

Primary Language Curriculum

Curaclam Teanga na Bunscoile





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Réamhrá

Introduction



1. Introduction

The new Primary Language Curriculum marks a significant landmark in the ongoing development of the curriculum for primary schools. This introduction answers some frequently asked questions about the new Primary Language Curriculum under three headings: (i) *About the new Primary Language Curriculum* (ii) *Using the Curriculum and Toolkit* and (iii) *Development and publication*.

(i) About the new Primary Language Curriculum

Who is the Primary Language Curriculum for?

The Primary Language Curriculum is for teachers of children of all abilities in all school contexts. The school contexts for this curriculum include English-medium schools, Gaeltacht schools, Irish-medium schools and special schools. The first five sections—Introduction, Rationale, Aims, Strands and elements and, Planning, teaching and assessing for learning, are for teachers of children in all eight primary years. Section 6 - English and Irish: Stages 1 and 2, is for teachers of children in the junior primary years, i.e., stage 1, which refers to junior and senior infant classes and stage 2 which refers to first and second classes. In this curriculum, 'stage' has replaced 'level' in the 1999 curriculum. This change responds to the challenge of using 'level' to refer both to a curriculum stage and to a child's achievement.

What languages are included in the Primary Language Curriculum?

This is a first language (L1) and second language (L2) curriculum for English and Irish. The L1 is determined by the language teaching and learning context of the school. The Language Curriculum is for all children in primary school including children who attend special schools or special classes attached to mainstream primary schools and children with English as L1, children with Irish as L1 and children with another language as L1. For some children with special educational needs, communication in language learning may be through sign language or a Picture Exchange Communication System (PECS).

There are two versions of the curriculum: one with English as L1 which is focused specifically on English-medium schools and another one with Irish as L1 which is focused specifically on Gaeltacht schools and Irish-medium schools. The contents of the two versions are the same with three exceptions: (i) the L1 and L2 reflect the school's language context (ii) the Expectations for Learners at the end of each stage (i.e., Learning Outcomes and Progression Milestones) reflect the school's language context and (iii) in the version for Irish-medium schools the Progression Continua include additional features for Irish for each of the three strands. The aim of the different versions is that native speakers of English or Irish would achieve the same Learning Outcomes for the school's L1 at approximately the same rate. The L1 Learning Outcomes in the Primary Language Curriculum are organised under the same strands in both English and Irish. Support is given to the native and the non-native Irish speakers in the Learning Outcomes and Progression Continua at a level appropriate to their abilities. The curriculum supports teachers to help each child to achieve the Learning Outcomes for oral language, reading and writing.

What is the language context for the curriculum for English-medium schools?

While English is the language of the home for the majority of children who attend English-medium schools, there are other children who speak a different language at home. The children in English-medium schools will follow the Learning Outcomes for English as L1 and Irish as L2. Children's engagement with Irish from the beginning of their primary education broadens their linguistic experience and deepens their cultural awareness. The curriculum recognises that for non-native speakers of Irish, experience and knowledge of Irish are important to enable children to define and express their understanding of national and cultural identity. In the same way, contact with English broadens the language experience of children with Irish as a first language (L1).

What is the language context for the curriculum for Irish-medium schools ?

To provide a haven for Irish in the case of Gaeltacht schools and Irish-medium schools, the boards of management of the schools, following a consultation process with parents, will have the option of postponing children's learning of English until the end of senior infants. Not all the children who attend Gaeltacht schools are native speakers of Irish. Often the native speakers in a Gaeltacht school are even in the minority. In the case of Irish-medium schools, only a very small number of the children have Irish as the language of the home. The integrated language curriculum attends to the various needs of all children, in all of these contexts. The immersion experience affords native speakers the opportunity to enrich and develop their Irish, and it affords non-native Irish speakers in Gaeltacht schools and Irish-medium schools the opportunity to immerse themselves in the language. When the learning of English begins after the period of immersion, the children will transfer many language skills from Irish to English, especially literacy skills (see section 6.1). During this time, English is not taught throughout the day in incidental ways but is confined to the discrete English lesson, to establish the target language of Irish.

Why is there a new Primary Language Curriculum?

The last two decades have seen significant changes in Irish society. Over 200 languages as well as Cant and Irish Sign Language (ISL) are now spoken in Ireland. Curriculum reviews and research during this time have highlighted strengths and challenges of the 1999 curriculum for English and Irish. Teachers have called for a less crowded curriculum with a greater emphasis on practice and on supporting progression in children's language learning and development. Findings have highlighted the need for a new Primary Language Curriculum which

- integrates English and Irish and includes all children and the language knowledge and experiences that children bring to school
- engages teachers and learners and supports children to develop positive dispositions toward language and literacy
- supports teachers to help children to progress in their language learning and development through the primary years
- is more than functional, so that it enables children to make and explore meaning as well as receive and create it.

Research reports that inform and support curriculum development are published at:

www.ncca.ie/primarylanguage.



How is the new Primary Language Curriculum different from the 1999 curriculum for English and Irish?

The structure of the Primary Language Curriculum differs from the 1999 curriculum for English and Irish in several respects (Table 1):


Table 1: Curriculum for English and Irish: 1999 and 2015

Primary English Curriculum and Primary Gaeilge Curriculum (1999)	Primary Language Curriculum (2015)
Strand	
Strand unit	Element
Different strands and strand units for English and Irish	Same strands and elements for English and Irish
Content Objectives 269	Learning Outcomes 94
-	Progression Continua
Assessment advice in guidelines	Examples of children's language learning in the Primary Language Toolkit (online)
Guidelines	Support Material for teachers in the Primary Language Toolkit (online)

The Primary Language Curriculum is an integrated curriculum. This means that it has the same curriculum structure and the same strands for English and Irish to support integration across the two languages. The number of Learning Outcomes included in this integrated curriculum is far fewer than the number of Content Objectives in the 1999 curriculum (94 and 269, respectively). The change from Content Objectives to Learning Outcomes shifts the focus from the teacher to the child and his/her learning. For each strand—oral language, reading and writing—it includes a continuum (map) of significant Progression Milestones and detailed Progression Steps involved in children's language learning and development. The Learning Outcomes and Progression Continua are complemented by Examples of children's language learning to help teachers to make professional judgements about, and support children's achievement and progression across, both languages. These Examples are presented in an online Primary Language Toolkit along with Support Material for teachers. The Primary Language Toolkit replaces the Teacher Guidelines in the 1999 curriculum. Finally, the Primary Language Curriculum

incorporates the principles and methodologies of *Aistear: the Early Childhood Curriculum Framework* (NCCA, 2009).

Why is the Primary Language Curriculum described as 'integrated'?

Unlike the 1999 curriculum which has a different structure, e.g., separate strands and strand units for English and Irish, this Primary Language Curriculum has the same structure and strands for both languages. This integration between languages is important for primary teachers to plan for and support children's progression in the L1 and the L2, whether Irish or English. Children transfer certain skills and concepts from their first to their second language and to a third language in some instances. When teachers are aware of opportunities for transfer, they can reinforce these skills and help children to generalise what they have learned to other languages. In this curriculum a link symbol  is used to show where the transfer of skills occurs across the Learning Outcomes for the school's L1

and L2. (Further information is provided in Section 6.1 - Learning Outcomes: English and Irish.) Using the same curriculum structure for both languages supports teachers to plan for and to integrate children's language learning across English and Irish. This builds on the two types of integration described in the 1999 curriculum, i.e., integration within a curriculum subject (linkage) and across curriculum subjects, i.e., English and Irish. It recognises a third type of integration which is related to language learning across the three strands of oral language, reading and writing.

What are the strands of the Primary Language Curriculum?

The strands represent the main areas or modes of learning in English and Irish. The Primary Language Curriculum has three strands: oral language, reading and writing. Like the 1999 curriculum, 'the strands are not discrete areas of learning, as they overlap and interact to form a holistic learning experience for the child' (DES, Introduction, p. 42). The connectedness of the strands is emphasised in the definition of 'text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital. It is important that teachers understand this definition of text to help them make sense of the Learning Outcomes and the Progression Continua.

What are the elements of the Primary Language Curriculum?

Elements describe the essential language learning within the strands; they replace strand units in the 1999 curriculum. There are three elements:

- Developing communicative relationships through language
- Understanding the content and structure of language
- Exploring and using language.

For ease of reference, the three elements can be abbreviated as follows: (i) Communicating, (ii) Understanding and (iii) Exploring and Using. Each element has a specific set of Learning Outcomes. Like the 1999 curriculum, the elements are interdependent.

The connectedness of the strands is emphasised in the definition of 'text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital.

How is the Primary Language Curriculum structured and presented?

The Primary Language Curriculum and the companion Primary Language Toolkit include:

Table 2: Contents of the Primary Language Curriculum and Toolkit

Introduction	What are the key messages in the new Primary Language Curriculum?
Rationale	Why is language learning and development important in primary school?
Aims	What do we value in children's language learning and development in primary school?
Strands and elements	What concepts, dispositions and skills are important in children's language learning and development in stages 1 and 2 with reference to the strands and elements?
Planning, teaching and assessing for learning	What are the parts/components of the curriculum and how do these work together? <ul style="list-style-type: none">• Learning Outcomes• Progression Continua• Examples of children's learning and development*• Support Material for teachers*
Glossary	What are the important terms used to describe concepts, dispositions and skills in children's language learning and development and how are these explained?

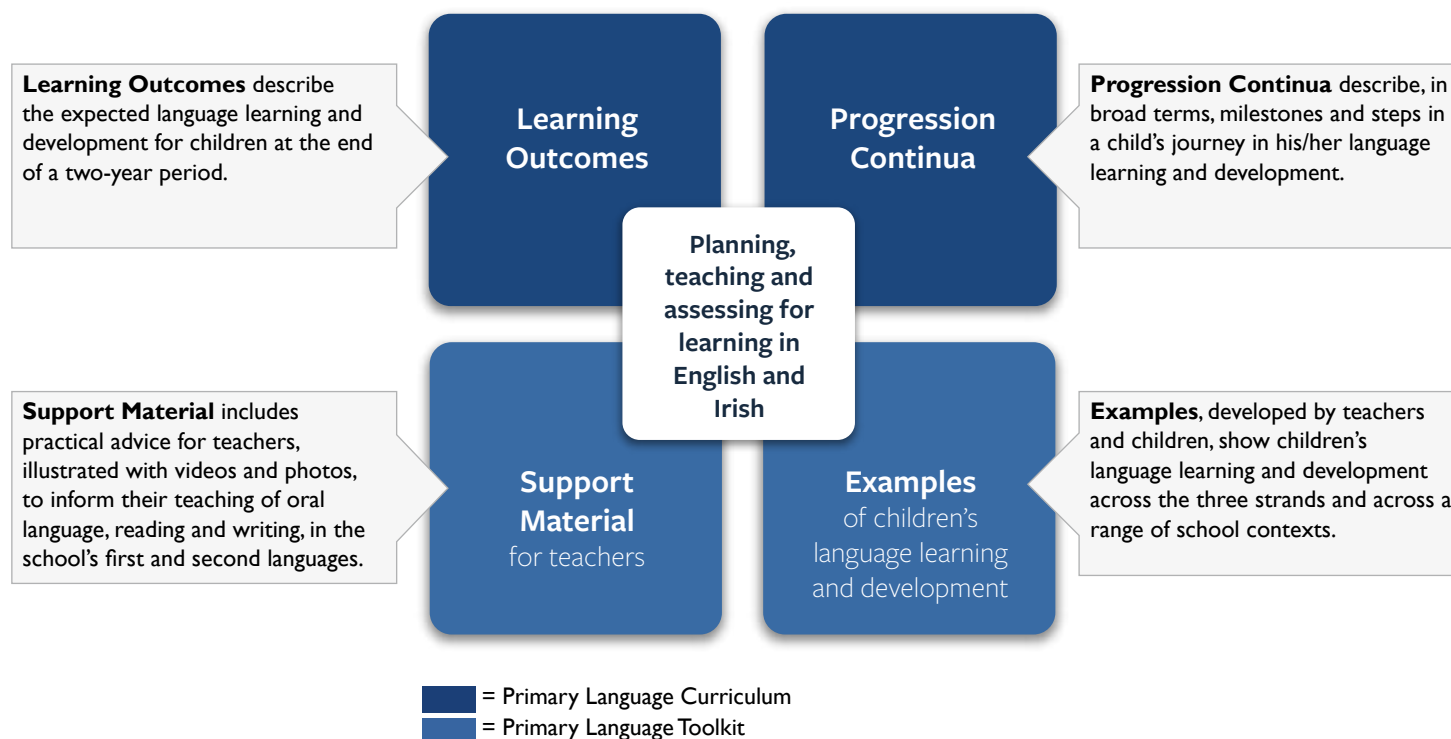
* Published in the Primary Language Toolkit: www.curriculumonline.ie.

What are the four interconnected parts of the curriculum?

Section 6 of the Primary Language Curriculum, English and Irish: Stages 1 and 2, describes four interconnected components — Learning Outcomes, Progression Continua, Support Material and Examples of children's learning and development (see Figure 1). Learning Outcomes describe the expected language learning and development for children at the end of a two-year period, while the Progression Continua describe, in broad terms, milestones and steps in a child's journey in his/her language learning and development.

Support Materials include a range of practice guides, podcasts, videos and photo galleries to support teachers' use of the Primary Language Curriculum in the school's first and second language. The Examples of children's learning and development have been developed by teachers and children and show children's language learning and development across the three strands and across a range of school contexts.

Figure 1: The four interconnected components of the Primary Language Curriculum



(ii) Using the Curriculum and Toolkit

What are Learning Outcomes?

Learning Outcomes are used to describe the expected language learning and development for children at the end of a two-year period. They replace the Content Objectives in the 1999 curriculum. Stage 1 Learning Outcomes refer to junior and senior infant classes and stage 2 Learning Outcomes are for first and second classes. Reflecting *Aistear's* Learning Goals, the phrase, 'Through appropriately playful learning experiences, children should be able to...' is used to introduce all stage 1 Learning Outcomes. The curriculum acknowledges that children's progress towards Learning Outcomes will be influenced by

their varying circumstances, experiences and abilities. Given the diversity in children's language learning and development across any class group, this Primary Language Curriculum describes children's language learning on a continuum. The Progression Continua support teachers to work with children whose learning and development may progress at a different level or rate to their peers.

What are the Progression Continua and how do they work?

There are three Progression Continua in the Primary Language Curriculum, one for each strand: oral language, reading and writing. The Progression Continua describe, in broad terms, a child's journey in his/her language learning and development. Each child's journey, from junior infants to second class, can be located in one of the eight Progression Milestones—important points of achievement which are further described in Progression Steps. Examples of children's language learning and development in the Primary Language Toolkit show teachers what these Progression Milestones look like.

The Progression Continua reflect the reality that children come to school with different language experiences, are at different places in their language-learning journey, and develop at different rates, especially children with special educational needs and children in the early years of primary school. For the majority of children, their language will have been further developed through their experiences in the Free Pre-school Years. Some children beginning junior infants and having experienced pre-school education guided by Aistear, may be at Progression Milestone d in oral language while other children with a similar experience may be at Milestone b. In addition, children may be working at one Progression Milestone in oral language and at an earlier Progression Milestone in writing or reading at the same time. They will also be working at different Progression Milestones in their L1 and L2. In the case of each language and using the Progression Continua, teachers can identify the Progression Milestone for the majority of children in the class, and for children at an earlier or later point in their learning and development. The Progression Continua support teachers in using their own judgement and experience to identify where children are in their language-learning journey in L1 and in L2 and to plan appropriate learning experiences which support all children to progress in both languages.

What are Examples of children's language learning and development?

This online Primary Language Toolkit is a resource which includes Examples of children's language work in L1 and L2. For each Example, four points of information are provided: the *context* for the learning, the relevant *milestone*, the *Progression Steps* demonstrated by the child, and the next steps in learning. Each Example links to the relevant milestone in the Progression Continua. The Examples have been developed and recorded by children and teachers in primary schools. They are presented in print, audio and video formats in the Primary Language Toolkit. The number of Examples will be increased over time to provide teachers with a rich bank of Examples to show children's language learning and development across the three strands and across a range of school contexts.

What is the Support Material in the Primary Language Toolkit?

In addition to the Examples described above, the Primary Language Toolkit also includes a range of Support Material for teachers to use the Primary Language Curriculum in the school's L1 and L2. The Support Material replaces Teacher Guidelines in the 1999 curriculum. It focuses on the 'how to' of teaching different aspects of language learning at stages 1 and 2. Items of Support Material, grounded in research and development, are presented in Portable Document Format (PDF) and many contain supplementary videos which show practice across different learning contexts which teachers may adapt to suit their own context. The Primary Language Toolkit is a rich resource for supporting practice in the classroom, and additional items of Support Material will be developed over time as needs and new practices are identified.

How do teachers begin to use this curriculum?

While the language experiences of children, teachers and schools vary greatly across the different school contexts, all teachers will begin with the same starting point which involves asking, *where are children at, and where are they going in their language learning and development?* Teachers begin to answer this question by looking at the Learning Outcomes for the relevant stage and the Progression Milestones and Progression Steps linked to these Learning Outcomes on the Progression Continua. Teachers can use the Examples to look at evidence of children's language learning and development in other classes/schools, each linked to the relevant Learning Outcomes and Progression Milestones. Working alone, or collaboratively with colleagues, teachers can compare the Examples with work from children in their own class(es) and in this way, identify the relevant Progression Milestone(s) for their children, and plan to support progression for all. The Support Material for teachers provides guidelines for practice. Further information on the starting point for using the Primary Language Curriculum is provided in Section 6 – English and Irish: Stages 1 and 2.



