to understand new words and phrases. He/she develops topics of conversation, elaborates with more detail and uses some topic-specific vocabulary.

g

The child informs, describes and elaborates using less frequently used language suited to the topic. He/she can provide explanations and justifications in and for their responses. The child selects particular language and style in response to the particular audience. He/she uses figurative and descriptive language to provide more detail when communicating. The child can identify key points and relevant details in texts.

h

The child gives explanations, descriptions and information on more complex and less frequently encountered concepts and situations. He/she considers and works with large bodies of information and multiple ideas and provides, justifies and defends their responses. The child chooses vocabulary for a specific purpose and effect. He/she uses more abstract language including figurative idioms and metaphors.

Figure 4. Progression milestones for Reading

Progression continuum for reading



DESCRIPTORS OF PROGRESSION MILESTONES

a

The child enjoys playing with books and book-sharing experiences. He/she looks at, listens to and handles books for enjoyment. The child associates some meaning with pictures and familiar symbols and text.

b

The child shows reading-like behaviours in play and when engaging with books. He/she looks at, listens to and handles books for enjoyment. The child responds to texts read and develops an understanding that print carries messages. He/she recognises some logos and text in their environment.

c

The child begins to associate some letters with sounds and visually identifies some high frequency words. He/she listens to texts and shares responses with others. The child draws on personal experience, knowledge and memory when sharing in the 'reading' of a text either alone or with others.

d

The child uses some book-handling skills and identifies some basic conventions of print. He/she recognises most letters of the alphabet, begins to blend individual sounds and recognises rhyming words. In collaboration with others, the child retells stories and begins to use some contextual clues to aid comprehension.

e

The child uses their knowledge of sight words, rhyming words, syllables, basic letter patterns and clues from surrounding text to read words. He/she reads familiar texts independently. In collaboration with others, the child begins to monitor comprehension and generate questions.

f

The child uses a wide range of strategies to identify words and understand a wider range of vocabulary. He/she enjoys a range of genres and can locate key pieces of information within these. The child comfortably reads texts at their independent level.

g

The child enjoys a range of genres. He/she reads for specific purposes identifying key information and details. The child uses a wide range of comprehension strategies and tools such as table of contents and dictionaries to help understand texts. The child comfortably reads texts at their independent level.

h

The child enjoys a wide range of genres and reads detailed texts at their independent level for a range of purposes. He/she uses a wide range of word-identification strategies flexibly. The child comprehends text by focusing on language features, imagery and vocabulary and recognises that individuals can interpret text differently.

Figure 5. Progression milestones for Writing

Progression continuum for writing



DESCRIPTORS OF PROGRESSION MILESTONES

a

The child enjoys making marks which he/she shares with others. The marks hold some meaning for the child. This meaning is shared with others through conversation and gestures.

b

The child enjoys making marks and drawings. He/she uses different implements and materials to create marks and drawings to share particular ideas, feelings and experiences with others. The child understands that the marks and drawings carry meaning and often tells a story about them in order to share the meaning with others.

c

The child uses letter-like forms alongside their marks and drawings. He/she distinguishes between drawings and the letter-like shapes, and between reading and writing. The child talks about personal texts and the meanings carried in them helping others to read his/her writing.

d

The child creates texts based on personal interests and familiar topics. He/she uses some phonetically correct letters to represent individual words and shows an understanding of basic conventions of print. The child includes more detail in texts through drawings and uses a number of words when creating texts with an adult.

e

The child creates texts in which he/she shares personal experiences and preferences. The child does this using complete sentences, a growing bank of words, more print conventions and more phonetically correct spellings. He/she begins to select language appropriate for texts for a particular purpose, and works with others during the writing process.

f

The child creates texts for different audiences and purposes. He/she writes with increasing independence using a wide bank of vocabulary and basic punctuation. The child gathers information and begins to plan and edit their work. The child uses visual along with phonetic strategies for spelling and spells a range of high-frequency words with accuracy.

g

The child creates texts independently for a number of purposes and audiences. He/she thinks about audience and purpose when choosing words, the ideas or information for the texts, and the structure of the texts. The child uses a variety of tenses, connectives and punctuation marks. The child spells accurately using a wide range of strategies.