Figure 2: Starting to use the Primary Language Curriculum

What are the next steps in their learning?

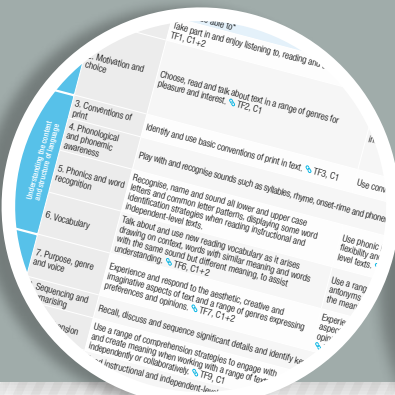
What strand am I focusing on?

Where are the children in my class at?



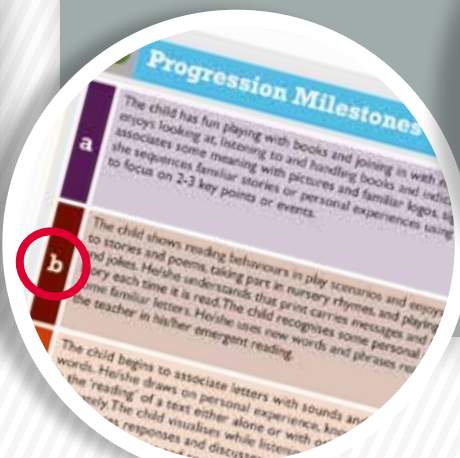
Refer to the Primary Language Curriculum Learning Outcomes

Each Learning Outcome corresponds to a section on a continuum of the same name. Each outcome is broken down into a number of Progression Steps across eight milestones (a-h) on this continuum.



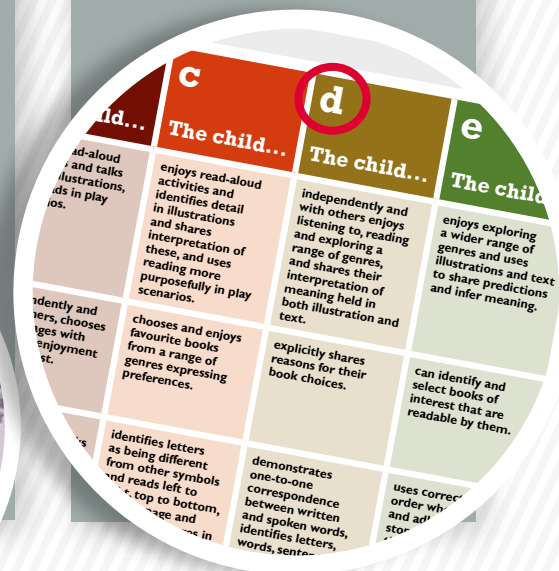
Refer to the Primary Language Curriculum Progression Milestones

Support is provided for identifying which of the eight Progression Milestones (a-h) to begin teaching an outcome. A short description is provided of what children's work looks like at a particular milestone along with samples of children's work which illustrate the milestone.



Refer to the Primary Language Curriculum Progression Steps

Having identified which milestone (a-h) to begin teaching from, the Progression Steps can be referred to and next steps can be identified.



(iii) Development and publication

Where can I find out about the research that underpins the Primary Language Curriculum?

Three research reports underpin the development of the Primary Language Curriculum. Two of the reports focus on oral language and literacy for children aged 3-8 years (Shiel et al, 2012; Kennedy et al, 2012). A third report discusses an integrated language curriculum for children aged 3-12 years (Kennedy et al, 2012). These full reports and their executive summaries (NCCA, 2012) and podcasts are published on the review and research webpage at www.ncca.ie/primarylanguage along with other research and development publications relevant to primary language. A report of the consultation in 2014 on a draft version of the Primary Language Curriculum is also published at www.ncca.ie/primarylanguage.

Where is the Primary Language Curriculum published?

The Primary Language Curriculum and Primary Language Toolkit are available online at www.curriculumonline.ie. The Primary Language Toolkit includes Support Material for teachers to guide their language planning and teaching and Examples of children's language learning. The first five sections of the curriculum (Introduction, Rationale, Aims, Strands and elements, and Planning, teaching and assessing for learning) are for teachers of children in all eight primary years. Section 6 – English and Irish: Stages 1 and 2, are for teachers of children in the junior primary years.



2



Réasúnaíocht

Rationale



2. 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 it 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. Language 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 his/her own individual rate. 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 their environment, their homes and their early years experiences, contribute 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 at home, in early years settings, 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 to develop similar skills in another language, provided they have adequate exposure to the language, and 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. Using language across the curriculum in other subject areas outside of the discrete language lesson enables children to reinforce and generalise what they have learned.



Language is our chief means of communicating with ourselves and others. Language is key to the development of the child as a person.

In the context of this curriculum, 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. Our schools include children with English as a first language, children with Irish as a first language and children with another language as their first language. Children with neither English nor Irish as a first language are already learning in an integrated way which will enhance their learning of English and Irish in primary school. Although discrete language skills associated with each strand are essential, engaging with all three strands of oral language, reading and writing in an integrated way enables the child to become a more effective communicator. Within this Primary Language Curriculum integration is defined in terms of

- the transfer of skills learned across languages
- teaching language in other curricular areas
- interaction across the three strands of oral language, reading and writing.

Skills that transfer across languages allow teachers to reinforce what has been taught in the school's first language, using the second language. Not all skills will transfer across languages. Some differences do exist between the languages of English and Irish, such as morphology, syntax, sentence structure and some aspects of phonics. Schools can make specific provision for teaching these differences as part of the planning process. To effectively support children's learning of and across the two languages, it is important that Irish is taught through Irish and that English is taught through English.

Children learn language through interactions

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. Parents play a key role in supporting children's language development and in establishing the language of the home prior to children acquiring additional languages. The majority of children in Ireland avail of the universal Free Pre-school Year through the Early Childhood Care and Education Programme prior to beginning primary school. This year provides children with further opportunities to enjoy and learn through rich oral language experiences, and to use emergent literacy skills in playful and purposeful ways. Building on this language foundation and supporting progression in children's learning and development as they move to primary school, the language curriculum identifies adult-child and child-child interactions as essential 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 and develop children's talk during processes of exploration, discovery, and problem-solving.

The learning environment influences what and how children learn. An environment that supports and promotes children's differences is important for children to feel accepted and comfortable, an environment where differences of need and language are celebrated. Children for whom English is an additional language (EAL) bring greater awareness and appreciation of languages and cultures to a classroom.

Encouraging these children to contribute, e.g., to explore similarities and differences between languages and cultures can be of great benefit to the classroom language-learning environment by fostering a greater appreciation of languages. In the same way, children who have special communication needs and use gestures or aids to communicate help raise awareness of how different methods of communication can contribute to the language-learning environment. An engaging environment encourages and helps all children to explore, make discoveries, solve problems, express themselves and interact with others. In the early years of primary school, playful experiences are an important part of this language-learning environment.

When children play, or are involved in playful activities, they are engaged in meaningful communication. They use language for different purposes, matching language style and tone to these purposes and to different audiences. They also play with language, sharing rhymes, jokes, nonsense syllables, and gain an early understanding of language as a system that can be manipulated. An appropriate, stimulating and playful learning environment facilitates children's language learning and development.



Children learn language in different school contexts

There are different school contexts in which language learning occurs: schools where English is the medium of instruction, Gaeltacht schools and Irish-medium schools. The prior and current Irish language learning experiences of children, of teachers and of schools vary greatly across the different types of schools. In an English-medium school, English is the working language and Irish is taught as the school's second language. There are particular challenges for children learning Irish as an L2, because the language that they learn at school cannot in the case of most children be practised, used and consolidated in the same way as the language that they learn in English and speak as their L1.

The centrality of the classroom in learning Irish is therefore pivotal. Teachers need to plan, at individual-teacher and whole-school levels, to provide children with opportunities outside of the Irish lesson to use the second language that they are learning. Teachers do this by using Irish regularly as an informal means of communication throughout the day and by teaching other subjects or aspects of other subjects through Irish and using Content and Language Integrated Learning (CLIL), which provides opportunities to learn through Irish in another area of the curriculum. In this way, the children will hear and speak Irish throughout the day as is recommended in *20-Year Strategy for the Irish Language (2010)*. By teaching Irish effectively as L2, a foundation is laid on which the teaching of the third and fourth language will be built later.

In Gaeltacht and Irish-medium school settings, Irish is the working language of the school and the children use it to communicate and to access a broad range of subjects across the curriculum. Children in the Gaeltacht access the curriculum through Irish. For children who are native Irish speakers, their language is developed and enriched at school. The school provides an essential setting where language is maintained and perpetuated. The teacher has a key role in affirming the type of Irish that the child speaks at home and in drawing attention gradually to other versions and to vocabulary from other dialects. Children who are not native Irish speakers are immersed in the language as the school contributes to increasing the number of Irish speakers in the Gaeltacht as laid out in *20-Year Strategy for the Irish Language (2010)*. The Gaeltacht school is engaged in preserving and fostering the language of the community by enabling children who are not native speakers to achieve advanced skills in Irish.

It is recognised that a central written standard for Irish is necessary but, on the other hand, the principles of choice were accepted in the last review of the Official Standard. In the Revised Official Standard, forms and versions that are common in speech in the major dialects were included as part of it. The Official Standard is now closer to everyday speech than it used to be although, of course, the Official Standard was laid down for the written language.

Children in Irish-medium schools also access the curriculum through Irish. While Irish is the working language of the school, it is recognised that it is not the language of the home for the vast majority of the children. The school enables the children to achieve advanced skills in Irish and therefore functions as a place where language is revived. This policy is in keeping with *20-Year Strategy for the Irish Language* (2010).

The different contexts in which children learn languages in primary school in Ireland are represented in this Primary Language Curriculum: English-medium schools, Gaeltacht schools and Irish-medium schools. The language experiences of children attending primary school vary considerably. The number of children who speak a language other than Irish or English at home is a feature of Irish primary schools, creating a multilingual context for language learning. For children with English as an Additional Language (EAL), partnerships between the primary school and their homes are critical for planning for and supporting their language learning, developing their first school language while maintaining their home language.

Additionally, children with special educational needs may encounter challenges in the development of language and communication skills. A differentiated approach which focuses on the identified needs of children with special educational needs will involve planning at an individual-teacher and whole-school levels.

All children come to school with a level of competence in one or more languages, which may or may not be the first language of the school. The language 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 language, they are also developing a common underlying proficiency which enables them to transfer language skills and learning strategies to other languages. The surface aspects of different languages vary. A lot of these variations relate to aspects of oral language, e.g., vocabulary, pronunciation, grapheme-phoneme correspondence, language fluency, etc. While aspects of these skills may be transferred, the most transferable skills are literacy skills, e.g., left to right and top to bottom orientation, knowledge of sound systems (i.e., that words are made up of various sounds), decoding skills, comprehension skills and so forth.



3



Aidhmeanna

Aims



3. Aims

The Primary Language Curriculum sets out an image of children as communicators, readers, writers and thinkers, and a vision and understanding of primary classrooms as places where children are enabled to progress at their own pace in environments and relationships which are supportive, engaging and inclusive.

Aims

The aims of the Primary Language Curriculum are presented in three groups: focusing on children and their lives, children's communications and connections with others, and children's language learning and development.

1. Children and their lives

The Primary Language Curriculum aims to support teachers to

- enable children to build on prior knowledge and experience of language and language learning to enhance their language learning
- encourage children to embrace Irish positively, and promote our cultural identity through the use of the Irish language
- encourage children of different languages and cultures to be proud of and to share their heritage
- recognise the wide variation in experience, ability and language style which children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships.

2. Children's communications and connections with others

The Primary Language Curriculum aims to support teachers to

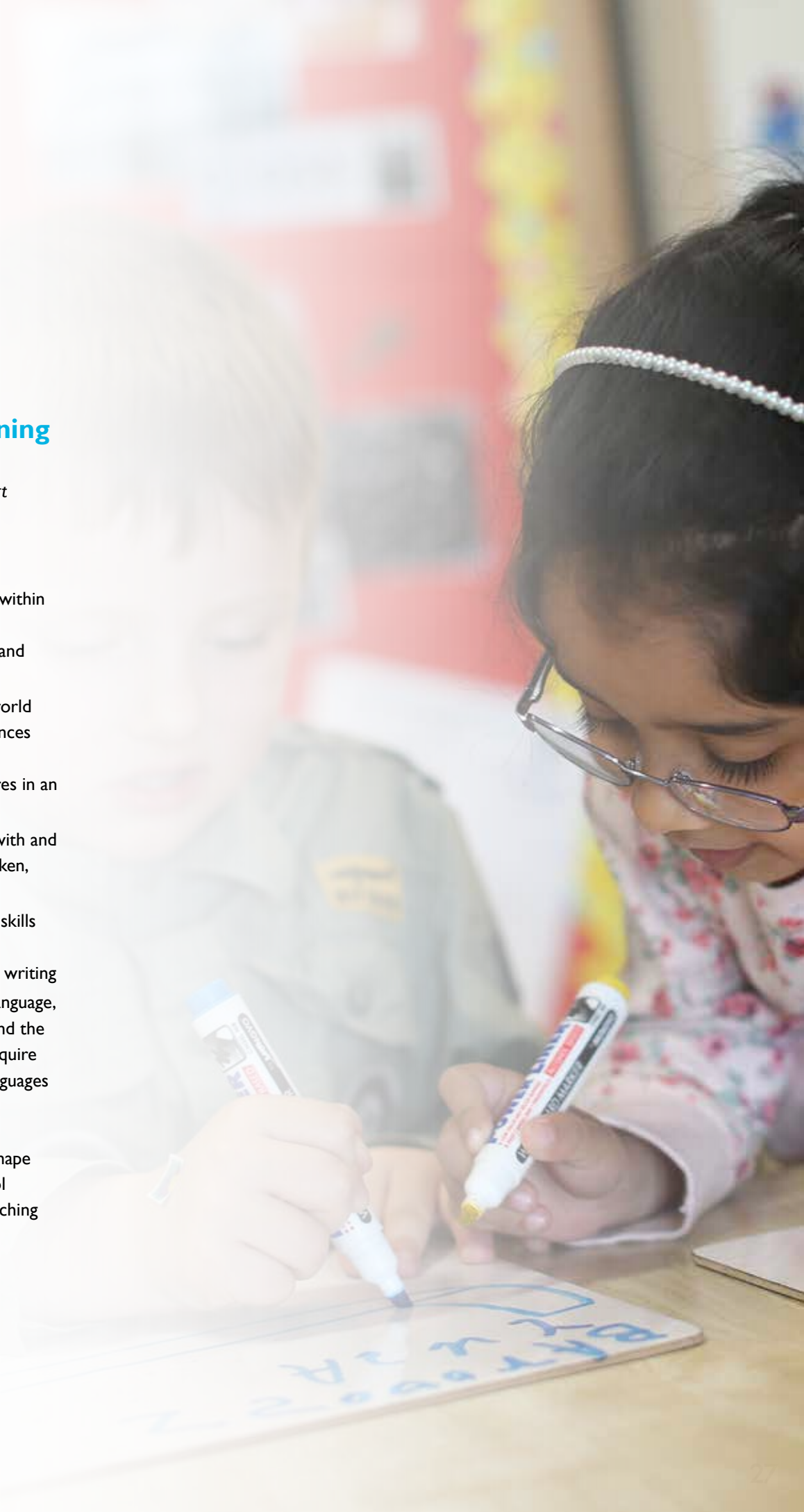
- embrace children's uniqueness by nurturing their appreciation of their home language, their understanding of language and diversity, and their ability to use different languages, gestures and tools to communicate with people in a variety of contexts and situations
- encourage and enable children to communicate effectively in both the first and second language of the school and to communicate in their heritage language for a variety of purposes
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

3. Children's language learning and development

The Primary Language Curriculum aims to support teachers to

- promote a positive disposition towards communication and language by fostering within children a lifelong interest in and a love of language learning for personal enjoyment and enrichment
- broaden children's understanding of the world through a rich variety of language experiences and through fostering an awareness and appreciation of other languages and cultures in an enriching learning environment
- encourage children to engage personally with and think critically about a broad range of spoken, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and acquire a basic understanding of the history of languages and other cultures.

Further information on how the above aims shape children's language learning in particular school contexts is provided in Section 5: Planning, teaching and assessing for learning.



4



Snáitheanna agus gnéithe

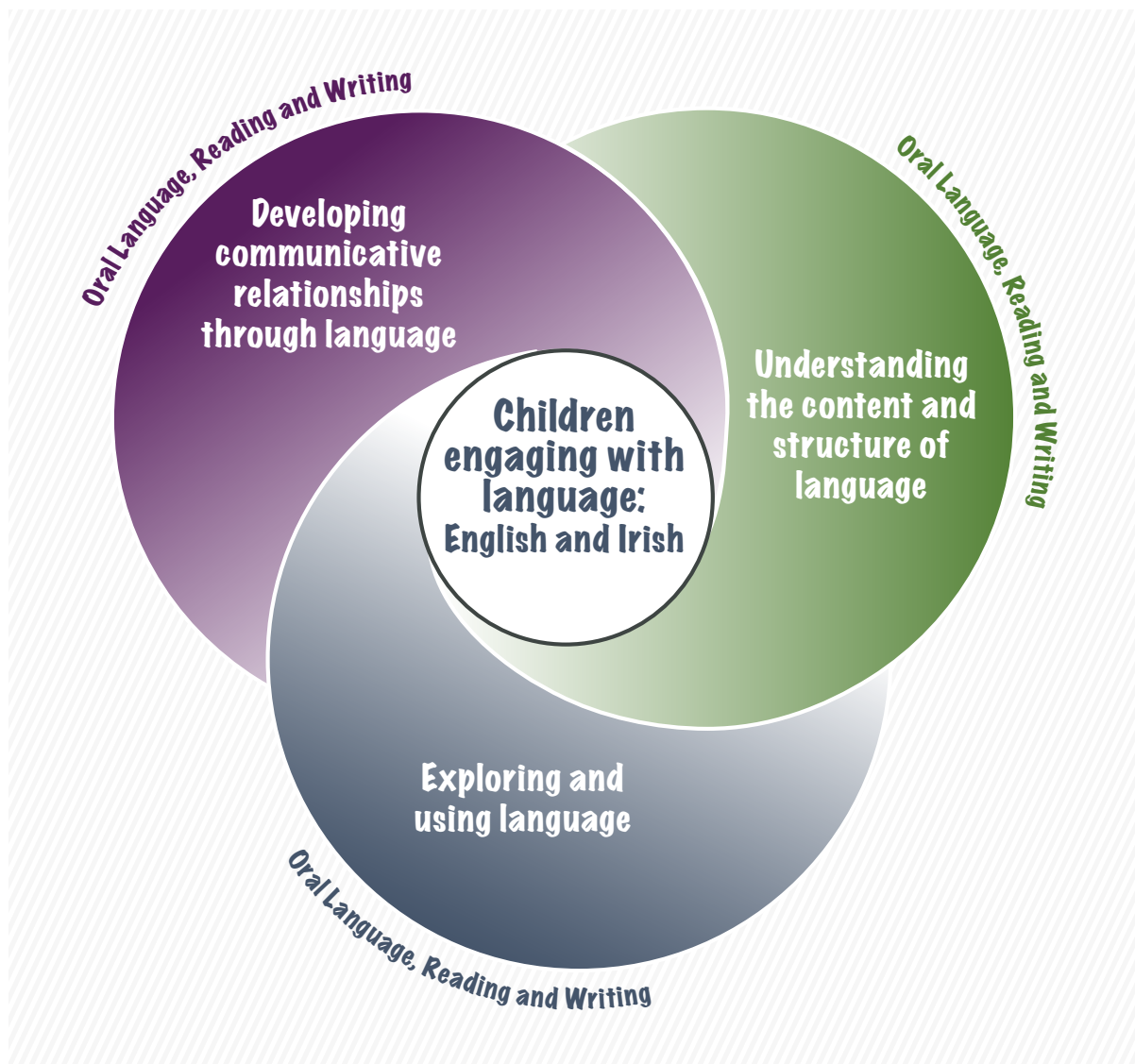
Strands and elements



4. Strands and elements

Across the strands of oral language, reading and writing, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills.¹ The elements are interdependent, as the Figure below shows.

Figure 3: The elements of language



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.**

¹ In this sense, the elements compare with the strand units in the 1999 curriculum in that they provide the organisers for the Learning Outcomes, just as the strand units did for the Content Objectives.

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. This oral language work builds on children's experiences in their pre-school education. Some of the concepts, dispositions (explained in the next paragraph) and skills developed through oral language are precursors to related skills and concepts developed in reading and writing. It is through an awareness of the interrelationships among the elements and across the strands that the potential of the integrated language curriculum is realised. This potential is highlighted through the use of the term texts (defined in the Glossary) across the strands and elements.

The Primary Language Curriculum builds upon the principles of *Aistear: the Early Childhood Curriculum Framework*. These principles highlight the importance of adult-child relationships and playful and meaningful experiences for children's learning and development. In nurturing children's development as competent and confident communicators, *Aistear* spotlights the importance of developing dispositions alongside concepts and skills. The 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, *Aistear* advocates the nurturing of dispositions like independence, curiosity, playfulness, perseverance, confidence, resilience and resourcefulness. In schools, desirable and positive learning dispositions such as co-operation and persistence can be strengthened. In the case of children's language learning and development, for example, a positive disposition towards reading (i.e., the 'will to read') is included in Learning Outcomes along with the concepts and skills involved in learning to read.

The Primary Language Curriculum incorporates *Aistear's* principles and builds on children's prior language learning and development in early childhood settings.

Concepts, dispositions and skills are at the heart of Language Learning Outcomes in this curriculum. These concepts, dispositions and skills are developed as appropriate to each school context and each child's stage in learning in first and second languages. They are outlined in three Tables below, each of which focuses on one of the three elements. For accessibility and manageability, the Tables are not exhaustive—they do not include all of the possible language functions. Further information on specific concepts, dispositions and skills is provided in the Glossary. The language skills that have particular application to each element are outlined in greater detail in Appendix I.



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 listeners and speakers, and as givers and receivers of information. In specific terms, it is about developing the skills which support that process and, in this way, the element builds on the theme of *Communicating* in *Aistear*. Building and sharing meaning in communicative relationships requires that children engage both as listeners and speakers. In this process, listening and speaking are reciprocal skills and these skills are developed in tandem. Children's attention and listening comprehension are supported and developed through the relevance of their responses and contributions to the topic under discussion. In the conversational setting, the teacher affirms and/or adjusts the comprehension levels and takes her/his turn in contributing to the topic and further challenging the child/children for listening comprehension and expression as they contribute in turn. In doing this, the teacher

recognises that some children learn best using signs, visuals, or through other senses, including touch. The reciprocal exchange of meaning relies on the treatment of listening and speaking as reciprocal skills for development within the curriculum. The majority of children will come to 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 concepts, dispositions and skills represented in the Learning Outcomes for this element relate to children's progress in the other two. As shown in the table below, these Learning Outcomes promote enjoyment, motivation, choice, and a sense of purpose and engagement in using language to communicate with others.

Table 3: Element 1 - Communicating

Strand	Learning Outcome label (concepts, dispositions and skills)
Oral language	Engagement, listening and attention (<i>intentionality, verbal memory</i>)
	Social conventions and awareness of others (<i>relevance, turn-taking, extra- and para-linguistic skills</i>)
Reading	Engagement (<i>intentionality</i>)
	Motivation and choice (<i>relevance</i>)
Writing	Engagement (<i>intentionality</i>)
	Motivation and choice (<i>relevance, purpose, audience</i>)

Element 2: Understanding the content and structure of language

This element focuses on developing children's ability to create and interact successfully with oral and written texts using increasingly sophisticated knowledge and understanding of the content and structure of language. Eleven Learning Outcomes support children's understanding of the content and structure of language. As shown in the table below, these Learning Outcomes focus on sentence structure and grammar, oral vocabulary and reading vocabulary, conventions of print, phonological and phonemic awareness, word recognition, spelling and comprehension. Within the curriculum, children will be required to comprehend and to use vocabulary and

sentence structures at increasingly complex levels. Listening comprehension is critical to the child's development of vocabulary and sentence structure. In the oral language strand, listening and speaking, comprehension and expression are developed as reciprocal skills in the social interaction of teacher/child and child/child(ren) conversation. The child's listening and oral comprehension skills are given expression and are further developed through the child's use of these words and phrases in the original context and in their generalisation to contexts beyond those in which they were originally heard and used.

Table 4: Element 2 - Understanding

Strand	Learning Outcome label (concepts, dispositions and skills)
Oral language	Sentence structure and grammar (<i>syntax, morphology</i>)
	Acquisition and use of oral vocabulary (<i>semantics, verbal memory, articulation skills</i>)
	Demonstration of understanding (<i>semantics</i>)
Reading	Conventions of print (<i>meaning and interpretation of text/illustration</i>)
	Phonological and phonemic awareness
	Phonics and word recognition (<i>alphabetic principle, word identification strategies</i>)
	Reading vocabulary (<i>semantics</i>)
Writing	Conventions of print and sentence structure (<i>syntax</i>)
	Spelling
	Vocabulary (<i>semantics</i>)

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, in a variety of genres, and with a range of audiences, familiar and unfamiliar. 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. In exploring and using language in the curriculum, children will be required to listen to and present narratives and factual accounts of increasing complexity and abstraction. Listening comprehension of complex oral texts is critical to children’s understanding of how language is used within a curriculum, to build ideas and propositions. In the oral language strand, listening and speaking are developed as reciprocal skills and comprehension is supported and extended through expression. This oral and social construction of meaning through listening and speaking

supports reading and writing where the child is required to engage individually and to comprehend and respond in the construction of meaning with written texts. Questioning should focus on three types of questions—curiosity questions, procedural questions and questions used for social purposes. The creative and playful use of language includes playing with nonsense language which contributes significantly to the development of children’s metalinguistic skills. The 16 Learning Outcomes for this element focus on a wide range of language functions and genres across oral language, reading and writing as well as on fluency, comprehension, handwriting, the writing process, and author’s intent.

Table 5: Element 3 - Exploring and Using

Strand	Learning Outcome label (concepts, dispositions and skills)
Oral language	Requests and questions
	Categorisation
	Retelling and elaborating (<i>narrative text and response</i>)
	Playful and creative use of language (<i>aesthetic dimension of language</i>)
	Information giving, explanation and justification (<i>expository text</i>)
	Description, prediction and reflection
Reading	Purpose, genre and voice (<i>awareness of author’s purpose</i>)
	Comprehension (<i>comprehension, text organisational structure and fix-up strategies</i>)
	Fluency and self-correction (<i>accuracy, fluency and meaning</i>)
Writing	Purpose, genre and voice (<i>sense of voice, aesthetic dimension of text</i>)
	Writing process (<i>using processes, structures and language register</i>)
	Response and author’s intent (<i>author’s purpose and responding</i>)
	Handwriting (<i>legibility</i>)

Through exploring and using language, children's developing sense of voice is nurtured



5



Pleanáil, teagasc agus measúnú le haghaidh foghlama

Planning, teaching and assessing for learning



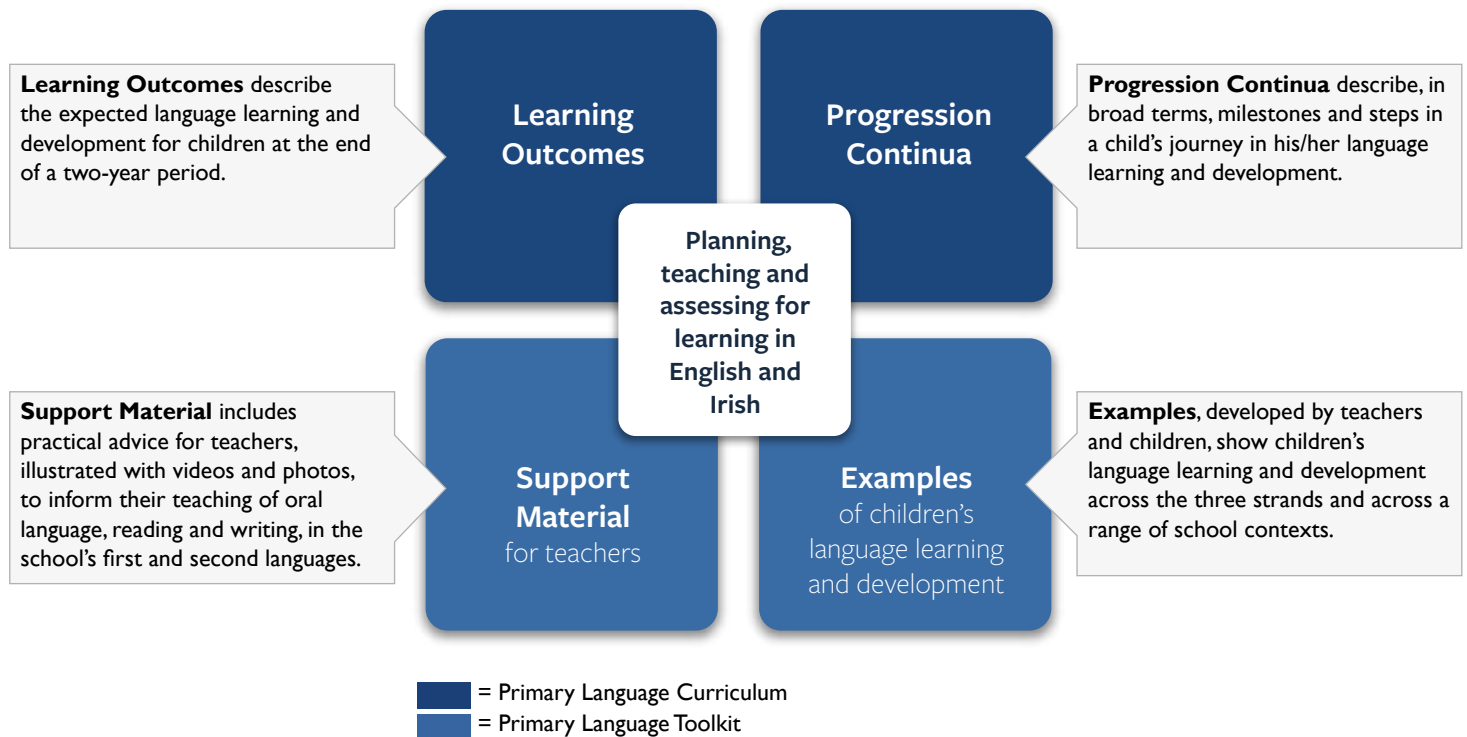
5. Planning, teaching and assessing for learning

The Primary Language Curriculum helps teachers to support children’s language learning and development through the process of planning, teaching and assessing for learning in English and Irish. Four parts (components) of the Primary Language Curriculum work together to support teachers’ planning, teaching and assessment for language learning: Learning Outcomes, Progression Continua, Examples of children’s learning and development, and Support Material for teachers.

The Learning Outcomes and Progression Continua support teachers when reporting the child’s learning progress to colleagues, parents and others during the year, and to other teachers as part of the transfer process within or across primary schools. Figure 4 shows how different parts of the curriculum work together to support progression across the three strands—Oral language, Reading and Writing—in children’s language learning and development.

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgements about, children’s language learning, and to decide on the next steps in teaching and learning to help children progress in English and Irish.

Figure 4: Planning, teaching and assessing for learning



A first starting point for teachers involves asking: *Where are children at and where are they going in their learning and development in English and in Irish?* Teachers begin to answer this question by looking at the Learning Outcomes for the language, for the relevant stage. The Learning Outcomes describe expectations for children's language learning and development by the end of a two-year period in primary school, thus giving teachers a sense of the realistic destinations for children's learning.

Learning Outcomes for each strand in English and in Irish are broken down into Progression Milestones on a Progression Continuum. Each strand has its own Progression Continuum. The Progression Milestones are represented by the letters a-h and describe, in broad terms, children's language learning and development in English and in Irish from junior infants to second class while also supporting children in these classes who may be at an earlier or more advanced milestone in their learning journey. The Progression Milestones are further broken down into Progression Steps. Each Progression Step is presented alongside the relevant Learning Outcome, using a label (abbreviation) for each Learning Outcome, e.g., Choice. This Learning Outcome focuses on children having choice in their language work. The full Learning Outcomes for English and Irish and their numbers and labels are included in Section 6.1. Instead of repeating the full Learning Outcomes in Section 6.2, the relevant Learning Outcome label is listed alongside each Progression Step.

Looking at the Progression Steps (linked to Learning Outcomes), teachers can identify the Progression Milestones that represent children's *current* learning and development in English and Irish. The Primary Language Toolkit includes Examples of children's learning and development which illustrate each Progression Milestone. Using the Examples, teachers can identify the starting point on the Progression Milestones for teaching large groups in their class as well as for individual or small groups of children who may need a very different starting point based on their level of progress. For example, a teacher in senior infants may judge the starting point in English for a large group in his/her class to be 'Milestone c' with a small group of learners working at an earlier or later milestone, such as 'b' or 'd'.

Once teachers have identified children's starting points for learning, the Progression Steps for each milestone provide more detailed information to plan for teaching and learning. Teachers can use the Progression Steps to monitor children's progress in mastering the relevant Progression Milestone on the continuum and their readiness to progress to the next milestone and its related steps. Both the Learning Outcomes and the Progression Continua are also linked to Support Material for teachers in the online Primary Language Toolkit which provides practical ideas for teaching in the related area.

Assessment in the Primary Language Curriculum builds on the NCCA guidelines, *Assessment in the Primary School Curriculum* (NCCA, 2007) and guidelines in *Aistear, Supporting Learning and Development through Assessment* (NCCA, 2009). The Examples of children's language learning and development, discussed in Section 6.3 and available in the Primary Language Toolkit, will support teacher judgement by showing what children's language learning and development looks like across a range of Progression Milestones and in different classroom contexts. In addition, Support Material on Assessment for Learning will be available in the Primary Language Toolkit. Resources for reporting children's progress and achievement in language and across the curriculum, currently available at www.ncca.ie/primaryreporting, will be part of the Primary Language Toolkit.



Second language learning

Most children travel along predictable pathways to learning a second language. Irish is no exception, and children learn Irish as a second language in primary school in individual, but predictable ways. Children learning English as an additional language will also follow the same trajectory, but with more opportunities to interact with the language outside the school context. Initially, children gradually realise that communication and meaning can be made in other languages and they begin to demonstrate understanding. Once children have acquired some words in the new language, they begin to mix and use L2 words in L1 sentences giving mixed utterances. If the new language is acquired in a familiar setting, children will learn words and phrases that are regularly used throughout the day. Over time, children acquire common familiar words and phrases in their second language. It is important that children have opportunities to repeat these words and to develop more creative speech. Supports for teachers which outline and illustrate developments and teaching supports for children's second language learning are published in the Primary Language Toolkit. The points below include some important considerations for children's second language learning.