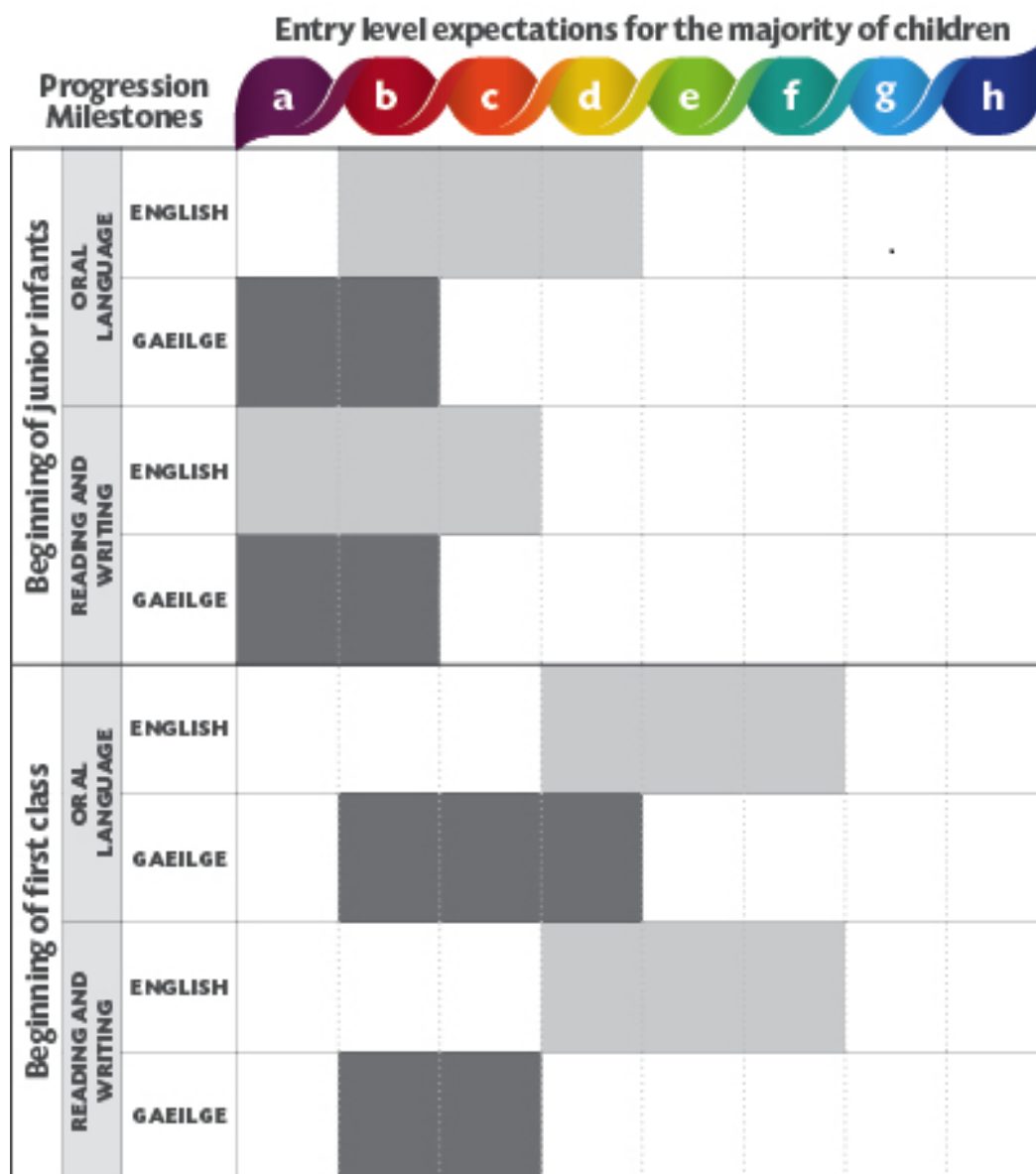
h

The child uses a range of writing genres and writes detailed texts independently for a range of purposes and for different audiences. He/she chooses words, language features and structures to match the text purpose, audience and genre. The child plans texts and uses accurate spelling of high-frequency and difficult words, more correct punctuation and grammar in texts. The child uses literal and implied meanings in texts.

Using the Continua for Different School Contexts

The continua offer schools flexibility to identify expectations for children's language learning and development based on their particular language learning and demographic context and in line with the learning outcomes for each stage. While the continua are broadly the same for children across the three language learning contexts, they are flexible enough to allow schools to locate children's progression across classes and to set goals appropriate to their own language context. For example, the continua enable schools to locate the spread of children's progression in any one class across columns in the continua as well as focusing on the location of expectations for the majority of children in that class at a given time. In this way, the Primary Language Curriculum and in particular, the outcomes and continua support schools in the process of school self-evaluation and whole school planning.

Figure 6. Suggested entry points for children on Progression Continua: Stages 1 and 2



Some features of Figure 6 worth noting:

- Light grey shading refers to the school's first language.
- Dark grey shading refers to the school's second language.
- The strands of reading and writing are presented together. The strand of oral language is presented separately.

Examples of children's work

Examples of children's language work annotated by teachers illustrate how individual learning events can provide teachers with rich information about children's language learning and support them in planning for the next steps in learning. They also provide

focused information to both children and their parents¹. The examples are linked to particular progression milestones and steps and are presented in print, audio and video formats.

The continua and examples of children's work help teachers guide children's progress in learning at a pace that is developmentally appropriate for each child. The continua accommodate children's different starting points in their language learning and development and their different rates of progress. Some children progress fairly quickly on the continua, while other children need more time and more opportunities to experience particular aspects of language before mastering a specific skill and so on. Differentiated teaching is therefore fundamental to ensure that all children can make progress.

Figure 7 below shows two examples of children's work annotated by teachers using the progression milestones and identifying the next steps for the child

¹ Materials for consultation will include a number of annotated examples of children's work.

Figure 7. Examples of children's work annotated by teachers using the progression milestones and identifying next steps

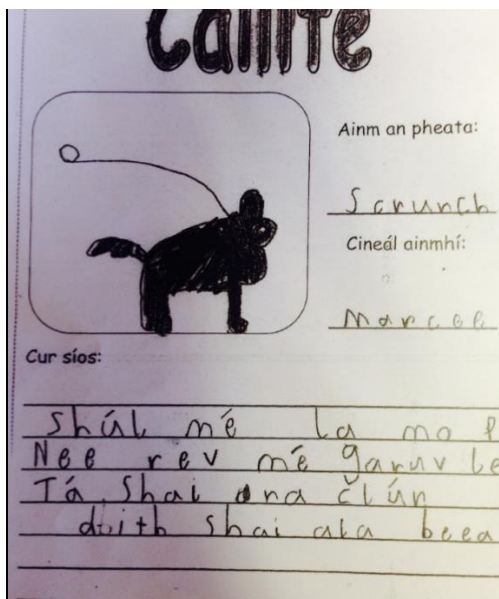


Milestone on the writing continuum: C

- Uses letter-like forms alongside their marks and drawings.
- Distinguishes between drawings and letter-like shapes.
- The child talks about personal texts and meanings carried in them helping others to read their writing

Next steps:

- Use some phonetically correct letters to represent individual words
- Show increased understanding of conventions of print
- Increase detail in drawings and words when writing collaboratively



Clocha míle dul chun cinn ar an gcontanam

scríbhneoireachta: e

- Comhroinneann siad eispéiris pearsanta.
- Scríobhann siad abairtí iomlána
- Úsáideann siad gnásanna prionta
- Úsáideann siad níos mó litriú ceart ó thaobh na foghraíochta de

Na chéad chéim eile:

- Straitéisí amharc mar aon le cinn foghraíochta a úsáid chun focal a litriú
- Breis poncaíocht a úsáid
- Stór foclóra níos leithne a úsáid