Children's second language learning: Key principles

The points below are discussed in detail by Ó Duibhir and Cummins in the NCCA Research Report no. 16 (2012, pp. 37-58)

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

The communicative approach

As with the 1999 curriculum, the communicative approach is the recommended approach to teaching a second language. This approach is learner-centred; the main emphasis is on the learner fulfilling a communicative need. The approach focuses on the communication of meaning and messages, with the teacher modelling and reusing the target language throughout the day. The emphasis is on enjoyable, interactive and purposeful communication, with the target language used as early and as often as possible in the language lesson. There are three phases in a lesson using a communicative approach:

- Pre-communicative phase: oral vocabulary, language functions or structures needed for the language task are taught and practised using a range of scaffolds and activities.
- Communicative phase: learners use the new oral vocabulary, language function or structure to complete a communicative task. These tasks are learner-centred and might involve play, dramas, debates, interviews, and so on. With increased use, learners show a growing level of independence in using the new language and the teacher identifies errors. This informs the teacher's subsequent planning and provision for learning.
- Post-communicative phase: supported by the teacher, learners consolidate their learning and transfer it to other activities. The teacher looks ahead to the next stage and plans for future language input and teaching.

The learning experience with each task is discussed by the teacher and children as part of their review of the three phases. Supported by the teacher, children are encouraged to identify any aspects of the language that may have been required and were not at their disposal. For the teacher, information gathered through the review may inform the initial phase of a subsequent lesson, or planning to teach new material informally, e.g., grammar. A lesson may start with any of the three phases of the communicative approach because these are cyclical and continuous. The overriding goal for the teacher is to support the learner to talk and to communicate in the second language as early and as often as possible.

Functions of language

The functions of language are central to second language learning. A person's use of language to achieve some communication goal is called a 'language function'. In order for children who are learning a second language to function in their new language and communicate effectively, it is important that they have mastery of a number of functions of language. Functions of language enable children, for example, to introduce themselves to others, greet, ask questions, express, request and to structure their responses to others. A person is fulfilling language functions when this communication is taking place. The child can fulfill the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. The examples of the language functions cannot be used in a vacuum and so, in order to attend to the interests and language needs of the children, it is recommended to teach the language in the context of themes which relate to the children's lives. The themes will create realistic contexts for using and teaching examples in the Irish lesson. Support for teachers for the language functions is available in the Primary Language Toolkit. Further information on the functions of oral language is provided in Appendix 2.

Language and cultural awareness

Language awareness draws children's attention to different modes and languages people use to communicate. Nurturing children's awareness of, and interest in, other modes of communication and languages encourages them to actively engage with the new languages they encounter. Where possible, children should be encouraged to explore different modes of communication and language, and to recognise similarities and differences between their home language and other languages. An awareness of the culture and heritage associated with a new language engages children and gives them an appreciation of cultures and customs different to their own. When children can actively engage to some degree in the culture associated with a language, their level of interest in the language intensifies. It is important that children have opportunities to build their awareness of Irish culture. For children who are speakers of a language different to the majority

of children in a class, or native speakers of a target language, it is important for the teacher to affirm their language skills and to provide opportunities to share the culture and customs of the country/ heritage of their language. The home language of these children is thus affirmed and they see that their home language is important.

Immersion

Immersion occurs where language learners are immersed in a language that is different from their home or native language. In an immersion environment, the child acquires the language of the immersion environment in addition to their home language. Following a period of immersion in the new language, children should be encouraged to transfer the skills they have learned in the new language to other languages and vice versa.

Children from non-Irish speaking families who attend a Gaelscoil or Gaeltacht school are in an immersion setting. To facilitate the practice of immersion education in Irish-medium schools, for learners of Irish, and to support continuity in the development of native speakers' competence in the language, these schools will have the option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association. The teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion decided by the school.

Children for whom English is an additional language (EAL) are immersed in the language of the school. For children immersed in a language of the community, where this differs from the language of the home, parents and the school can play a key role in celebrating and maintaining the child's home language.

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is an effective way to increase children's exposure to Irish by creating authentic contexts for children to use the language.

CLIL affords children the opportunity to learn concepts, dispositions and skills in a particular curriculum area through Irish, and to develop their confidence by using their new language skills in real contexts outside of the discrete language lesson. For teachers, it provides opportunities for integrating Irish across the curriculum in an active and meaningful way. Teachers begin their planning by choosing a subject that lends itself to CLIL and offers opportunities for discussion and active engagement by children in groups. Subjects can be taught using CLIL with teachers having introduced the necessary new language related to the subject in advance. Support Material on using CLIL is available in the Primary Language Toolkit.



6



Béarla agus Gaeilge: Céim 1 agus 2

English and Irish: Stages 1 and 2



6.1 Learning Outcomes: English and Irish

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

- plan, implement and reflect on their use of appropriate 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	Gaeltacht and Irish-medium schools
English – Language 1	Irish – Language 1
Irish – Language 2	English – Language 2

The Learning Outcomes acknowledge the range of contexts in which children learn and develop language, such as during storytime and during play. There is a strong focus across Learning 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.

The Learning Outcomes emphasise children's development of both constrained and unconstrained skills.

- Constrained skills, such as letter knowledge and conventions of print, are essential 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 Learning 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 require children to engage with and create increasingly complex oral and written texts. In some instances, therefore, a learning outcome relating to unconstrained skills may be the same across two or more curriculum stages.

Learning Outcomes are referenced to strands and elements

Concepts, dispositions and skills are at the heart of Language Learning Outcomes in this curriculum. These concepts, dispositions and skills were outlined in Tables in Section 4, each of which focused on one of the three elements. The three Tables in Section 4 are combined in one Table (below) which provides a brief overview of the Learning Outcomes in this curriculum. Labels or abbreviations for the Learning Outcomes are used to reference the concepts, dispositions and skills across the strands and elements. For example, looking at the Table below, Engagement is central to the first Learning Outcome for oral language, reading and writing for element 1.

Table 6: Overview of Learning Outcomes

	Oral language	Reading	Writing
Element 1 Developing communicative relationships through language (<i>Communicating</i>)	Engagement, listening and attention	Engagement	Engagement
	Social conventions and awareness of others	Motivation and choice	Motivation and choice
Element 2 Understanding the content and structure of language (<i>Understanding</i>)	Sentence structure and grammar	Conventions of print	Conventions of print and sentence structure
	Acquisition and use of oral vocabulary	Phonological and phonemic awareness	Spelling
	Demonstration of understanding	Phonics and word recognition Reading vocabulary	Vocabulary
Element 3 Exploring and using language (<i>Exploring and Using</i>)	Requests and questions	Purpose, genre and voice	Purpose, genre and voice
	Categorisation	Comprehension	Writing process
	Retelling and elaborating		Response and author's intent
	Playful and creative use of language	Fluency and self-correction	Handwriting
	Information giving, explanation and justification		
	Description, prediction and reflection		

Understanding the Learning Outcomes

How are the Learning Outcomes presented?



- The Learning Outcomes are presented by the school's first language, English (L1), followed by the school's second language, Irish (L2).
- The Learning Outcomes are grouped by strand, beginning with oral language, reading and writing.
- The Learning Outcomes are presented for both stages, with stage 1 (junior infants and senior infants) in the left column and stage 2 (first class and second class) in the right column.
- The Learning Outcomes are listed in order using the three elements, beginning with *Developing communicative relationships through language*, followed by *Understanding the content and structure of language*, and *Exploring and using language*.
- Many of the Learning Outcomes in one language have concepts and skills which transfer across Learning Outcomes in the school's other language. A link symbol  listed after the relevant outcome shows where transfer occurs. The link symbol is followed by the number of the linked Learning Outcome in the school's other language. In the example below, the link is to a specific Irish L2 Learning Outcome. Thus 'TF7' is the code for the linked Toradh Foghlama (Learning Outcome) number 7 and 'C 1+2' is the code for céim (stage) 1 and 2.

Table 7: Transfer across Learning Outcomes – 

Language: English L1 Strand: Oral Language Stages: 1 and 2 Element: Understanding the content and structure of language	
7. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions and comprehend narratives, explanations and descriptions.  TF7, C1+2

- Learning Outcomes for each stage are connected with relevant Progression Milestones (a-h) on the Progression Continua. The span of Progression Milestones relevant for any one class differs depending on the stage, the strand and the language—whether it is the L1 or L2. For this reason, suggested Progression Milestones are highlighted at the top of each stage above the Learning Outcomes.

Literacy in the school's first and second languages:

English-medium schools

Building on a rich foundation of oral language and emergent reading and writing experiences, children in English-medium schools will be introduced to formal literacy skills in English (L1) during stage 1 (junior and senior infants). Formal literacy skills in the school's L2 (Irish) will be introduced at the latest before the end of second class, in line with the Learning Outcomes which identify emergent oral language, emergent reading and writing skills to be developed by children in stage 1. Opportunities for 'partial Irish language immersion' for all children can be created through the teaching of curriculum areas or aspects of curriculum areas in Irish.

Irish-medium schools

Non-native Irish speakers attending a Gaeltacht or Irish-medium school will be immersed for a period in the school's L1 (Irish). Immersion occurs when children are immersed in a language that is different from their home language. Following a period of immersion in Irish, children transfer the skills — particularly in literacy—that they have learned to their home language and vice-versa. In Irish-medium schools following a period of active engagement with the Irish language and a foundation of oral language and emergent reading and writing experiences, children will be introduced to formal literacy skills in the school's L1 (Irish) in stage 1 (junior and senior infants).

To facilitate the practice of immersion education in Irish-medium schools, for learners of Irish, and to support continuity in the development of native speakers' competence in the language, Irish-medium schools or Gaeltacht schools will have the option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association.

For Irish-medium schools or Gaeltacht schools who choose to implement a period of total early immersion up to the end of senior infants, the teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion decided by the school. In these schools the emphasis in stage 1 (junior infants and senior infants) will be on achieving the Learning Outcomes for the school's L1 (Irish). The achievement of the Learning Outcomes for the school's L2 (English) will be postponed until after the period of immersion, when the children will be helped to transfer the skills that they have acquired in Irish to English.

Thus it will be expected that, although the children will be later beginning English, they will go through the stage 1 Learning Outcomes more quickly. The research on contexts such as these, in which the learning of the major language is postponed for a period, shows that the children fare as well or better in the major language eventually and that it assists the perpetuation, acquisition and learning of the minority language. In addition to that, it gives status to the minority language.

Learning Outcomes: English



Using the Primary Language Curriculum

What are the next steps in their learning?

What strand am I focusing on?

Where are the children in my class at?

1

Refer to the Primary Language Curriculum Learning Outcomes

1. Motivation and choice	Choose, read and talk about text in a range of genres for pleasure and interest. % TF2, C1
2. Conventions of print	Identify and use basic conventions of print in text. % TF3, C1
3. Phonics and phonemic awareness	Play with and recognise sounds such as syllables, rhyme, onset and phonemes. % TF4, C1
4. Phonics and word recognition	Recognise, name and sound all lower and upper case letters and common letter patterns, displaying some word identification strategies when reading instructional text. % TF5, C1
5. Vocabulary	Use a range of comprehension strategies to engage with and understand texts. % TF6, C1-2
6. Purpose, genre and voice	Experience and respond to the aesthetic, creative and imaginative aspects of text and a range of genres expressing different purposes and opinions. % TF7, C1-2
7. Sequencing and retelling	Recall, discuss and sequence significant details and identify the main message of a text. % TF8, C1
8. Evaluation and reflection	Use a range of comprehension strategies to engage with and understand texts. % TF9, C1

2

Refer to the Primary Language Curriculum Progression Milestones

Progression Milestones	
a	The child has fun playing with books and joining in with a story. He/she enjoys looking at, listening to and handling books and identifies some meaning with pictures and familiar logos, signs and symbols. % TF1, C1+2
b	The child shows reading behaviours in play scenarios and enjoys reading to stories and poems, taking part in nursery rhymes, and playing with words. He/she understands that print carries messages and identifies some familiar letters. He/she uses now words and phrases read by the teacher in his/her emergent reading. % TF2, C1

3

Refer to the Primary Language Curriculum Progression Steps

Child...	c	d	e
enjoys read-aloud activities and identifies detail in illustrations and shares interpretation of these, and uses reading more purposefully in play scenarios.	enjoys exploring a wider range of genres and uses illustrations and text to share predictions and infer meaning.	independently and with others enjoys listening to, reading and exploring a range of genres, and shares their interpretation of both illustration and text.	enjoys exploring a wider range of genres and uses illustrations and text to share predictions and infer meaning.
identifies and chooses favourite books from a range of genres expressing preferences.	explicitly shares reasons for their book choices.	can identify and select books of interest that are readable by them.	uses correct order when writing and understands the importance of punctuation.
identifies letters as being different from other symbols and reads left to right, top to bottom, and uses appropriate strategies to understand text.	demonstrates one-to-one correspondence between written and spoken words, identifies letters, words, sentences and paragraphs.	uses appropriate strategies to understand text.	uses appropriate strategies to understand text.

Adapted from figure 2 page 14.

Table 8:

1 Learning Outcomes: For Oral Language (English L1)

2 Progression Milestones

3 Progression Steps

Strand: Oral Language

Element	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*
Communicating	1. Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose. 🔗 TF1, CI+2
	2. and 3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally. 🔗 TF2, CI
	4. Sentence structure and grammar	Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences. 🔗 TF3, CI+2
	5. and 6. Acquisition and use of vocabulary	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately. 🔗 TF4, C2
Understanding	7. Demonstration of understanding	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words. 🔗 TF5, CI+2
	8. and 9. Requests and questions	Use sophisticated oral vocabulary and phrases, including the language of text**, topic and subject-specific language, and express and use decontextualized language. 🔗 TF6, CI+2
Exploring and using	10. Categorisation	Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining. 🔗 TF7, CI+2
	11. Retelling and elaborating	Express personal needs and preferences, and make requests with confidence. 🔗 TF8, CI+2
	12. Playful and creative use of language	Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. 🔗 TF9, CI+2
	13. Information giving, explanation and justification	Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding. 🔗 TF10, CI+2
	14. Description, prediction and reflection	Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. 🔗 TF11, CI+2
		Listen and respond to the aesthetic, imaginative and creative aspects of language and use language playfully and creatively. 🔗 TF12, CI+2
	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.	
	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts.	

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

[🔗](#) The skills learned in this Learning Outcome are transferable to a learning outcome in the school's L2. TF=Toradh Foghlama (Learning Outcome). C=céim (stage).

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

Table 9: Learning Outcomes: For Reading (English L1)

Strand: Reading	
Element	Learning Outcome: Number and label
Communicating	<p>Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*</p> <p>1. Engagement Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others. TF1, C1+2</p>
	<p>2. Motivation and choice Choose, read and communicate about text** in a range of genres for pleasure and interest. TF2, C1</p>
	<p>3. Conventions of print TF3, C1</p>
Understanding	<p>4. Phonological and phonemic awareness Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.</p>
	<p>5. Phonics and word recognition Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word identification strategies when reading instructional and independent-level texts**.</p>
	<p>6. Reading vocabulary Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning to assist understanding. TF6, C1+2</p>
Exploring and using	<p>7. Purpose, genre and voice Experience and respond to the aesthetic, creative and imaginative aspects of text** and a range of genres expressing preferences and opinions. TF7, C1+2</p>
	<p>8. and 9. Comprehension Recall, discuss and sequence significant details and identify key points of information in text**. TF8, C1+2</p>
	<p>10. Fluency and self-correction Use a range of comprehension strategies to engage with and create meaning when working with a range of texts** independently or collaboratively. TF9, C1</p> <p>Read instructional and independent-level texts** in a range of genres with fluency and understanding, and self-correct independently. TF10, C2</p>

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

[TF](#) The skills learned in this Learning Outcome are transferable to a learning outcome in the school's L2. [TF](#)= *Toradh Foghlama (Learning Outcome)*. [C](#)=céim (stage).

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

Table 10:

1 Learning Outcomes: For Writing (English L1)

2 Progression Milestones

3 Progression Steps

Strand: Writing	
Element	Learning Outcome: Number and label
Communicating	<p>Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*</p> <p>Take part in and have fun mark-making, drawing and writing to communicate with others. 🔗 TF1, C1</p>
	<p>Children should be able to*</p> <p>Take part in and enjoy writing to communicate with others. 🔗 TF1, C2</p>
	<p>Stage 2: First and second classes (Progression Milestones d-h)</p> <p>Children should be able to*</p> <p>Take part in and enjoy writing to communicate with others. 🔗 TF1, C2</p>
Understanding	<p>Choose appropriate tools, content and topics for their own writing and select texts** for sharing with others. 🔗 TF2, C1+2</p>
	<p>Use basic conventions of print and sentence structure. 🔗 TF3, C1</p>
	<p>Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing. 🔗 TF3, C2</p>
Exploring and using	<p>Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling.</p> <p>Use a growing range of vocabulary from their personal experiences and engagement with text** and use language playfully and creatively in their writing.</p> <p>Draw and write with a sense of purpose and audience while creating texts** in a range of genres, and develop an individual voice to share their thoughts, knowledge and experiences. 🔗 TF6, C1+2</p> <p>Use the writing process when creating texts** collaboratively or independently. 🔗 TF7, C2</p>
	<p>Spell a wide range of high frequency words accurately and use spelling strategies for unfamiliar words. 🔗 TF4, C1+2</p> <p>Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. 🔗 TF5, C2</p>
	<p>Elaborate on the meaning of their own writing and discuss the texts** of others showing an emerging recognition of the author's intent. 🔗 TF8, C2</p> <p>Write using cursive script.</p>

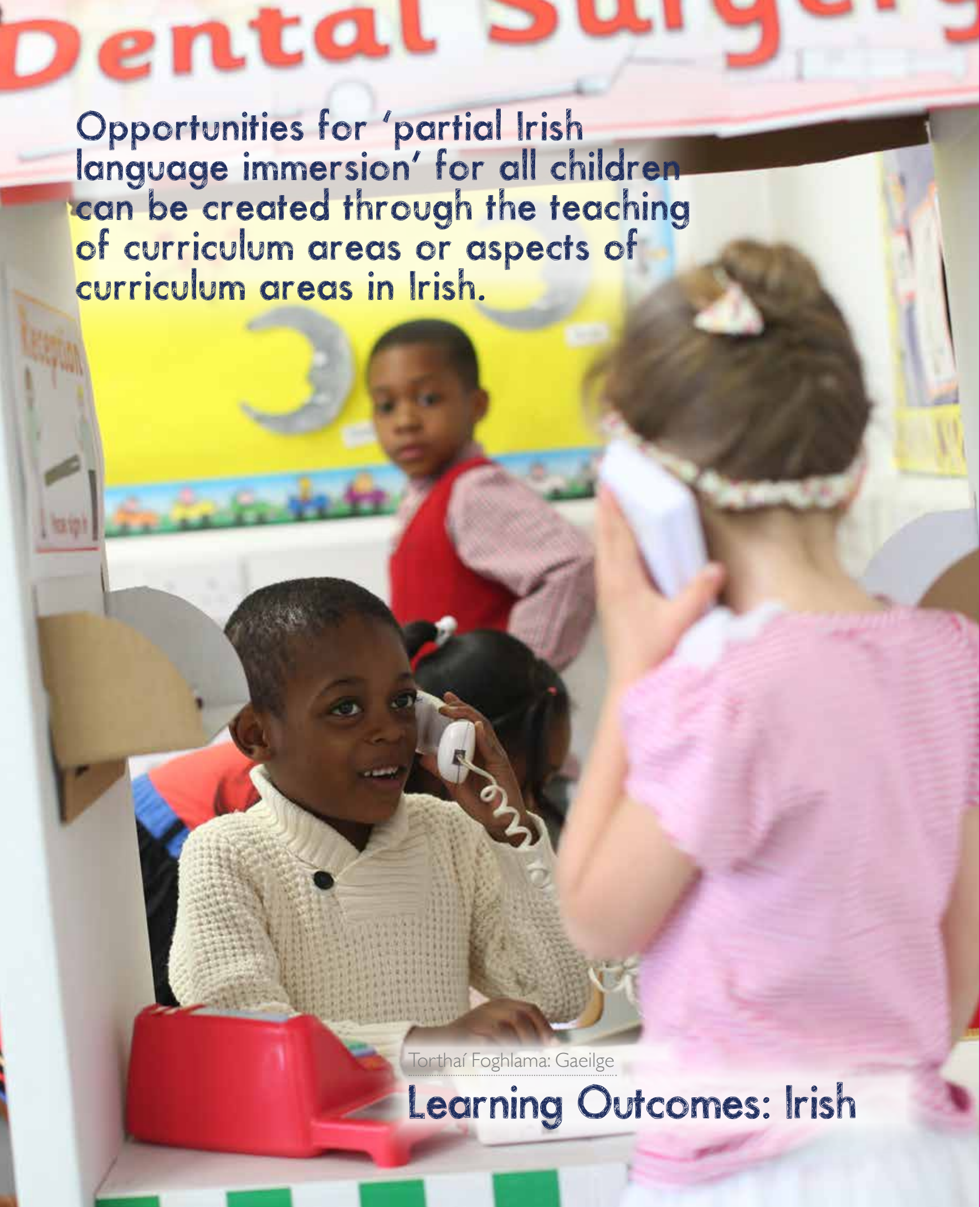
* When due account is taken of individual abilities and varying circumstances.

[🔗](#) The skills learned in this Learning Outcome are transferable to a learning outcome in the school's L2. TF = *Toradh Foghlama (Learning Outcome)*. C = *céim (stage)*.

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

Dental Surgery

Opportunities for 'partial Irish language immersion' for all children can be created through the teaching of curriculum areas or aspects of curriculum areas in Irish.



Torthaí Foghlama: Gaeilge

Learning Outcomes: Irish

Tábla 11:

1 Torthaí foghlama: Maidir leis an Teanga ó Bhéal (Gaeilge T2)

2 Mórchéimeanna
Dul chun Cinn

3 Mionchéimeanna
Dul chun Cinn

Snáithe: Teanga ó Bhéal

Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-c) Trí eispéiris chúí foghlama spráúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*
Cumarsáid	<p>1. Rannpháirtíocht, éisteacht agus aird</p> <p>2. agus 3. Gnásanna sóisialta agus feasacht ar dhaoine eile</p>	<p>Spéis agus comhaird a léiriú agus éisteacht ghníomhach a dhéanamh le Gaeilge shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi, cé nach gá go dtuigfeadh siad gach focal. LO 1, S1</p> <p>A aithint go n-athraíonn stíl cainte ag brath ar an ngaol idir dhaoine agus ag brath ar an lucht éisteachta. LO 2, S1</p> <p>Feidhmiú mar pháirt de ghrúpa agus roinnt focail/frásaí Gaeilge á n-úsáid acu lastigh de ghníomhaíochtaí páirteacha. LO 3, S1+2</p>	<p>Spéis agus comhaird a léiriú agus stór focal a shealbhú trí éisteacht ghníomhach a dhéanamh le Gaeilge shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi agus cúiseanna faoi leith, cé nach gá go dtuigfeadh siad gach focal. LO 1, S1+2</p> <p>Leas a bhaint as noirm shóisialta chúí chun 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 abairt Bhéarla agus/nó Ghaeilge in éineacht le geáitsí chun eolas a dtuabhadh nó eispéiris a bhfuil cur amach acu air a roinnt. LO 2, S1+2</p>
Tuiscint	<p>4. Struchtúr abairte agus gramadach</p> <p>5. agus 6. Stór focal a shealbhú agus a úsáid</p> <p>7. Léiriú tuisceana</p>	<p>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. LO 4, S1+2</p> <p>Éisteacht le cainteoir agus leideanna éagsúla ar nós geáitsí, fíorábhair, nó tuin chainte a úsáid chun teacht ar an bpríomhtheachtairacht agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla. LO 5, S1</p> <p>Úsáid a bhaint, le linn spraoi agus comhrá, as roinnt focail/frásaí Gaeilge bunúsacha a chloiseann siad go minic. LO 6, S1</p> <p>Tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghníomh/ trí fhreagra cuí a thabhairt as Béarla, nó trí fhocail/frásaí coitianta Gaeilge a úsáid agus trí threoracha gearra a leanúint. LO 7, S1+2</p>	<p>Ciall a bhaint as focail/ frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós gheáitsí agus thuin chainte an chainteora, focail ghaolmhara, pictiúirí, gníomhaíochtaí, mímeanna nó ón gcomhthéacs nó trí éisteacht le cur síos ar an bhfocal. LO 5, S1+2</p> <p>Úsáid chúí a bhaint, le linn spraoi, comhrá agus tuairiscí, as stór focail/nathanna bunúsacha a bhaineann le topaicí a bhfuil cur amach acu orthu agus focail/ frásaí Gaeilge a bhaineann leis an timpeallacht scoile agus le saol an pháiste, in abairt Bhéarla agus/nó Ghaeilge. LO 6, S1+2</p>
Fiosrú agus úsáid	<p>8. agus 9. Iarratais agus ceisteanna</p> <p>10. Catagóirí</p> <p>11. Athinsint agus mioinléiriú</p> <p>12. Teanga a úsáid go spráúil agus go cruthaitheach</p>	<p>Úsáid a bhaint as gníomhartha agus / nó as focail choitianta chun riachtanais agus roghanna pearsanta a chur in iúl, chun iarratais a dhéanamh. LO 8, S1+2</p> <p>Tuiscint ar cheisteanna dúnta a léiriú. LO 9, S1</p> <p>Daoine, rudaí agus imeachtaí aitheanta a ainmniú. LO 10, S1</p> <p>Taitneamh a bhaint as bheith ag éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú. LO 11, S1</p> <p>Aird a léiriú, éisteacht le hathrá ar dhánta, ar rannata agus ar amhrán gearr Gaeilge, agus páirt a ghlacadh ann. LO 12, S1</p>	<p>Ceisteanna simplí dúnta a chur agus freagraí gearra simplí a thabhairt, chun teacht ar eolas agus ar thuiscint. LO 9, S1+2</p> <p>Daoine, rudaí, imeachtaí agus eispéiris aitheanta a ainmniú agus cur síos gearr a dhéanamh orthu trí úsáid a bhaint as focail/geáitsí. LO 10, S1+2</p> <p>Scéalta gearra atá cloiste acu a athinsint, ag úsáid teanga/nathanna ón téacs** agus/nó ag úsáid a gcuid focal féin. LO 11, S1+2</p> <p>Athrá a dhéanamh ar dhánta, ar rannata agus ar amhrán gearr Gaeilge, agus freagairt dóibh le geáitsí/ focail. LO 12, S1+2</p>

* Nuair a chuirtear cumais agus cúisí éagsúla san áireamh.

Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. LO=Learning Outcome. S=stage.

** Cuimsíonn 'téacs' gach toradh ar úsáid teanga: caint, geáitsíocht, comharthaí, scríobh, amharc, leictreonach agus digiteach.

Tábla 12:

1 Torthaí Foghlama: Maidir leis an Léitheoireacht (Gaeilge T2)

2 Mórchéimeanna Dul chun Cinn

3 Mionchéimeanna Dul chun Cinn

Snáithe: Léitheoireacht

Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chúí foghlama spraiúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann**
Cumarsáid	1. Rannpháirtíocht	Taitneamh a bhaint as a bheith ag éisteacht le scéalta gearra simplí á léamh. LO1, S1	A thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus as léaráidí. LO1, S1+2
	2. Inspreagadh agus rogha	Téacs** a roghnú ar mhaithe le pléisiúr nó spéis. LO2, S1	Téacs** gearr simplí a roghnú ar mhaithe le pléisiúr nó le spéis agus é a phlé ina bhfocail féin, le tacatocht. LO2, S2
	3. Gnásanna cló	Gnásanna bunúsacha an chló a aithint agus a úsáid. LO3, S1	Gnásanna an chló a aithint agus a úsáid. LO3, S2
	4. Feasacht fhóineolaíoch agus fhóinéimeach		Imirt le fuaimneanna ar nós siollaí, ríme, comhfhuaime rím agus fóinéimí i bhfocail labhartha, agus iad a aithint. LO4, S1
	5. Fónaic agus aithint focal		Feasacht foghraíochta bhunúsach a úsáid agus tús a chur le roinnt straitéisí aitheanta focal a úsáid is iad ag léamh téacsanna** ar a leibhéal teagaisc agus leibhéal neamhspleách. LO5, S1+2
Tuiscint	6. Foclóir léitheoireachta	Stór focal a shealbhú trí bheith ag éisteacht agus ag plé le téacsanna** éagsúla le chéile. LO6, S1+2	
	7. Cuspóir, seánra agus guth	Tuairimí mar gheall ar théacs** a chur in iúl trí úsáid a bhaint as geáitsí agus/nó focail. Éisteacht leis na sonraí is tábhachtaí i dtéacs** gearr simplí agus tuiscint orthu a léiriú. LO8, S1	Éisteacht le téacs** agus na sonraí is tábhachtaí a thabhairt chun cuimhne. LO8, S2
	8. agus 9. Tuiscint	Léaráidí i dtéacs** a úsáid mar áis chun eolas breise a fháil faoin téacs**. LO9, S1	Úsáid a bhaint as réimse straitéisí tuisceana chun dul i ngleic le téacs** agus brí a bhaint as le linn a bheith ag obair ar réimse téacsanna** go neamhspleách nó i bpáirt le daoine eile. LO9, S2
Fiosrú agus úsáid	10. Líofacht agus féincheartú	Téacsanna** atá ar a leibhéal teagaisc agus ag leibhéal neamhspleách a léamh agus iad ag éirí níos cruinne agus níos líofa de réir a chéile. LO10, S1+2	Téacsanna** atá ar a leibhéal teagaisc agus ag leibhéal neamhspleách a léamh agus iad ag éirí níos cruinne agus níos líofa de réir a chéile. LO10, S1+2

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.

[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**

**Cuirsionn 'téacs' gach toradh ar úsáid teanga: caint, géaitstocht, comharthaí, scríobh, amharc, leictreonach agus digiteach.

Tábla 13: **1** Torthaí Foghlama: Maidir leis an Scríbhneoireacht (Gaeilge T2)

2 Mórchéimeanna
Dul chun Cinn

3 Míonchéimeanna
Dul chun Cinn

Gné		Snáithe: Scríbhneoireacht	
Toradh Foghlama: Uimhir agus lipéad		Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chúí foghlama spraiúla, ba cheart do pháistí a bheith in ann*	
Cumarsáid	1. Rannpháirtíocht	Taitneamh a bhaint le linn spraoi as a bheith páirteach i scríoblaí, i líníocht agus i scríbhneoireacht éirtheach. LO1 , S1	Páirt a ghlacadh sa scríbhneoireacht pháirteach agus taitneamh a bhaint aisti. LO1 , S2
	2. Inspreagadh agus rogha	I gcomhpháirt leis an múinteoir, a gcuid líníochtaí nó scríbhneoireacht éirtheach a phlé le daoine eile. LO2 , S1	I gcomhpháirt leis an múinteoir, uirlisí cuí a úsáid agus topaic agus ábhar a roghnú chun téacs** páirteach a chumadh agus a roghnú le roinnt le daoine eile. LO2 , S1+2
	3. Gnásanna cló agus struchtúr abairte	Gnásanna an chló a aithint. LO3 , S1	Roinnt abairtí gearra iomlána a scríobh le tacaíocht, ag baint úsáide as gnásanna an chló. LO3 , S1+2
Tuiscint	4. Litriú		Úsáid a bhaint as roinnt litriú ceart agus tarraingt ar an eolas atá acu faoi phatrúin fuaimne agus patrúin litreacha chun buille faoi thuairim a thabhairt faoi litriú (litriú cumtha). LO4 , S1+2
	5. Stór focal		Úsáid a bhaint ina gcuid scríbhneoireacht pháirteach as stór focal atá á fhorbairt acu trína dtaithe phearsanta agus trí dhul i ngleic le téacs**. LO5 , S1+2
Fiosrú agus úsáid	6. Cuspóir, seánra agus guth	Líníocht a dhéanamh go minic a mbeidh cuspóirí éagsúla léi. LO6 , S1	Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh agus giotáí gearra simplí a scríobh chun a smaointe a chur in iúl agus an múinteoir ag gníomhú mar scríobhaí. LO6 , S1+2
	7. An próiseas scríbhneoireachta		Próiseas na scríbhneoireachta a aithint agus tús a chur le leas a bhaint as chun téacs** a scríobh i gcomhpháirt leis an múinteoir. LO7 , S1+2
	8. Freagairt agus intinn an údair	Tuiscint ar théacsanna** gearra simplí a léadh dóibh, agus mothúcháin ina leith, a léiriú trí learáidí/pictiúir a tharraingt. LO8 , S1	A gcuid pictiúr agus scríbhneoireacht phearsanta a roinnt le daoine eile agus iad a phlé, le tacaíocht. LO8 , S2

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.

[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**

**Cuirimsionn 'téacs' gach toradh ar úsáid teanga: caint, geáitsíocht, comharthaí, scríobh, amharc, leictreonach agus digiteach.

6.2 Progression Continua: English and Irish

Children come to school with different language experiences and are at different places in their early communication skills and their language learning and development. They also learn and develop at different rates, especially in the early years of primary school. This Primary Language Curriculum uses Progression Continua and Examples of children's language learning and development to help teachers across the three school contexts to make judgements about where children are in their language learning journey and to plan the next steps for their learning in English and Irish.

There are three Progression Continua, one for each of the three strands—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, i.e., from junior infants to second class. Progression Milestone h is intended to support high-achieving children in second class. Each Progression Milestone has *Progression Steps* which, together, mark a significant achievement by children in their language-learning journey. The steps describe what children's learning and development look like as they move along the continuum towards achieving Learning Outcomes. Print, audio and video Examples of children's work completed independently, further illustrate and give teachers a sense of what the Progression Milestones look like. In doing this, the Progression Continua show progression from junior infants to second class and support children of a wide range of abilities in the three language contexts.

Children with Special Educational Needs may not always progress across to the next milestone but may remain within the same milestone achieving various aspects of that milestone over time. The Progression Continua provide practical support to teachers in building rich pictures of children's language learning and using these pictures to make informed judgements, over time, about children's achievements in language and how to support them to progress in their learning in English and Irish.

There are two versions of the three continua for language: an English and an Irish version. The English continua support the teaching of language and literacy skills in the English language and are intended for

use in both English- and Irish-medium schools. The Irish continua support the teaching of language and literacy skills in the Irish language and are intended for use in both Irish- and English-medium schools. Children will progress to different milestones on these continua depending on whether English or Irish is the school's first or second language; in this way the continua take into account the school's language context and policies on language use (refer to Table 14). On the Irish continua, steps are mapped out for the journey all children will make in acquiring oral language, reading and writing; along with these there are additional steps that are particular to the Irish language. Children will display these steps particular to Irish with greater or lesser fluency, richness and communicative purpose depending on whether Irish is the first or second language of the school and whether or not Irish is the spoken language of the home (refer to Tables 15 and 16).