Language Curriculum Online

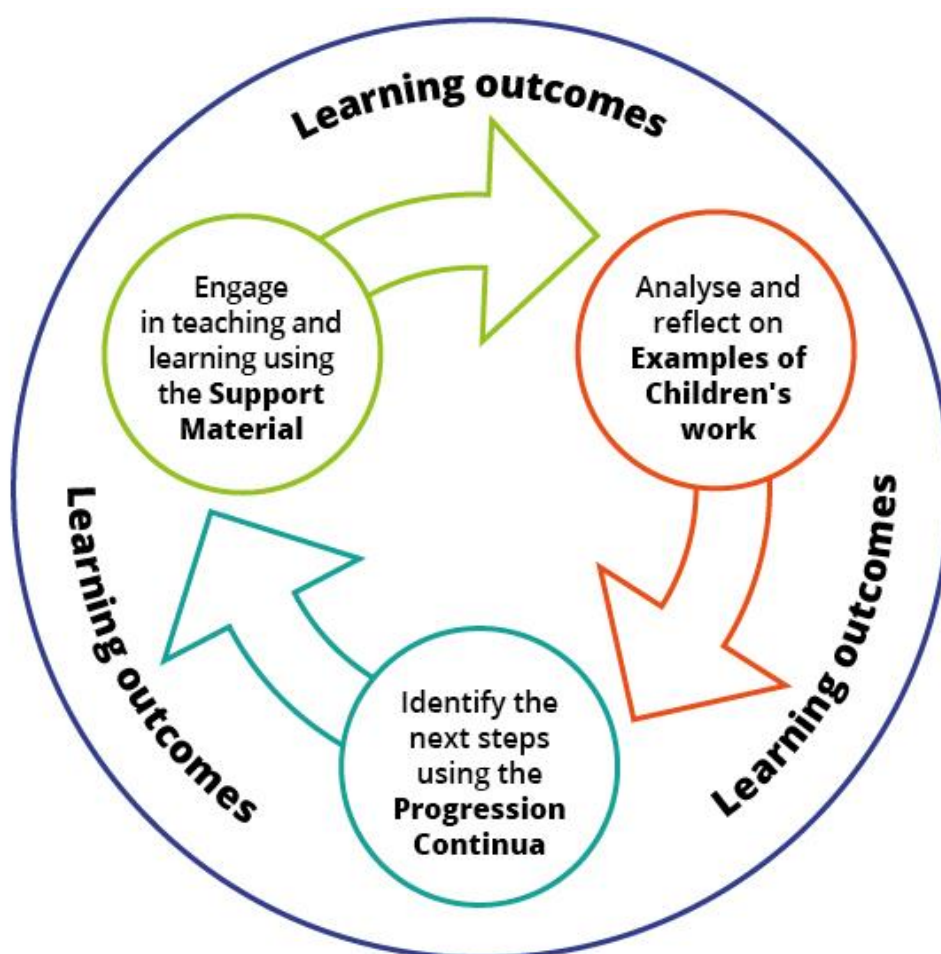
Examples of children's work will link to both the learning outcomes and progression continua where relevant.

Support material for planning, teaching and assessment

The *Planning, Teaching and Assessment* section of www.curriculumonline.ie will include support material presented in different formats including print, audio and video. Practice guides, as part of the support material, will offer a range of approaches to teaching language and literacy in junior classrooms for both English and Gaeilge. They include both teacher-directed and child-led methodologies, so that teachers have flexibility in the implementation of the language curriculum. The *Planning, Teaching and Assessment* section will evolve over time and links to further reading and research, and to the Action website, will be provided for teachers.

Figure 8 shows how different parts of the curriculum support teachers to plan, teach and support progression in children’s language learning and development. A starting point for teachers involves asking, ***where are children going in their language learning and development?*** The teacher uses the learning outcomes for the relevant stage to identify the general expectations for children’s language learning and development.

Figure 8. Planning teaching and assessing for Learning Outcomes



Assessment

The learning outcomes and progression continua in the Primary Language Curriculum will support teachers to make judgements about a child's learning, and identify the next steps in teaching and learning to help the child progress. The outcomes and continua will also support teachers when reporting to parents and others about the child's learning progress during the year.

Assessment in the language curriculum will build on NCCA support material currently available to schools. *Assessment in the Primary School Curriculum: Guidelines for Schools* (NCCA, 2007) and *Supporting learning and development through assessment* (NCCA, *Aistear* Guidelines, 2009) in addition to examples of children's work arising from the NCCA's work with the Primary School Assessment Network will be accessible through the *Planning, Teaching and Assessment* section in the online curriculum specification. In addition, resources to support schools in reporting children's progress and achievement in language and across the curriculum at www.ncca.ie/primaryreporting will be modified to reflect the new language curriculum.



Language Curriculum Online

There will be links between learning outcomes, progression continua and examples of children's work to support assessment in schools.



Consultation: Share your views

Using the Primary Language Curriculum

15. **Progression – Entry to Stage 1:**
Identify the milestone(s)—the letters—that best represent the range of children's **language learning and development in oral language, reading and writing at the BEGINNING of Junior Infants** in your school.
16. **Progression – Entry to Stage 2:**
Identify the milestone(s)—the letters—that best represent the range of children's **language learning and development in oral language, reading and writing at the BEGINNING of First Class** in your school.

17. Examples of Children's Work:

To what extent do you think the Examples of Children's Work, linked to outcomes and the continua will be helpful to you in helping children to progress in their language learning and development?

18. Practice Guides/Treoir Chleachtais:

The following are currently being developed as part of the support material for the new Primary Language Curriculum:

English: Children's vocabulary; Critical thinking and book talk; Cursive writing from the beginning ; Engaging children with literature; Guided reading; Reader's Theatre; Socio-dramatic play and language learning; Supporting children's reading at home and Writing workshop.

Gaeilge: Conas litríocht na nÓg a úsáid d'fhonn stratiéisí tuisceana a fhobairt; Cur chuige cumarsáideach; Eolas le haghaidh Tuistí: conas tacú leis an nGaeilge agus litearthacht na Gaeilge; Fónaic na Gaeilge; Gníomhachtaí litearthachta/ fónaic; Graiméar na Gaeilge; Leabhair phictiúir gan focail sa seomra ranga; Léitheoireacht faoi threoir; Scéalta mar áis teanga i rang na Naíonáin; Taifead Reatha

Are there any other aspects of children's language learning and development which should be prioritised for development? List up to 3 with the first being the most important.