There is one Progression Continuum per strand: oral language, reading and writing. Each continuum has eight Progression Milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2.



Using the Progression Continua in different school contexts

The Progression Continua offer schools flexibility in identifying 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 Progression Continua are broadly the same for children across the three language-learning contexts, they are flexible, so schools can locate children's progression across classes and set goals appropriate to their own language context. As noted earlier in Section 5, this can be done in the following way:

1. The *Progression Milestones a-h* help identify children's *current starting points* in the school's L1 (T1) and L2 (T2).
2. The *Progression Steps* show, in more detail, what children can do in oral language, reading and writing at these Progression Milestones. Looking ahead to the next Progression Milestones, these steps help schools to set goals for children's language learning and to plan appropriate experiences at a given time. When teachers have identified the Learning Outcome they are focusing on (the language and strand) the Progression Continua support teachers to identify where children are at in their learning (Progression Milestones) and the next steps in their learning (Progression Steps).

Tables 14 to 16 outline what the majority of children are expected to achieve at the end of each stage in the school's first and second languages. Each table focuses on one of the three school-language contexts described in the Rationale, i.e., English-medium schools, Irish-medium schools (Gaelscoileanna) and Gaeltacht schools.

- Table 14 indicates what the majority of children in an English-medium school might be expected to achieve in L1 and L2 at the end of each stage.
- Table 15 indicates what the majority of non-native Irish speaking children in an Irish-medium school might be expected to achieve in L1 and L2 at the end of each stage
- Table 16 indicates what the majority of native Irish speaking children in an Irish-medium school might be expected to achieve in L1 and L2 at the end of each stage.

In this way, the Primary Language Curriculum and, in particular, the Learning Outcomes and Progression Continua support schools in the process of school self-evaluation and in whole-school planning suited to their own particular context.

Each Progression Milestone has Progression Steps. Together, the Progression Milestones and Progression Steps mark a significant achievement by children in their language-learning journey. The steps describe what children's learning and development look like as they move along the continuum towards achieving Learning Outcomes.

Table 14: Progression Milestones for the end of stages 1 and 2: English-medium schools

	Stage 1: Junior and senior infants	Stage 2: First and second classes
L1 (English): Oral language	e	g
L1 (English): Reading and writing	d/e	g
L2 (Irish): Oral language	c	d
L2 (Irish): Reading and writing	b	c/d

Table 15: Progression Milestones for the end of stages 1 and 2: Non-native Irish speakers in Irish-medium schools

	Stage 1: Junior and senior infants	Stage 2: First and second classes
L1 (Irish): Oral language	d	f/g
L1 (Irish): Reading and writing	d/e	f/g
L2 (English): Oral language	d	f/g
L2 (English): Reading and writing	c/d	f/g

Table 16: Progression Milestones for the end of stages 1 and 2: Native Irish speakers in Irish-medium schools

	Stage 1: Junior and senior infants	Stage 2: First and second classes
L1 (Irish): Oral language	e	g
L1 (Irish): Reading and writing	d/e	g
L2 (English): Oral language	d	f/g
L2 (English): Reading and writing	c	f/g

As teachers begin using this curriculum , the contents of these tables and the tables in the remainder of this section may change over time in response to the experiences of schools and the needs of children in different school contexts.

Progression Continua

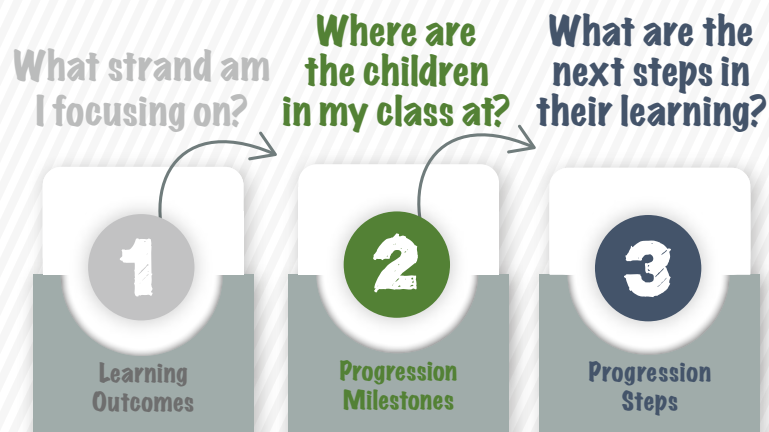


Figure 5: Progression Continua - Layout

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1 Learning Outcomes: For Oral Language (English L1) 2 Progression Milestones 3 Progression Steps

Using the continuum: There are three Progression Continua - oral language, reading and writing. Each continuum consists of eight milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2, using an arrow for each stage. Most children will have reached Milestone a before beginning Junior Infants. Milestone h is intended to support high-achieving children in second class. Some children may fall outside of the range shown by the arrows for stages 1 and 2. Using the Progression Continua, teachers can identify the milestones children are at and plan the next steps in children's language learning journeys. Each milestone has a number of Progression Steps which recognise children's achievements and support teachers' planning. The steps describe what children's learning and development looks and sounds like as they move along the continuum towards achieving the Learning Outcomes. Print, audio and video. The Examples illustrate what children's language learning and development looks and sounds like at each of the milestones. In this way, the Progression Continua and Examples enable teachers to support children with a wide range of abilities across a range of contexts.

Strand Snáithe

Oral Language: Progression Continuum

Over time, the child's oral language shows greater complexity and sophistication as they perform social functions, such as: name, question, request, retell, explain, inform, describe, reflect, clarify, infer, predict, imagine, narrate, think and express a need, feeling or opinion. In developing language, most children use speech as their main form of communication. Some children rely on alternative and augmentative forms of communication such as facial expressions, sounds, gestures, sign, picture communication systems, voice output communication aids and other assistive technologies.

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2 Progression Milestones - Oral Language Stage 1 Stage 2

Progression Milestones Mórchéimeanna Dul chun Cinn

Learning Outcomes number and label Toradh Foghlama uimhir agus lipéad

Element Gné

Progression Steps Mionchéimeanna Dul chun Cinn

Communicating

1. Engagement, listening and attention.

Element	Learning Outcome number and label	a	b	c	d	e	f	g	h
		The child...	The child...	The child...	The child...	The child...	The child...	The child...	The child...
1. Engagement, listening and attention.		attends to stimuli, keeps eye gaze and tracks adult's gaze to visually attend to an object jointly. Imitates actions and sounds.	attends for longer to interesting or familiar stimuli including actions, gestures, tone of voice, conversations and stories read aloud, and joins in with rhymes, songs and games.	takes part in conversation using appropriate eye-contact while attending to body language, gestures and tone of voice and uses these cues with context to understand new words/phrases. Listens to factual accounts.	listens to new information on an unshared experience including fiction and non-fiction of increasing complexity. Listens to an adult modelling a new language where many words may be unfamiliar.	listens to definitions and descriptions using tone, gestures and a few understood words to interpret main messages. Attends to textually presented information (books, audio etc).	attends to verbal and non-verbal communication in a variety of contexts and listens to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of new words.	gains insight from listening to new information on a wide range of subjects.	listens to information being presented from both sides of an argument.
2. and 3. Social conventions and awareness of others		responds to and seeks adult attention and recognises, responds to and says own name.	takes part in imitative and turn-taking games, rhymes and songs. Speaks audibly and coherently at appropriate volume, interacting with individuals and a number of turns with individuals and beginning to communicate readily with others in class.	shares personal anecdotes and responds to others' experiences. Greets and responds appropriately to greetings and discussion topics showing some awareness of listener's needs.	initiates conversation by sharing own experiences, questions, and feelings. Switches to role of speaking to suit audience.	discusses and feelings of others and takes part in conversations when comfortable about, expressing, remembering, and describing words and actions.	uses language to interact with listeners.		

Using the continuum: There are three Progression Continua - oral language, reading and writing. Each continuum consists of eight milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2, using an arrow for each stage. Most children will have reached Milestone a before beginning Junior Infants. Milestone h is intended to support high-achieving children in second class. Some children may fall outside of the range shown by the arrows for stages 1 and 2. Using the Progression Continua, teachers can identify the milestones children are at and plan the next steps in children's language learning journeys. Each milestone has a number of Progression Steps which recognise children's achievements and support teachers' planning. The steps describe what children's learning and development looks and sounds like as they move along the continuum towards achieving the Learning Outcomes. Print, audio and video. The Examples illustrate what children's language learning and development looks and sounds like at each of the milestones. In this way, the Progression Continua and Examples enable teachers to support children with a wide range of abilities across a range of contexts.

Textualized language, such as topic-specific language acquired through texts* and through interactions with others. He/she recalls unshared 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 conversational partners and uses context to help understand new words and responds to lengthy instructions. The child reflects on experience, gives explanations, and offers solutions.

range of conversational partners and is more comfortable in conversing with unfamiliar people. He/she elaborates on their responses, reflects on and shares experiences, topics familiar to them and increasingly unfamiliar. The child engages others in conversation, asking questions and exchanging information. He/she begins to reflect on their responses and to explain problems and consider solutions for age-appropriate topics. He/she begins to understand that the audience influences how we communicate. He/she can readily follow one-step instructions.

textualized language, such as topic-specific language acquired through texts* and through interactions with others. He/she recalls unshared 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 conversational partners and uses context to help understand new words and responds to lengthy instructions. The child reflects on experience, gives explanations, and offers solutions.

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and elaborates using increasingly complex language suited to the topic. He/she can provide increasingly sophisticated and precise explanations and justifies 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.

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 oral vocabulary for a specific purpose and effect. He/she uses more abstract language, including figurative idioms and metaphors.

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

1 Learning Outcomes: For Oral Language (English L1)

2

Progression Milestones

3 Progression Steps

Using the continuum: There are three Progression Continua - oral language, reading and writing. Each continuum consists of eight milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2, using an arrow for each stage. Most children will have reached Milestone a before beginning Junior Infants. Milestone h is intended to support high-achieving children in second class. Some children may fall outside of the range shown by the arrows for stages 1 and 2. Using the Progression Continuum, teachers can identify the milestones children are at and plan the next steps in

children's language learning journeys. Each milestone has a number of Progression Steps which recognise children's achievements and support teachers' planning. The steps describe what children's learning and development looks and sounds like as they move along the continuum towards achieving the Learning Outcomes. The Examples of children's work (in print, audio and video) illustrate what children's language learning and development looks and sounds like at each of the milestones. In this way, the Progression Continua and Examples enable teachers to support children with a wide range of abilities across a range of contexts.



Oral Language: Progression Continuum

Over time, the child's oral language shows greater complexity and sophistication as they perform social functions, such as: name, question, request, retell, explain, inform, describe, reflect, clarify, infer, predict, imagine, narrate, think and express a need, feeling or opinion. In developing language, most children use speech as their main form of communication. Some children rely on alternative and augmentative forms of communication such as facial expressions, sounds, gestures, sign, picture communication systems, voice output communication aids and other assistive technologies.

2 Progression Milestones - Oral Language

Stage 1 ■ Stage 2

a	The child gestures to and shares attention of an object with another person. He/she exchanges smiles, vocalises and, in some cases, uses single words to respond. The child relies on the other person to interpret and share their meaning.
b	The child understands familiar words and basic phrases used to describe him/herself and his/her immediate surroundings. He/she uses single words, phrases and/or simple sentences, sometimes with gestures, to initiate conversation, to make requests, to talk about familiar people and objects, and to express themselves and interact with others. The 'other person' continues to play a key role in interpreting and sharing meaning.
c	The child refers to familiar objects and events, and shared experiences. He/she uses language from home and their surroundings to communicate for a variety of purposes. The child uses non-verbal cues to help understand spoken language and when sharing meaning with others. The child uses simple social conventions when interacting. He/she responds showing some appreciation of the communication partner's needs. The child begins to see a conversation as an exchange of knowledge and information with another person. He/she can readily follow one-step instructions.
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, topics familiar to them and increasingly unfamiliar. The child engages others in conversation, asking questions and exchanging information. He/she begins to reflect on experience and to explain problems and consider solutions for age-appropriate topics. He/she begins to understand that the audience influences how we communicate. He/she can follow one-three step instructions.
e	The child begins to use decontextualized language, such as topic-specific 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 oral vocabulary and detail, uses context to help understand new words and responds to lengthy instructions. The child reflects on experience, gives explanations, considers problems and suggests solutions.
f	The child takes part in a wider range of conversations and is more comfortable in conversing with unfamiliar people. He/she elaborates on their responses, 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, uses some topic-specific oral vocabulary and responds to complex instructions.
g	The child informs, describes and elaborates using increasingly complex language suited to the topic. He/she can provide increasingly sophisticated and precise 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 oral vocabulary for a specific purpose and effect. He/she uses more abstract language, including figurative idioms and metaphors.

Stage 1

Stage 2

3 Progression Steps - Oral Language

Element	a The child....	b The child....	c The child....	d The child....	e The child....	f The child....	g The child....	h The child....	
Learning Outcome: Number and label									
1. Engagement, listening and attention	attends to stimuli, keeps eye gaze and tracks adult's gaze to visually attend to an object jointly. imitates actions and sounds.	attends for longer to interesting or familiar stimuli including: actions, gestures, tone of voice, conversations and stories read aloud, and joins in with rhymes, songs and games.	takes part in conversation using appropriate eye-contact while attending to body language, gestures and tone of voice and uses these cues with context to understand new words/phrases. listens to factual accounts.	listens to new information on an unshared experience including fiction and non-fiction of increasing complexity. listens to an adult modelling a new language where many words may be unknown.	attends to verbal and non-verbal communication in a variety of contexts and listens to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of same.	gains insight from listening to new information on a wide range of subjects.	attends to verbal and non-verbal communication in a variety of contexts and listens to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of same.	gains insight from listening to new information on a wide range of subjects.	listens to information being presented from both sides of an argument.
2. and 3. Social conventions and awareness of others	responds to and seeks adult attention and recognises, responds to and says own name. responds to stimuli using voice, sounds and gestures and exchanges a smile and uses facial expressions, sounds, gestures, signs or speech to communicate.	takes part in imitative and turn-taking games, rhymes and songs. speaks audibly and coherently at appropriate volume, interacting over a short number of turns with individuals and beginning to communicate readily with others in class. initiates communication with familiar adult.	shares personal anecdotes and responds to conversation on an unshared experience. greet and responds appropriately to greetings and discussion topics showing some appreciation of listener's needs. initiates and takes turns in conversation with peers, small groups and familiar adults.	initiates conversations on an unshared experience. responds to questions but omits some information and begins to make indirect requests. switches style of speaking to suit audience. takes part in small group discussions on a familiar topic showing awareness of listener-speaker rules and is able to list these.	adds increased detail for benefit of the listener and uses gestures, expressions and signs where appropriate. recognises the impact of gestures, tone of voice and body language on listeners. works in pairs/groups and reports the main points of discussion to an audience.	adds increased detail for benefit of the listener and uses gestures, expressions and signs where appropriate. recognises the impact of gestures, tone of voice and body language on listeners. works in pairs/groups and reports the main points of discussion to an audience.	provides enough detail to help the listener understand the context. works as part of a group, establishing each person's role and adapting to it.	presents relevant ideas, organised coherently and omits unnecessary detail. makes polite indirect requests and uses a range of formal and informal terms of address. gathers feedback from others in their group on a group project on an unfamiliar area and reports the main points to an audience.	
4. Sentence structure and grammar	uses single-word utterances and combines these with vocalisations.	uses multi-word utterances and short common phrases and uses basic sentences when imitating or chorusing with someone.	uses complete basic sentences and speaks audibly and with clear articulation as appropriate to developmental stage. uses some basic connectives to begin to join short sentences. completes familiar rhymes and repeats short rhymes.	uses lengthier sentences with correct word order for the most part, basic connectives and uses plurals and simple pronouns. mostly places the verb in the correct place in the sentence.	flexibly uses appropriate tenses, affixes and reflexive pronouns and clearly articulates multi-syllabic words. uses less common adjectives and lengthier connectives to elaborate.	flexibly uses appropriate tenses, affixes and reflexive pronouns and clearly articulates multi-syllabic words. uses less common adjectives and lengthier connectives to elaborate.	uses qualifiers to elaborate sentences. uses less-frequently used connectives.	uses a range of less familiar adverbial conjunctions and pronouns correctly and uses clauses and qualifiers to support answers. increasingly speaks hypothetically using 'if' and 'so' clauses.	
5. & 6. Acquisition and use of	recognises people and objects and uses appropriate gestures to refer to an object,	uses single words and common phrases and understands common pronouns	uses a wider range of single words and short, simple sentences.	infers the meaning of a new word by using gestures and context and infers the meaning of others' descriptions.	uses an expanding vocabulary acquired from texts ^{1,2,3} and explains the meaning of a	uses an expanding vocabulary acquired from texts ^{1,2,3} and explains the meaning of a	uses words to convey less familiar meanings and recognises when words are used	uses more figurative idioms and metaphors and a range of less commonly	

Communicating

<p>vocabulary</p>	<p>linking actions with objects.</p>	<p>begins to describe properties of familiar objects and, with help, uses words and phrases from a story when retelling it.</p>	<p>requests objects and recurrence or change in activity, uses question words appropriately and uses greetings, farewells, and protests.</p>	<p>uses words or phrases to refer to feelings.</p>	<p>uses specific language for spatial, temporal and location contexts along with basic adjectives and adverbs and uses a range of question words appropriately.</p>	<p>refers to events in the future and begins to use figurative language.</p>	<p>that sound the same but have a different meaning, using context to differentiate.</p>	<p>used adverbial conjunctions.</p>
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<p>7. Demonstration of understanding</p>	<p>recognises and responds to own name and other familiar words.</p>	<p>follows one-step instructions and shows understanding in a variety of contexts by attempting to imitate what they have seen and heard.</p>	<p>responds to familiar questions and follows one- to two-step instructions.</p>	<p>listens to fiction and non-fiction of increasing complexity and begins to infer meaning from context.</p>	<p>asks and responds to a wider range of questions and responds to instructions with more than three steps.</p>	<p>responds to a series of instructions containing a variety of clauses and concepts.</p>	<p>analyses and reflects on a topic with others recognising there are multiple dimensions and gives a series of complex instructions.</p>	<p>analyses information prior to responding, disregarding unnecessary information.</p>
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<p>8. and 9. Requests and questions</p>	<p>uses speech, sounds and/or gesture to show preferences, make choices and make requests.</p>	<p>makes simple choices and asks simple questions.</p>	<p>with support, engages with unfamiliar adult to give or request information or recall an event.</p>	<p>asks questions to clarify others' thoughts or actions, and to gain new information or get help.</p>	<p>uses language confidently to refer to their own and third parties' thoughts.</p>	<p>invites and responds to questions on their news and information and elaborates on reasons for personal requests.</p>	<p>explains and justifies their responses.</p>	<p>questions new information presented and defends their position and presents a case for a personal need or request.</p>
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<p>10. Categorisation</p>	<p>attends to familiar toys and objects.</p>	<p>names familiar toys and objects.</p>	<p>categorises familiar objects in the environment.</p>	<p>categorises a range of objects.</p>	<p>explains reasons for category membership.</p>	<p>gives reasons for category membership and exclusion.</p>	<p>describes and categorises unfamiliar objects and events using appropriate language to explain topic to explain categorisation.</p>	<p>describes and categorises unfamiliar objects, events and experiences explaining meaning and showing knowledge of an unexperienced topic or subject.</p>
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<p>11. Retelling, and elaborating</p>	<p>with help, uses voice, sound, gesture and props to join the adult in singing songs, reciting rhymes, retelling stories, providing accounts, initiating communications and presenting objects and news.</p>	<p>with help, shares a familiar or personal event using single or multiple words.</p>	<p>exchanges information on a shared experience.</p>	<p>retells the main points of an unshared event or conversation using a clear structure to an audience of peers.</p>	<p>sequences events of own news in the correct order and responds to questions on it.</p>	<p>uses more narrative plots.</p>	<p>shows a clear structure in narratives with beginning, problem, plan and a resolution.</p>	<p>creates long and detailed narratives on complex concepts and events not encountered daily.</p>
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			<p>from direct experience sequencing up to three key events.</p>	<p>key events. explains a factual experience to a group, introduces a topic, outlines and describes processes.</p>		<p>describes news and events, elaborating to add detail to improve understanding for the listener.</p>		<p>and suggests solutions, predicts outcomes and identifies the moral of the story.</p>
<p>12. Playful and creative use of language</p>	<p>listens and attends to familiar rhymes and songs.</p>	<p>listens to and joins in with rhymes, songs and language games.</p>	<p>responds to poetry, rhymes and songs through gesture, action and props. distinguishes between and has fun with nonsense words and real words. in pretend play, uses language to create simple imaginary scenarios with peers and adults.</p>	<p>uses language playfully and creatively in providing alternative endings for rhymes while maintaining the rhyme. in pretend play, uses language from experiences and texts** to create elaborate imaginary scenarios.</p>	<p>uses a growing bank of vocabulary and uses this imaginatively in oral texts**.</p>	<p>uses some specific words and phrases to share an idea in a particular way drawing on a range of experiences and texts**.</p>	<p>uses creative or imaginative language for a specific meaning on a range of experiences and texts**. begins to use figurative language to add detail.</p>	<p>uses a range of vocabulary from different sources to extend ideas and add more detail and effect. uses figurative language so an oral text** has particular impact on a listener.</p>
<p>13. Information giving, explanation and justification</p>	<p>chooses objects of reference to show understanding and to share meaning, and extends meaning by linking objects of reference.</p>	<p>tells what they are doing and names and describes familiar people, toys and activities.</p>	<p>provides a description or explanation about a visible object or person. when retelling a familiar story with adult support, uses language removed from the current context to explain, describe problems and suggest possible solutions.</p>	<p>names, explains and describes familiar objects, people, events, concepts and subjects giving main points or functions. uses language suited to topic to explain how to play, construct, conduct a process, play a game or toy. gives brief explanations and justifications for their opinions or responses showing their individuality and voice.</p>	<p>explains and informs on a subject or historical event, reflecting the main idea and informs on the thoughts of third parties. shows increasing independence in presenting to class on topics, using appropriate manner and topic-specific language.</p>	<p>informs and reflects on their thoughts and those of third parties. explains and informs on a subject reflecting the main idea, interpreting information and drawing inferences. names, describes and elaborates on a problem, providing a solution.</p>	<p>interprets new information, drawing inferences and relating information to previous experience. provides and justifies opinion about an event.</p>	<p>uses language suited to the topic to give clear explanations and descriptions, sequencing main events and using backwards and forwards referencing to clarify. provides and justifies opinion about an event.</p>
<p>14. Description, prediction and reflection</p>	<p>chooses objects of reference to indicate activities completed, indicates what they would like to do next and what materials will be needed.</p>	<p>says what they are doing and names and describes familiar people. recalls/describes something they have completed in class to other members of the group.</p>	<p>identifies a problem and begins to use language to express own thoughts and to show awareness of others' thoughts.</p>	<p>when telling a familiar story, interprets behaviours and speculates about characters' motives.</p>	<p>uses language confidently to refer to their own and third parties' thoughts. describes and explains main points of real and imagined actions and events.</p>	<p>discusses and reflects upon real and imagined actions and events and elaborates on possible predicted outcomes.</p>	<p>explains problems and solutions and gives reasons for predicted outcomes.</p>	<p>reflects on their own news and predicts future events from evidence of past events. provides a number of predicted outcomes and explanations for each.</p>

◇ 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. Simply put, genre refers to a selection of writing forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions.

1 Learning Outcomes: For Reading (English L1)

2 Progression Milestones

3 Progression Steps

Using the continuum: There are three Progression Continua - oral language, reading and writing. Each continuum consists of eight milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2, using an arrow for each stage. Most children will have reached Milestone a before beginning Junior Infants. Milestone h is intended to support high-achieving children in second class. Some children may fall outside of the range shown by the arrows for stages 1 and 2. Using the Progression Continuum, teachers can identify the milestones children are at and plan the next steps in

children's language learning journeys. Each milestone has a number of Progression Steps which recognise children's achievements and support teachers' planning. The steps describe what children's learning and development looks and sounds like as they move along the continuum towards achieving the Learning Outcomes. The Examples of children's work (in print, audio and video) illustrate what children's language learning and development looks and sounds like at each of the milestones. In this way, the Progression Continua and Examples enable teachers to support children with a wide range of abilities across a range of contexts.



Reading: Progression Continuum

Collaboratively and independently the child listens to, reads and engages with familiar and unfamiliar texts** in a variety of genres. The child uses prior knowledge and previous experience to make sense of and interpret text. As the child progresses, the texts** will increase in complexity of reading vocabulary and content. To develop fluency, the child engages with texts** at his/her instructional and independent reading level. To identify where a child is at on the reading continuum it is useful for the child to be engaging with texts at his/her instructional reading level.

2 Progression Milestones - Reading

■ Stage 1 ■ Stage 2

a The child has fun playing with books and joining in with nursery rhymes. He/she enjoys looking at, listening to and handling books and indicates favourites. The child associates some meaning with pictures and familiar logos, signs, letters and words. He/she sequences familiar stories or personal experiences using objects, marks or mimes to focus on 2-3 key points or events.

b The child shows reading behaviours in play scenarios and enjoys listening and responding to stories and poems, taking part in nursery rhymes, and playing with language in riddles and jokes. He/she understands that print carries messages and that text** tells the same story each time it is read. The child recognises some personal and familiar words and some familiar letters. He/she uses new words and phrases read aloud and modelled by the teacher in his/her emergent reading.

c The child begins to associate letters with sounds and identifies some high frequency words. He/she draws on personal experience, knowledge and memory when sharing in the 'reading' of a text** either alone or with others, and retells familiar stories accurately. The child visualises while listening to a story or informational text** read aloud, shares responses and discusses with others. He/she understands some basic conventions of print and recognises rhyming words.

d The child uses book-handling skills and identifies more conventions of print. He/she sounds and names all letters of the alphabet. Begins to blend and segment some sounds in words, recognises some common letter patterns and generates rhyming words. The child reads a range of high-frequency and CVC words and uses some contextual as well as pictorial cues to aid comprehension. He/she modifies predictions based on new information and shows understanding through discussion of texts** read.

e The child enjoys listening to, reading and exploring text** showing knowledge of the structure of a range of narrative and procedural text** genres. He/she understands messages conveyed in illustrations and uses sight words, rhyming words, syllables, common letter patterns and text** cues to read. The child reads familiar texts** independently using full-stops to punctuate. He/she begins to monitor comprehension, asks questions about texts** and offers some reasons for predictions. With help, the child locates key points in informational texts** using a graphic organiser.

f The child enjoys choosing and exploring texts** for specific purposes and generates and responds to questions on a range of text** genres providing justifications for responses. He/she reads a range of words with digraphs, letter patterns and syllables and uses prior knowledge, contextual cues, some punctuation and adds some intonation while reading aloud. The child locates key information using text** features such as table of contents and sub-headings, and begins to use dictionaries for word meanings. He/she discusses miscomprehension in text.

g The child enjoys a range of genres and reads for specific purposes, justifying preferences and opinions. He/she uses a range of comprehension strategies and text** features such as indexes to help understand texts, locate key information and disregard unnecessary detail, and cites specific evidence in text** to support a viewpoint. The child uses a range of word identification strategies and knowledge of synonyms, homonyms, antonyms, affixes and root words to understand unfamiliar words.

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 letter/sounds sequences, digraphs, root words, syllables, silent letters, prefixes and suffixes to identify, read and comprehend a wide range of unfamiliar words. The child explores the author's intent in texts** and comprehends text** by using a repertoire of comprehension strategies more flexibly and with increasingly complex texts. He/she focuses on language features, imagery and reading vocabulary and recognises that individuals can interpret text** differently. He/she uses a range of text** features such as boldface, glossaries, electronic menus and icons to locate key details efficiently.

3 Progression Steps - Reading

Element	a The child...	b The child...	c The child...	d The child...	e The child...	f The child...	g The child...	h The child...	
Communicating	<p>1. Engagement</p> <p>enjoys listening to stories read aloud and responds to focal points in illustrations.</p>	<p>enjoys read-aloud activities and talks about illustrations and reads in play scenarios.</p>	<p>enjoys read-aloud activities and identifies detail in illustrations and shares interpretation of these, and uses reading more purposefully in play scenarios.</p>	<p>independently and with others enjoys listening to reading a range of genres, and shares their interpretation of meaning held in both illustration and text.</p>	<p>enjoys exploring a wider range of genres and uses text to share predictions and infer meaning.</p>	<p>enjoys interpreting text and shares these while listening to and questioning others' interpretations.</p>	<p>with others, enjoys evaluating texts on areas of interest and identifies, summarises and shares these messages in text.</p>	<p>interprets the author's intent through illustration and written words, shares these interpretations and defends their opinion.</p>	
	<p>2. Motivation and choice</p> <p>picks up and looks at books and chooses favourite ones.</p>	<p>independently and with others, engages with texts for enjoyment and interest.</p>	<p>chooses and enjoys favourite books from a range of genres expressing preferences.</p>	<p>explicitly shares reasons for their book choices.</p>	<p>can identify and select books of interest that are readable by them.</p>	<p>chooses books from a range of genres identifying a favourite genre or type of book and shares reasons.</p>	<p>enjoys sharing experiences with texts on an area of interest, with others and uses key points from texts for a specific purpose.</p>	<p>chooses and engages with texts for specific purposes and evaluates texts with a purpose/project in mind.</p>	
	<p>3. Conventions of print</p> <p>understands that print such as signs, logos, pictures and words carry meaning.</p>	<p>understands that illustrations in books carry meaning.</p>	<p>identifies letters as being different from other symbols and reads left to right, top to bottom, page to page and identifies pictures in books.</p>	<p>demonstrates one-to-one correspondence between written and spoken words, identifies letters, words, sentences, capital letters and full-stops and points out cover, title and author in books.</p>	<p>uses correct word order when reading and adheres to full-stops to punctuate their reading.</p>	<p>uses spaces and question marks to punctuate and add intonation to reading.</p>	<p>uses quotation marks and exclamation marks to punctuate and add intonation to reading.</p>	<p>uses commas and paragraphs to punctuate and add intonation to reading.</p>	
	<p>4. Phonological and phonemic awareness</p> <p>identifies familiar sounds and enjoys listening to and saying nursery rhymes with others.</p>	<p>completes missing lines in nursery rhymes and recognises sounds of familiar letters.</p> <p>identifies words as sound units within sentences.</p> <p>demonstrates the ability to clap a rhythm.</p>	<p>identifies and generates rhyming words, recognising onset-rime.</p> <p>distinguishes between two spoken sounds.</p> <p>demonstrates an awareness of changes in sounds of words.</p>	<p>blends onset-rime and counts, pronounces, segments and blends syllables in spoken words.</p> <p>identifies initial, terminal and medial sounds in words of three phonemes and blends spoken words of two, three, four and five phonemes.</p>	<p>divides words into their onset-rime and reproduces common letter patterns and groups.</p> <p>verbally segments spoken single and multi-syllable words into their complete sequence of individual sounds.</p> <p>verbally deletes and substitutes individual sounds to make new words.</p> <p>recognises consonant/vowel sound patterns in syllables of spoken words.</p>	<p>divides words into their onset-rime and reproduces common letter patterns and groups.</p> <p>verbally segments spoken single and multi-syllable words into their complete sequence of individual sounds.</p> <p>verbally deletes and substitutes individual sounds to make new words.</p> <p>recognises consonant/vowel sound patterns in syllables of spoken words.</p>	<p>uses syllables in new words heard to divide and blend.</p> <p>recognises that some words contain silent sounds which are not spoken or written.</p>	<p>with confidence, breaks new words into syllables, recognising for the most part when the syllables make sense.</p>	<p>breaks words into syllables and uses their knowledge of consonants and vowel sounds to recognise and blend them verbally.</p> <p>recognises patterns in spoken words and uses knowledge of existing words to segment and blend new words.</p>
	<p>5. Phonics and word recognition</p> <p>recognises some letters from own name and names some words and logos in the immediate environment based on their shapes.</p>	<p>recognises and names familiar letters such as those in own name and in the immediate environment, and recognises some personal and other</p>	<p>recognises, names and sounds some lower-case and upper-case letters and begins to blend phonemes.</p> <p>recognises a few</p>	<p>names and sounds all lower- and upper-case letters, recognises short vowel sounds, blends phonemes and recognises some common</p>	<p>recognises some digraphs and blends and reads words containing short and long vowel sounds.</p> <p>uses their</p>	<p>deletes, adds and substitutes letters to create and identify words, recognises similar sounds from different letter combinations and</p>	<p>reads increasingly demanding digraphs, letter patterns and consonant and vowel digraphs and skills flexibly.</p>	<p>uses their knowledge of letter sequences, digraphs, root words, syllables, silent letters, prefixes and suffixes to identify</p>	