5. Learning Outcomes for English-medium schools

Table 1: Learning outcomes for Oral Language (English – first language)

Strand: Oral Language		
	Stage 1: <i>In partnership with the teacher, children should*</i>	Stage 2: <i>Children should be able to*</i>
Developing communicative relationships through	Show interest in, listen attentively to and demonstrate <u>joint attention</u> while responding to others verbally and <u>non-verbally</u>	
	Recognise that language style changes with different relationships and <u>audiences</u> and understand the listener's needs	Identify the effect of words, symbols, gestures and body language on the listener and use a language style and tone suited to the <u>audience</u>
	Initiate, sustain, engage in and enjoy conversations on personal and curriculum based topics <u>using language removed from its original context</u> to build on and extend narratives, explanations, informative pieces and descriptions	
	Recall and share the main points of a conversation showing awareness of listeners' needs	
Understanding the content and structure of language	Demonstrate and use <u>phonological awareness</u> to support reading and writing	
	Use coherent sentences of increasing complexity and showing correct word order and sentence structure	
	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to show understanding of and use new words	
	Use sophisticated vocabulary and phrases including the language of <u>text</u> , topic and subject specific language	
	Show understanding through the appropriate use of <u>connectives</u> and <u>compound</u> and <u>complex sentences</u> to elaborate meaning	
Exploring and using language	Express personal needs and preferences, and make requests with confidence while demonstrating understanding through verbal responses, actions and/or following and giving short instructions	
	Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding	
	Ask and answer a variety of <u>open and closed questions</u> to seek help, get information, develop understanding, clarify and extend thinking	
	Tell and retell stories and personal <u>narratives</u> of increasing complexity to familiar and unfamiliar audiences, using language from the text and/or their own words and extend the stories to predict and create alternative versions	
	Explain, inform or describe points of information to familiar and unfamiliar audiences using topic-specific language and a range of <u>comprehension strategies</u> to build a coherent conversation while being aware of the listener's needs	
	Listen and respond to the <u>aesthetic</u> , imaginative and creative aspects of language and use language playfully and creatively	
	Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences	
	Describe, explain and reflect upon actions, events and processes relating to real and imaginary contexts and predict outcomes in relation to these	

**When due account is taken of individual abilities and varying circumstances.*

Table 2: Learning outcomes for Reading (L1 English)

Strand: Reading		
	Stage 1: In partnership with the teacher, children should*	Stage 2: Children should be able to*
<i>Developing communicative relationships through language</i>	Listen to, look at, read, talk about and enjoy a variety of <u>text</u> with others	
	Recognise that meaning is conveyed through interpretation of written words and illustrations	
	Choose, read and talk about <u>text</u> for pleasure and interest	Choose, read and talk about <u>text</u> for pleasure, interest and specific purposes
	Read <u>instructional</u> and <u>independent level texts</u> of increasing complexity with <u>fluency</u> and understanding	
<i>Understanding the content and structure of language</i>	Identify and use basic <u>conventions of print</u> in digital and print-based <u>text</u>	Use <u>conventions of print</u> to help understand digital and print-based <u>text</u>
	Demonstrate understanding of the phonological aspect of spoken words including syllables, onset-rime and phonemes	Demonstrate <u>phonological awareness</u> by using phonemic and phonological skills with <u>flexibility</u> and <u>confidence</u>
	Recognise, name and sound all lower and upper case letters	Apply increasingly complex knowledge of letter sequences to help with word recognition
	Use their knowledge of <u>grapheme-phoneme correspondence</u> to assist them in decoding unfamiliar words and display some awareness of letter sequences	
	Use a range of <u>word identification strategies</u> with <u>flexibility</u> and <u>confidence</u> when reading <u>instructional</u> and <u>independent level texts</u>	
	Explore words with similar meaning and words with the same sound but different meaning	Use knowledge of <u>synonyms</u> , <u>antonyms</u> and <u>homonyms</u> , <u>affixes</u> and <u>root words</u> to clarify the meaning of unknown words and phrases
	Use a range of <u>vocabulary strategies</u> to identify, talk about and use new vocabulary as it arises in play, <u>text</u> , instruction and conversation	
<i>Exploring and using language</i>	Develop awareness of a range of <u>text genres</u>	
	Experience and respond to a range of <u>genres</u> , and express preferences and opinions	Experience and respond to a wider range of <u>genres</u> identifying the differences between them and express and justify preferences and opinions
	Use a range of <u>comprehension strategies</u> to engage with and create meaning when working with a range of text independently or collaboratively	Draw on a repertoire of <u>comprehension strategies</u> flexibly and interchangeably to engage with the text
	Monitor comprehension while reading and independently self-correct	
	Develop awareness of and respond to the <u>aesthetic</u> , creative and imaginative aspects of text	
	Recall, discuss and sequence significant details and identify key points of information in <u>text</u>	

*When due account is taken of individual abilities and varying circumstances.

Table 3: Learning outcomes for Writing (L1 English)

Strand: Writing		
	Stage 1: <i>In partnership with the teacher, children should*</i>	Stage 2: <i>Children should be able to*</i>
<i>Developing communicative relationships through language</i>	Recognise that the purpose of drawing and/or writing is to communicate with the reader	
	Take part in and have fun with mark-making, drawing and writing and distinguish between writing and reading	Take part in and enjoy writing for different audiences, and choose a topic, genre and content
	Drawing on their prior knowledge, take part in collaborative writing with the teacher or other children in the role of scribe	Drawing on their prior knowledge, take part in independent and collaborative writing
	Read, talk about and enjoy their own writing and identify ways to improve it	
<i>Understanding the content and structure of language</i>	Name and write lower and upper case letters and use basic <u>conventions of print, punctuation, grammar and syntax</u>	Write using cursive script and use conventions of print, punctuation, grammar and <u>syntax</u>
	Use a growing range of vocabulary from their personal experiences and engagement with text in their writing	Use a more sophisticated range of vocabulary, verb tenses and <u>connectives</u> in their writing
	Use some correct spellings and draw on their sound and letter patterns to try out <u>invented spellings</u>	Spell a wide range of high frequency words accurately and use <u>spelling strategies</u> for unfamiliar words
<i>Exploring and using language</i>	Use the <u>writing process</u> when creating texts collaboratively and/or independently	
	Draw and write with a sense of purpose and audience while creating texts in a range of genre, and choose texts to share with others	
	Share their feelings, thoughts, experiences, opinions and preferences with confidence to develop an individual <u>voice</u> in their writing	
	Explore the <u>aesthetic</u> , creative and imaginative dimensions of language to create text in a range of genres.	

* *When due account is taken of individual abilities and varying circumstances.*

Tábla 4: Torthaí foghlama maidir leis an Teanga ó Bhéal (T2 Gaeilge)

Snáithe: An teanga ó bhéal		
<i>Caidreamh cumarsáideach a chothú trí theanga</i>	<p>Céim 1 <i>I gcomhpháirt leis an múinteoir is ceart go ndéanfadh páistí na nithe seo a leanas*</i></p>	<p>Céim 2 <i>Ba cheart do pháistí a bheith in ann*</i></p>
	Aird agus taitneamh a léiriú agus stór focal a shealbhú trí éisteacht le Gaeilge shaibhir á labhairt i réimse comhthéacsanna, cé nach gá go dtuigfeadh siad gach focal	
	Éisteacht le cainteoir agus leideanna éagsúla ar nós geáitsí, fíorábhar, nó tuin cainte a úsáid chun teacht ar an bpríomhtheachtaireacht agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla	
	Tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghníomh, trí fhreagra cuí a thabhairt as Béarla, nó trí fhocail/frásaí Gaeilge a úsáid	Focail/ frásaí Gaeilge a bhaineann leis an timpeallacht scoile agus le saol an pháiste a úsáid go cuí in abairt Bhéarla agus/nó Ghaeilge
	Éisteacht go haireach ag léiriú spéise i gcumarsáid bhriathartha agus neamhbhriathartha daoine eile agus ag baint taitnimh aisti, fiú muna dtuigeann siad gach focal	Éisteacht go haireach fiú muna dtuigeann siad gach focal chun roinnt eolais a bhailiú agus freagairt ar bhealaí éagsúla do chumarsáid bhriathartha agus neamhbhriathartha
	A aithint go n-athraíonn stíl cainte ag brath ar an ngaol idir dhaoine agus ag brath ar an lucht éisteachta	An tionchar a bhíonn ag focail, siombailí, gothaí agus comharthaíocht choirp an chainteora ar an éisteoir a aithint
		Comhrá gearr a thosú, taitneamh a bhaint as, agus le tacaíocht ó chainteoir bheith ábalta é a choimeád ar siúl ag úsáid roinnt focail/frásaí Gaeilge in éineacht le geáitsí chun eolas a dtaobh ábhar nó eispéiris a bhfuil cur amach acu air a roinnt
Na príomhphointí a bhaineann le hábhar a bhfuil eolas acu faoi a thabhairt chun cuimhne agus iad a aithris nó a chur i láthair		
<i>Ábhar agus struchtúr na teanga a thuiscint</i>	Brí focail nó frása a oibriú amach le cabhair ó phictiúir, ó ghníomhaíochtaí, ó mhímeanna nó ón gcomhthéacs	Ciall a bhaint as focail/ frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós geáitsí agus tuin cainte an chainteora, focail ghaolmhara nó pictiúirí nó trí éisteacht le cur síos ar an bhfocal
	Úsáid a bhaint, le linn spraoi agus comhrá, as roinnt focail/frásaí bunúsacha a chloiseann siad go minic	Úsáid a bhaint, le linn spraoi, comhrá agus tuairisciú, as stór focal/nathanna bunúsacha a bhaineann le topaic a bhfuil cur amach acu orthu
		Abairtí gearra a tháirgeadh ag úsáid aimsir chaite agus aimsir láithreach na mbriathra go cuí chun eolas a thabhairt agus cur síos simplí a

		dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu
<i>Eolas a chur ar theanga agus í a úsáid</i>	Úsáid a bhaint as gníomhartha agus / nó as focail choitianta chun riachtanais agus roghanna pearsanta a chur in iúl, chun iarratais a dhéanamh.	
	Tuiscint a léiriú trí ghníomh/ focail choitianta agus trí threoracha gearra a leanúint	
	Daoine, rudaí agus imeachtaí aitheanta a ainmniú	Daoine, rudaí, imeachtaí agus eispéiris aitheanta a ainmniú agus cur síos gearr a dhéanamh orthu trí úsáid a bhaint as focail/ geáitsí
	Tuiscint ar <u>cheisteanna dúnta</u> a léiriú	<u>Ceisteanna simplí dúnta</u> a chur agus freagraí gearra simplí a thabhairt, chun teacht ar eolas agus ar thuiscint
	Taitneamh a bhaint as éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú	Scéalta gearra atá cloiste acu a athinsint, ag úsáid teanga/nathanna ón téacs agus/nó (ag úsáid) a bhfocail féin
	Nathanna / frásaí atá cloiste go minic a úsáid le linn súgartha	Nathanna / frásaí atá cloiste go minic a úsáid, tuiscint orthu a léiriú le linn súgartha agus iad a roinnt le daoine eile

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh

Tábla 5: Torthaí foghlama maidir leis an Léitheoireacht (T2 Gaeilge)

Snáithe: An léitheoireacht	
Céim 1 <i>I gcomhpháirt leis an múinteoir is ceart go ndéanfadh páistí na nithe seo a leanas*</i>	Céim 2 <i>Ba cheart do pháistí a bheith in ann*</i>
Caidreamh cumarsáideach a chothú trí theanga	Taitneamh a bhaint as a bheith ag éisteacht le scéalta gearra simplí á léamh
	A thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus as léaráidí
	<u>Téacs</u> a roghnú ar mhaithe le pléisiúr nó spéis
Ábhar agus struchtúr na teanga a thuiscint	<u>Gnásanna priontála</u> bunúsacha a aithint agus a úsáid i <u>dtéacs</u> digiteach agus i <u>dtéacs</u> clóite
	Na <u>gnásanna priontála</u> a bhaineann le téacs digiteach agus le téacs clóite a aithint agus a úsáid
	Feasacht ar <u>fhóinéim</u> agus ar fhoghraíocht a léiriú maidir le focail labhartha agus focail scríofa.
	Tosú ar thuiscint éigin a léiriú ar sheicheamh litreacha bunúsach
	Úsáid a bhaint, go muinéach, as raon <u>straitéisí aitheanta focal</u> agus <u>téacsanna</u> ar a <u>leibhéal teagaisc</u> agus ag <u>leibhéal neamhspleách</u> a léamh
Stór focal a shealbhú trí bheith ag éisteacht agus ag plé le <u>téacsanna</u> éagsúla le chéile	
Eolas a chur ar theanga agus í a úsáid	Léaráidí i <u>dtéacs</u> a úsáid mar áis chun eolas breise a fháil faoin <u>téacs</u>
	Tuairimí mar gheall ar <u>théacs</u> a chur in iúl trí úsáid a bhaint as geáitsí agus/nó focail
	Éisteacht agus tuiscint a leiriú ar na sonraí is tábhachtacha i <u>dtéacs</u> gearr simplí
	Úsáid a bhaint as réimse <u>straitéisí tuisceana</u> chun dul i ngleic le <u>téacs</u> agus brí a bhaint as le linn a bheith ag obair ar réimse <u>téacsanna</u> go neamhspleách nó i bpáirt le daoine eile
	Éisteacht le <u>téacs</u> agus na sonraí is tábhachtaí a thabhairt chun cuimhne

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh

Tábla 6: Torthaí foghlama maidir leis an Scríbhneoireacht (T2 Gaeilge)

Snáithe: An scríbhneoireacht							
Céim 1 <i>I gcomhpháirt leis an múinteoir is ceart go ndéanfadh páistí na nithe seo a leanas*</i>	Céim 2 <i>Ba cheart do pháistí a bheith in ann*</i>						
<i>Caidreamh cumarsáideach a chothú trí theanga</i>	A thuiscint gurb í an chuspóir atá leis an líníocht agus/ nó leis an scríbhneoireacht cumarsáid a dhéanamh leis an léitheoir						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Taitneamh a bhaint le linn spraoi as a bheith páirteach i scriobláil, i líníocht agus i scríbhneoireacht éiritheach</td> <td style="width: 50%; padding: 5px;">Topaic a roghnú don scríbhneoireacht pháirteach bunaithe ar eolas a bhí acu cheana, <u>téacs</u> gearr simplí a chumadh agus an múinteoir ag gníomhú mar scríobhaí agus an téacs a roinnt le lucht léite</td> </tr> <tr> <td style="width: 50%; padding: 5px;"></td> <td style="width: 50%; padding: 5px;">Taitneamh a bhaint as an scríbhneoireacht pháirteach agus as téacs a léamh, a phlé agus a fhorbairt</td> </tr> </table>	Taitneamh a bhaint le linn spraoi as a bheith páirteach i scriobláil, i líníocht agus i scríbhneoireacht éiritheach	Topaic a roghnú don scríbhneoireacht pháirteach bunaithe ar eolas a bhí acu cheana, <u>téacs</u> gearr simplí a chumadh agus an múinteoir ag gníomhú mar scríobhaí agus an téacs a roinnt le lucht léite		Taitneamh a bhaint as an scríbhneoireacht pháirteach agus as téacs a léamh, a phlé agus a fhorbairt		
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	Taitneamh a bhaint as an scríbhneoireacht pháirteach agus as téacs a léamh, a phlé agus a fhorbairt						
<i>Ábhar agus structúir na teanga a thuiscint</i>	<u>Gnásanna priontála</u> a aithint						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"></td> <td style="width: 50%; padding: 5px;">Roinnt abairtí gearra iomlána a scríobh, ag baint úsáide as script reatha agus as <u>gnásanna priontála</u></td> </tr> <tr> <td style="width: 50%; padding: 5px;"></td> <td style="width: 50%; padding: 5px;">Úsáid a bhaint ina gcuid scríbhneoireachta as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs</td> </tr> <tr> <td style="width: 50%; padding: 5px;"></td> <td style="width: 50%; padding: 5px;">Úsáid a bhaint as roinnt litriú ceart agus tarraingt ar an eolas atá acu faoi phatrúin fuaime agus <u>patrúin litreacha</u> chun buille faoi thuairim a thabhairt faoi litriú (<u>litriú cumtha</u>)</td> </tr> </table>		Roinnt abairtí gearra iomlána a scríobh, ag baint úsáide as script reatha agus as <u>gnásanna priontála</u>		Úsáid a bhaint ina gcuid scríbhneoireachta as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs		Úsáid a bhaint as roinnt litriú ceart agus tarraingt ar an eolas atá acu faoi phatrúin fuaime agus <u>patrúin litreacha</u> chun buille faoi thuairim a thabhairt faoi litriú (<u>litriú cumtha</u>)
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	<u>Próiseas na scríbhneoireachta</u> a aithint agus leas a bhaint as chun <u>téacs</u> a scríobh i gcomhpháirt leis an múinteoir						
<i>Eolas a chur ar theanga agus í a úsáid</i>	Líníocht a dhéanamh go minic a mbeidh cuspóirí éagsúla léi agus cuid den ábhar a roghnú le roinnt le daoine éagsúla						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"></td> <td style="width: 50%; padding: 5px;">Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh agus gíotaí gearra a scríobh le tacaíocht agus cuid den ábhar a roghnú le roinnt le <u>léitheoirí</u> éagsúla</td> </tr> </table>		Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh agus gíotaí gearra a scríobh le tacaíocht agus cuid den ábhar a roghnú le roinnt le <u>léitheoirí</u> éagsúla				
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Tuiscint ar agus mothúcháin i leith <u>téacsanna</u> gearra simplí a léadh dóibh a léiriú trí learáidí /pictiúir a tharraingt	A gcuid eispéiris phearsanta a roinnt ina gcuid líníochta agus ina gcuid scríbhinní						

Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh



Consultation: Share your views

Outcomes

19. Learning Outcomes – About:

To what extent do you agree with the following statements about the Learning Outcomes? Please comment if you wish.

- The number of outcomes is appropriate.
- The language in which the outcomes are phrased is accessible.
- The inclusion of dispositions and skills (along with concepts) is a welcome development.
- The 'Explanation of concepts, skills and dispositions' in Section 6 is helpful.

20. Learning Outcomes – Suitability: To what extent do you agree with the following statements about the Learning Outcomes?

To what extent do you think the learning outcomes are suitable for children in Stage 1 and in Stage 2? Please comment if you wish.

- **Stage 1 (JI, SI) first language**
- **Stage 1 (JI, SI) second language**
- **Stage 2 (1st, 2nd) for first language**
- **Stage 2 (1st, 2nd) for second language**

21. Language learning through Play:

To what extent do you agree that play as a methodology (as outlined in Aistear) can contribute to children's language learning and development in line with the outcomes for children from Junior Infants to Second Class?

22. Aistear

I am familiar with Aistear (Yes/No).

23. Draft Primary Language Curriculum: Feedback

Have you any suggestions on how to improve the language curriculum?
List up to three in order, the first being the most important.

24. Draft Primary Language Curriculum: Support

Have you any suggestions on how to support teachers to engage with the Primary Language Curriculum? List up to three in order, the first being the most important.

6. Explanation of Concepts, Dispositions and Skills

Aesthetic Aeistéitiúil	The aesthetic dimension of language relates to the use of language imaginatively, creatively and artistically to create text with poetic rhythm and flow.
Affixes Táthmhíreanna	Affixes are <u>morphemes</u> that are attached to a root word to form a new word e.g. <i>build+er</i> , <i>un+happy</i> or a grammatical variant of a word e.g. <i>cat+s</i> , <i>walk+ed</i> .
Alphabetical principles Prionsabail Aibíte	Alphabetical principles include letters and letter clusters, recognising the relationship between sound and language
Antonyms Frithchiallaigh	An antonym is a word opposite in meaning to another word e.g. <i>bad</i> and <i>good</i> .
Audience Lucht léitheoireachta, féachana agus éisteachta	The audience is the intended group of readers, listeners, viewers that the writer, designer, speaker is addressing.
Book terminology Téarmaíocht na leabhar	Book terminology is the vocabulary associated with books e.g. author, blurb, illustrator, contents page, glossary, chapter, publisher etc.
Browse Brabhsáil	Browse in this context means to inspect reading material from a variety of print-based and online sources with the aim of selecting reading material that is appropriate to the reading purpose.
Closed questions 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.
Cluster Slabhra (Cnuasach)	A cluster refers to two (or three) letters making two (or three) sounds, for example the first three letters of 'straight' are a consonant cluster
Complex sentences Abairtí casta	A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has

	a subordinator such as <i>because, since, after, although, or when</i> or a relative pronoun such as <i>that, who, or which</i> e.g. <i>The students are studying because they have a test tomorrow.</i>
Comprehension strategies Straitéisí tuisceana	Comprehension strategies are strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: <ul style="list-style-type: none"> ▪ activating and using prior knowledge ▪ predicting ▪ visualising ▪ making connections ▪ questioning ▪ clarifying ▪ determining importance ▪ inferring ▪ synthesising.
Compound sentences Abairtí comhsuite	A compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: <i>for, and, nor, but, or, yet, so</i> . Except for very short sentences, coordinators are always preceded by a comma e.g. <i>Alex played football, so Mary went shopping.</i>
Connectives Nascaigh	Connectives are words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows: <ul style="list-style-type: none"> ▪ temporal – to indicate time or sequence ideas (for example ‘first’, ‘second’, ‘next’) ▪ causal – to show cause and effect (for example ‘because’, ‘for’, ‘so’) ▪ additive – to add information (for example ‘also’, ‘besides’, ‘furthermore’) ▪ comparative – for example ‘rather’, ‘alternatively’ ▪ conditional/concessive – to make conditions or

	<p>concession (for example 'yet', 'although')</p> <ul style="list-style-type: none"> ▪ clarifying – for example 'in fact', 'for example'.
<p>Conventions of print Gnásanna priontála</p>	<p>Conventions of print are accepted understands that print is organised in a particular way. They include the following:</p> <ul style="list-style-type: none"> ▪ print carries a message ▪ left to right orientation of print ▪ top to bottom orientation of print ▪ return sweep ▪ appropriate spacing, capitalisation, grammar and punctuation. <p>Digital conventions include:</p> <ul style="list-style-type: none"> ▪ scrolling ▪ swiping left to right ▪ top to bottom orientation of print.
<p>Decontextualised Language Teanga gan comhéacs</p>	<p>Decontextualised language is defined as language that is context free. It is not rooted in any immediate context of time and situation and does not rely on observation or immediate physical experience. The use of decontextualised language is critical to children's learning at a variety of levels. It is used to create and to convey new information to audiences who may share only limited amounts of background information with the speaker. It requires that children move from using language to talk about immediate events to using words to recreate previously experienced situations and to create hypothetical or imaginary situations. It is the kind of language required for reflecting on experience, explaining actions, and considering options. It is typical of explanations, narratives and expository accounts and is the kind of language use which is necessary for educational knowledge.</p>
<p>Expository text Teacs léiritheacha</p>	<p>Expository text is a type of oral or written discourse where the purpose is to explain, inform or describe.</p>
<p>Extra Linguistic skills Scileanna Breise Teanga</p>	<p>Extra linguistic skills include:</p> <ul style="list-style-type: none"> ▪ Use appropriate eye contact ▪ Body language

	<ul style="list-style-type: none"> ▪ Use gestures and facial expression and sign where appropriate
Form Foirm	Forms refers to the published formats of a particular genre e.g. poem, short story, play, novel, memo, email, film etc.
Genre Seánra	Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register e.g. narrative, informational, persuasive, and multi-genre.
Grapheme-phoneme correspondences Comhfhreagairtí idir graiféimí agus fóinéimí	<p>Grapheme-phoneme correspondences are the relationships between sounds and the written symbols which represent those sounds. Examples of grapheme-phoneme correspondences include to:</p> <ul style="list-style-type: none"> ▪ Recognise, name and sound all letters, lower and upper case ▪ Recognise that letters can work alone or in a group ▪ Recognise that the same sound can be represented by different letters ▪ Identify similar sounds represented by different letter combinations ▪ Recognise different letter combinations and different sounds they represent ▪ Recognise less common sound symbol relationships
Graphic organiser Eagraí grafach	Graphic organisers are visual representations of knowledge, concepts or ideas.
High frequency words Focail ardmhiníochtaí	<ul style="list-style-type: none"> ▪ High frequency words are words that appear frequently in <u>texts</u> e.g. the, is, are, to, said, come etc.
Homograph Homograf	Homographs are words of like spelling but with more than one meaning and/or different pronunciation e.g. bow, record
Homonyms Comhainmneacha	Homonyms are words that are pronounced the same but spelled differently and have different meanings e.g. to, too and two and heir and air.

Independent reading level Leibhéal léitheoireacht neamhspleách	<p>Independent level text is a term for a text which a child can read fluently and comprehend it without help of any kind from the teacher. A child should be able to identify 95-100% of the words and comprehend 90-100% of the text.</p>
Instructional reading level Leibhéal teagaisc	<p>Instructional level text is a term for text that is appropriately challenging, but not frustrational. Instructional level texts are appropriate for use in guided reading. With normal classroom instruction and appropriate support a child should be able to identify 90-95% of the words and comprehend 75-90% of the material in an instructional level text.</p>
Invented spelling Litriú Cumtha	<p>Invented or approximate spelling is a term used when a child uses their own combination of letters to make words when creating texts</p>
Joint attention Comhaird	<p>Joint attention is a situation where the individuals involved in a communicative act both focus on the same object. It is more than just looking an object, the individuals understand that they are attending to the same thing- intentionality</p>
Language of discourse Teanga dioscúrsa	<p>Discourse requires that children produce several utterances to build particular linguistic structures such as narratives, factual accounts, arguments, explanations or combinations of these. This requires that children go beyond the basic sentence and combine sentences to build accounts which are coherent in terms of organisation of meaning content and cohesive in terms of continuity between sentences. The language of discourse requires that children have the sophisticated and genre specific vocabulary and the grammatical knowledge to formulate sentences for the particular topic under discussion and knowledge of how to structure those sentences in a coherent account which goes beyond the level of everyday conversation and adheres to the formal register of discourse in which the language is more abstract in nature and provides for greater cognitive and semantic challenge.</p>
Oral Reading Fluency	<p>Reading fluency is the ability of readers to read orally with speed, accuracy and appropriate prosodic features such as</p>

Líofacht Léitheoireachta	expression, stress, pitch and suitable phrasing.
Morpheme Moirféim	Morpheme is the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.
Narrative text Téacs inste	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 Ceistanna 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 respondents own knowledge and/or feelings.
Paralinguistic skills Scileanna Paraitheangacha	Paralinguistic skills include: <ul style="list-style-type: none"> ▪ audibility ▪ intonation ▪ pitch ▪ pause ▪ emphasis ▪ pace
Personal word banks Stóir phearsanta focal	Personal word banks are collections of words that a writer uses or needs that are related to personal interests and/or commonly misspelled. The words included in the personal word bank are not displayed in the classroom or easily located.
Phoneme Fóinéim	A phoneme is the smallest unit of sound in a word. The word 'it' has two phonemes /i/ and /t/. The word 'ship' has three phonemes /sh/, /i/, /p/

Phonemic awareness Feasacht fóinéimeachta	Phonemic awareness is the insight that every spoken word can be conceived as a sequence of phonemes. Because phonemes are the units of sound that are represented by the letters of an alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the <i>learnability</i> of phonics and spelling.
Phonological awareness Feasacht fóineolaíochta	Phonological awareness is a broad concept that relates to the <u>sounds</u> of spoken language. It includes understandings about words, rhyme, syllables, onset and rime, and phonemes.
Root words Fréamhfocail	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: <ul style="list-style-type: none"> • Inflected words: Root + grammatical inflection e.g. <u>doors</u>, <u>running</u>. • Derived words: Root + affix e.g. <u>sadness</u>, <u>builder</u> Compound words e.g. <u>hairdresser</u>
Segment Deighilt	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/.
Semantics Seimeantaice	<ul style="list-style-type: none"> • Semantics is concerned with meaning; meaning is expressed by the relations among words. Semantic cues are clues to word meaning that can be gleaned from using the clues in the picture, the text and/or prior knowledge.
Sense of voice Braisint Ghutha	Sense of voice refers to the development of the child's own voice and self-expression (agency)
Social functions Feidhmeanna sóisialta	The social functions of language are those where language is used for the purpose of everyday social interaction such as greeting, expressing appreciation, expressing sympathy and concern, saying sorry and welcoming visitors with confidence.
Sound Foghar	The term 'sound' relates to the sound we make when we utter a letter or word, not to the letter in print. A letter may have

Fuaim	more than one sound, such as the letter ‘a’ in ‘was’, ‘can’ or ‘father’, and a sound can be represented by more than one letter such as the sound /k/ in ‘cat’ and ‘walk’. The word ‘ship’ had three sounds /sh/, /i/, /p/, but has four letters ‘s’, ‘h’, ‘i’, ‘p’. Teachers should use the terms ‘sound’ and ‘letter’ accurately to help students clearly distinguish between the two items.
Spelling strategies Straitéisí litrithe	Use phonetic and conventional spelling strategies for unfamiliar words by using knowledge of grapheme-phoneme correspondences, syllabication, visual memory and common spelling strings and patterns when creating texts
Synonyms Comhchiallaigh	A synonym is a word that has the same or nearly the same meaning as another word e.g. happy, joyful, elated.
Syntax Comhréir	Syntax is the organisational rules specifying word order, sentence organisation and word relationships. Syntax specifies which word combinations are acceptable or grammatical, and which are not. The form or structure of a sentence is governed by the rules of syntax. These rules specify word, phrase, and clause order; sentence organisation; and the relationships between words, word classes, and other sentence elements.
Syntactic cues Leideanna comhréire	Syntactic cues are clues to word meaning that can be gleaned from knowledge of word order, sentence structure and word relationships.
Texts Téacs/téacsanna	All products of language use—oral, written, visual, or multimodal—can be described as texts. Multimodal texts combine language with other systems for communication, such as print text, digital text, visual images, audio and the spoken word.
Text organisational structure Struchtúr eagraíochtúil téacs	Text structure is the ways information is organised in different types of texts for example, chapter headings, sub headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type

	and shape its meaning.
Vocabulary Strategies Straitéisí Foclóra	Vocabulary strategies assist to determine or clarify the meaning of unknown words and phrases, including: <ul style="list-style-type: none"> ▪ Using context clues ▪ Using knowledge of root words and affixes ▪ Using knowledge of antonyms, synonyms, homonyms, and homographs to determine the meanings of words ▪ Consulting dictionaries and other references as appropriate
Word identification strategies Straitéisí aitheanta focal	Word identification strategies allow children to read unknown words with increasing automaticity. These strategies include: <ul style="list-style-type: none"> ▪ use of the visual or graphic features of a word ▪ use of grapheme-phoneme correspondences ▪ use knowledge of letter sequences, spelling patterns and associations between words
Writing Process Próiseas Scribhneoireachta	The writing process involves the teacher explicitly teaching children how to work and learn actively as writers. Steps in the writing process include: <ul style="list-style-type: none"> ▪ Plan for writing by selecting topics and ideas with minimal help ▪ Compose text using appropriate text organisational structure ▪ Re-read text written to check it makes sense and meets its purpose ▪ Edit and modify the text by rewriting to add or delete details to clarify meaning ▪ Edit written work further in response to feedback from others