standing

interprets non-letter signs and symbols around them.	links familiar printed signs or names to objects or people.	recognises some similarities and/or differences between a pair of pictures/objects.	high-frequency words in familiar contexts and uses one or two letters, often first and last, to identify other words.	uses pictorial cues to read some words.	letter patterns.	reads a range of high-frequency words and CVC words, and reads short, simple sentences.	uses cues from pictures and from sentences to read.	reads a range of words with digraphs, letter patterns and some with consonant and vowel digraphs.	uses their knowledge of syllables, prior knowledge and context to read a growing range of word identification strategies with confidence.	identifies similarities in letter-sound relationships in L1 and L2.	uses a range of word identification strategies flexibly and confidently to identify words.	identifies some differences in letter-sound relationships in L1 and L2.	uses thesauruses and other references to find and use word meanings across the curriculum.
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listens to new words and phrases modelled by the teacher which are needed to understand texts** read to them, and plays with and repeats some of these in their emerging reading.	acquires new vocabulary listening to a variety of texts** read aloud and repeats new words and phrases in their emerging reading.	acquires new vocabulary listening to new words and phrases modelled by the teacher and begins to demonstrate some understanding.	enjoys listening to a variety of genres including informational texts** and begins to distinguish between stories, poems and non-fictional texts** and describes differences between genres	enjoys reading a range of stories, rhymes, poems and non-fictional texts** and begins to explore words that have the same meaning and words that have the same sound but a different meaning.	uses a range of strategies to understand and discuss new words in texts** and begins to use dictionaries to find word meanings.	uses new words and phrases appropriately in a variety of contexts and begins to use dictionaries to find word meanings.	uses dictionaries and other references to find word meanings.	flexibly uses a range of strategies including knowledge of synonyms, homonyms, antonyms, affixes and root words to understand unfamiliar words.	uses dictionaries and other references to find and use word meanings.	selects relevant information from a range of features of non-fictional texts** and recognises emotive language in texts** read.
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enjoys listening to stories, rhymes and poems read by others, and indicates favourites.	enjoys listening to different genres expressing preferences and opinions and plays with language in rhymes, riddles, jokes, nonsense words and songs.	enjoys listening to and responding to a variety of genres including informational texts** and uses language playfully and imaginatively in personal narratives.	enjoys reading a wide range of fictional and non-fictional texts** and describing differences between genres and begins to justify preferences and opinions.	enjoys reading a wide range of fictional and non-fictional texts** and uses language playfully and imaginatively in response to texts** read.	enjoys reading a wide range of stories, poems and non-fictional texts** and uses language playfully and imaginatively in response to texts** read.	enjoys reading a wide range of stories, rhymes, poems and non-fictional texts** and begins to distinguish between stories, poems and non-fictional texts** and uses language playfully and imaginatively in response to texts** read.	enjoys reading a range of stories, rhymes, poems and non-fictional texts** and begins to distinguish between genres and describes differences between genres	enjoys reading a wide range of fictional and non-fictional texts** and describes differences between genres and begins to justify preferences and opinions.	enjoys reading a wide range of fictional and non-fictional texts** and describes differences between genres and begins to justify preferences and opinions.	enjoys reading a wide range of fictional and non-fictional texts** and describes differences between genres and begins to justify preferences and opinions.
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sequences a story read or a personal experience using 2-3 objects, marks, drawings or mimes.	sequences main events using a small number of pictures.	begins to determine the importance of information and retells main points of a story in sequence.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.	listens to stories, poems and informational texts** and retells main points with some sequencing.
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<p>10. Fluency and self-correction</p>	<p>handles books and takes part in group activities with familiar texts**</p> <p>begins to track the direction of reading with their eyes, attending to each page change in books read to them by others.</p>	<p>understands that text** tells the same story each time it is read.</p> <p>tracks the direction of reading with their eyes, attending to lines read in books read to them by others.</p>	<p>recognises when a word has been omitted or read incorrectly in repetitive familiar texts** read to them.</p> <p>begins to track pictures and words using their finger or object.</p>	<p>shows a reasonable pace reading repetitive language patterns and some familiar sight vocabulary.</p> <p>reads texts** word by word</p> <p>tracking with finger or object and rereads familiar or independent-level texts** supported by illustrations, building fluency.</p> <p>self-corrects using pictorial, sound, visual and contextual cues.</p>	<p>tracks words in texts** read with their eyes.</p> <p>reads texts** at instructional and independent-levels with good pace, phrasing, expression and understanding.</p> <p>recognises when a line or word is lost and self-corrects using syntactical cues.</p>	<p>maintains a reasonable pace reading text** with support from more complex repetitive language patterns, sight vocabulary, common letter patterns and initial sound cues.</p>	<p>maintains a reasonable pace with decodable texts** using phonic knowledge, sight vocabulary and common letter patterns, and rarely loses their place.</p>	<p>maintains a reasonable pace with lengthier and more complex unfamiliar texts** using expression and intonation while drawing on a range of phonic, sight and context cues when unknown words are encountered.</p>
<p>entire to others interpretations.</p> <p>uses text** features including bold print, glossaries, electronic menus and icons to locate key facts in a variety of genres efficiently.</p> <p>questions actions and sequences and accuracy of content.</p>	<p>prior knowledge and cites specific textual evidence to clarify their responses and to support a particular viewpoint.</p> <p>uses text** features such as indexes to locate key facts and information.</p> <p>uses a range of comprehension strategies flexibly and confidently.</p>	<p>identify key points of information in text** and adds supporting detail using an appropriate graphic organiser.</p> <p>discusses miscomprehension in a text**.</p>	<p>to narrative and expository text, asks questions, discusses predictions and inferences and clarifies their reasons.</p> <p>with help, uses simple graphic organisers to identify key points in expository texts**.</p>	<p>with others, reads and discusses stories, poems, simple instructions, and informational texts** showing understanding.</p> <p>demonstrates the ability to visualise the story to it, through their modified predictions and inferences during the story and in their retelling of the story.</p>	<p>stories accurately using key details and asks questions about events, characters and setting.</p> <p>shows some understanding of informational texts** read aloud by the teacher.</p>	<p>venturously to simple stories and poems and asks questions about main events and characters.</p>		

◇ 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. Simply put, genre refers to a selection of writing forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions.

1 Learning Outcomes: For Writing (English L1)

2 Progression Milestones

3 Progression Steps

Using the continuum: There are three Progression Continua - oral language, reading and writing. Each continuum consists of eight milestones (a-h), which describe, in broad terms, children's language learning and development for stages 1 and 2, using an arrow for each stage. Most children will have reached Milestone a before beginning Junior Infants. Milestone h is intended to support high-achieving children in second class. Some children may fall outside of the range shown by the arrows for stages 1 and 2. Using the Progression Continuum, teachers can identify the milestones children are at and plan the next steps in

children's language learning journeys. Each milestone has a number of Progression Steps which recognise children's achievements and support teachers' planning. The steps describe what children's learning and development looks and sounds like as they move along the continuum towards achieving the Learning Outcomes. The Examples of children's work (in print, audio and video) illustrate what children's language learning and development looks and sounds like at each of the milestones. In this way, the Progression Continua and Examples enable teachers to support children with a wide range of abilities across a range of contexts.



Writing: Progression Continuum

The child shares his/her ideas, thoughts, feelings and knowledge through collaborative and independent writing and in responding to written texts by others. Over time, this writing shows increasing complexity of ideas, sophistication and richness of expression, and accuracy of punctuation, grammar and spelling. The child brings his/her own voice and personality to the writing through word choice, ideas, style and tone. The child uses an increasing range of genres, adapting style to suit the audience and the purpose, and comes to understand differences between written words and conversational words. Writing involves a gradual release of responsibility from the teacher as scribe to the child as an independent writer. During this process, the child moves from gestures, oral texts** and mark-making to more conventional forms of representing their writing.

2 Progression Milestones - Writing

Stage 1 ■ Stage 2

a	The child enjoys making marks and shapes using different implements. He/she shares personal experiences and interests through these marks and shapes. The child shares these with others using gestures, sounds or words.
b	The child enjoys making letter-like forms and drawings while playing with different implements and materials. He/she shares meaning by naming some features. The child distinguishes between letters and pictures and recognises some letters in familiar words. He/she writes and interacts with the teacher as scribe, sharing personal experiences.
c	The child enjoys emergent writing using a variety of implements and shows good muscle control. He/she explains the main messages in their writing. The child uses basic conventions of print, names and sounds some letters and uses random strings of letters in writing. Their attempts show some emerging awareness of sounds. He/she uses new oral and reading vocabulary from texts** read and writes for particular purposes and interacts with the teacher as a scribe.
d	The child continues to write collaboratively with the teacher and begins to write independently about personal experiences and familiar topics. He/she uses some phonetically correct letters and common letter patterns and familiar words while using some correct word order, full-stops and spaces in sentences. The child writes some upper and lower case letters legibly as separate flowing letters. He/she reads and discusses their texts** and chooses ones for display.
e	The child creates texts** independently in which he/she shares personal experiences and preferences. He/she does this using complete sentences, some vocabulary from texts** encountered and vocabulary outside his/her personal experience, more print conventions and more phonetically correct spellings. The child 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, correct punctuation and grammar in texts. The child uses literal and implied meanings in texts** and responds to the work of others, beginning to identify the author's intent.

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



	<p>selects vocabulary from a range of sources and uses it to extend ideas, add more detail and create an effect, mood or image, and begins to use figurative language so that a text^{***} has a particular impact on a reader.</p>	<p>writes in a range of genres[∇] using structure flexibly to best suit their intent while using language creatively and conveying their own style.</p>	<p>draws on a wider range of text^{***} sources and uses graphic organisers to plan independent writing; composes, proofs and edits to improve texts^{***}.</p>	<p>shares their reasons for use of particular words/phrases used for effect/mood/impact. interprets main messages being conveyed in the work of others and infers author's reason for these.</p>	<p>writes legibly and fluently with cursive script.</p>
	<p>Intentionally uses vocabulary to convey a specific meaning, mood, feeling and using creative and imaginative language, drawing on a range of experiences and texts^{***}.</p>	<p>writes in a range of genres[∇] elaborating on details and developing characters and ideas further using appropriate language and structure while exploring their own style.</p>	<p>draws on a range of text^{***} sources, and begins to use graphic organisers to plan writing; composes, proofs and edits to include feedback.</p>	<p>verbally discusses, explains and connects with characters created in their own stories in greater detail. discusses characters and key events in the stories of others, predicting and inferring characters' motives for key actions.</p>	<p>writes legibly with cursive script.</p>
	<p>uses topic-specific words and phrases to share an idea in a particular way, drawing on a range of experiences and texts, and begins to add detail using adjectives and adverbs.</p>	<p>writes in a range of genres[∇] providing detail, elaborating on key points and using appropriate language while exploring their own style.</p>	<p>independently plans and gathers information to create texts^{***} with a beginning, middle and end; reads and discusses their writing, identifying changes to improve it.</p>	<p>shares their work with others, elaborating on details. responds to the work of others, discussing main points raised in greater depth and relating it where relevant to their own experiences.</p>	<p>writes legibly and fluently using separate flowing letters.</p>
words.	<p>uses language removed from their personal experience and encountered when creating texts^{***} and uses this language imaginatively in their own texts^{***}.</p>	<p>begins to write in a range of genres[∇] using a basic structure appropriate to a particular genre, matching language to purpose, genre[∇] and audience.</p>	<p>independently plans, sequences and writes texts; reads and talks about their writing with the teacher to check if it makes sense and begins to suggest simple changes to improve it.</p>	<p>discusses their own work giving reasons for selection of topic and content. discusses the work of others relating it to familiar experiences.</p>	<p>writes most upper- and lower-case letters as separate flowing letters.</p>
	<p>uses language from their personal experiences, texts^{***} read and the environment and uses language playfully and imaginatively in texts^{***} created independently.</p>	<p>writes for a wider range of purposes and audiences while sharing thoughts, knowledge and experiences.</p>	<p>collaboratively plans texts^{***} orally; sequences and writes texts^{***} with other children; reads and talks about their writing.</p>	<p>uses more elaborate drawings to share detail and identifies simple, explicit pieces of text^{***} in response to specific questions. shares a personal interpretation of another person's text^{***}.</p>	<p>writes some upper- and lower-case letters legibly and as separate flowing letters.</p>
	<p>uses new vocabulary and phrases from texts^{***} read and uses language playfully and imaginatively in texts^{***} created through shared writing with the teacher.</p>	<p>writes and draws for a particular purpose and audience while sharing thoughts, knowledge and experiences.</p>	<p>uses familiar topics as a stimulus for texts^{***} while creating texts^{***} jointly with the teacher.</p>	<p>talks about and uses more detailed drawings in their own texts^{***} and gives more detail in responses to others' texts^{***}.</p>	<p>uses good muscle control. writes some upper- and lower-case letters.</p>
	<p>uses language from their personal experiences and uses it playfully and imaginatively in texts^{***} created with the teacher as scribe.</p>	<p>begins to share thoughts, knowledge and experiences for a particular purpose and audience using marks, drawings and some letters.</p>	<p>begins to take part in collaborative writing with the teacher as scribe.</p>	<p>talks about their own texts^{***} and begins to respond to others' texts^{***} through talk, marks and drawings.</p>	<p>uses some muscle control to make letter-like forms.</p>
	<p>uses marks and shapes to share a personal experience.</p>	<p>shares thoughts, knowledge and experiences with others through their marks.</p>	<p>uses personal experiences and interests as stimulus for their texts^{***}.</p>	<p>uses gestures, sounds or words to show that their marks have personal meaning and to respond to others' texts^{***} shown or read to them.</p>	<p>explores implements to make marks.</p>
<p>5. Vocabulary</p>		<p>6. Purpose, genre[∇] and voice</p>	<p>7. Writing process</p>	<p>8. Response and author's intent</p>	<p>9. Handwriting</p>

◇ 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. Simply put, genre refers to a selection of writing forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions.

1 Torthaí Foghlama: Maidir leis an teanga ó Bhéal (Gaeilge T2)

An contanam á úsáid: Tá trí Chontanam Dul chun Cinn ann – teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Tá ocht mórchéim (a-h) i ngach contanam, ina ndéantar cur síos leathan ar fhoghlaim agus ar fhorbairt teanga páistí le haghaidh chéim 1 agus 2 agus saighead in úsáid do gach céim. Beidh mórchéim a bainte amach ag formhór na bpáistí sula dtosaíonn siad sna náisiún shóisearacha. Tá mórchéim h ceaptha le tacú le páistí ar dhíochtála i rang a dó. B'fhéidir go mbeidh roinnt páistí taobh amuigh den raon atá léirithe ag na saigheada do chéim 1 agus 2. Is é leibhéal cumais na bpáistí ina rang a chinneann an mhórchéim lena dtosaíonn múinteoirí. Agus leas á bhaint acu as an gContanam Dul chun Cinn, is féidir le múinteoirí na mórchéimeanna ag a bhfuil páistí a shainaitheant agus na chéad

2 Mórchéimeanna Dul chun Cinn

chéimeanna eile in aistear foghlama teanga na bpáistí a phleanáil. Tá roinnt Mionchéimeanna Dul chun Cinn ag gach mórchéim, mionchéimeanna lena n-aitheantar gnóthachtáil na bpáistí agus lena dtacaítear le planáil na múinteoirí. Déantar cur síos sna mionchéimeanna ar an gcaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí agus iad ag gluaiseacht tríd an gcontanam i dtreo Torthaí Foghlama a bhaint amach. Léiríonn na samplaí an chaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí ag gach ceann de na mórchéimeanna. Ar an gcaoi seo, cuireann an Contanam Dul chun Cinn agus na samplaí ar chumas múinteoirí tacaíocht a thabhairt do pháistí a bhfuil réimse leathan cumais iontu, i réimse comhthéacsanna.

3 Mionchéimeanna Dul chun Cinn



Teanga ó Bhéal: Contanam Dul chun Cinn

Le himeacht aimsire, éiríonn teanga ó bhéal an pháiste níos casta agus níos sofasticiúla agus iad ag comhlíonadh feidhmeanna sóisialta, mar atá, ainmniú, ceistiú, iarraidh, athinsint, míniú, cur in iúl, cur síos, machnamh, soiléiriú, baint tátail, tuar, samhlú, aithris agus smaoinemh, agus riachtanas, mothúchán nó tuairim a thabhairt le fios. Agus iad i mbun forbartha teanga, úsáideann bunús na bpáistí an chaint mar phríomh-mhodh cumarsáide. Braitheann roinnt páistí ar chineálacha malartacha agus breisitheacha cumarsáide cosúil le gothaí gnúise, fuaimneanna, gothaí, comharthaíocht, córais chumarsáide phictiúrtha, áiseanna cumarsáide aschur gutha, agus teicneolaíochtaí cüntacha eile. Baintear úsáid as an bhfrása Tréithe Breise chun aird a tharraingt ar ghnéithe eile sa Ghaeilge.

2 Mórchéimeanna Dul chun Cinn don Teanga ó Bhéal (Éisteacht agus Labhairt)

a Úsáideann an páiste gothaí le haghaidh aird a tharraingt ar rud agus roinneann aird air le duine eile. Malartaíonn sé aoihb ghéire, déanann sé fuaim ghutha agus, i gcásanna áirithe, úsáidtear focail aonair chun freagairt. Braitheann an páiste ar an duine eile chun brí a gcuide cainte a léirmhíniú agus a roinnt.

b Tuigeann an páiste focail choitianta agus fráisáí bunúsacha a úsáidtear chun cur síos a dhéanamh air/uirthi féin agus ar a thimpeallacht. Úsáideann sé gothaí amanna le focail aonair, fráisáí agus/nó abairtí bunúsacha chun tús a chur le comhrá, chun iarratais a dhéanamh, chun labhairt faoi dhaoine aitheanta agus faoi ghnáthrudáí, agus chun iad féin a chur in iúl agus idirghníomhú le daoine eile. Bíonn ról lárnach fós ag an 'duine eile' i dtaca le brí a léirmhíniú agus a roinnt.

c Tagraíonn an páiste do ghnáthrudáí agus imeachtaí coitianta, agus taithí i bpáirt. Úsáideann sé teanga ón mbaile agus óna dtimpeallacht chun cumarsáid a dhéanamh ar chúiseanna éagsúla. Úsáideann an páiste cúinná neamhbhriathartha chun cabhrú le teanga labhartha a thuiscint agus nuair a bhíonn siad ag comhroinnt brí le daoine eile. Úsáideann an páiste gnásanna sóisialta simplí agus iad i mbun idirghníomhaíochta. Freagraíonn sé agus léiríonn imeachtaí a thabhairt aige ar riachtanais a bpáirtí cumarsáide. Tosaíonn an páiste ag dul i dtreo tuiscint ar chomhrá mar mhalarthú eolais agus faisnéise le duine eile. Leanann sé treoracha aon chéime go réidh.

d Úsáideann an páiste teanga chun a chuid smaointe, mothúcháin agus tuairimí a chur in iúl, agus chun ceisteanna a chur in iúl, agus chun ceisteanna a dhéanamh ar chúiseanna phearsanta, topaicí a bhfuil cleachtadh aige orthu agus, de réir a chéile, faoi rudáí nach bhfuil mórán a thuiscint agus nuair a bhíonn siad ag comhroinnt brí le daoine eile. Úsáideann an páiste teanga ag malartú faisnéise. Tosaíonn sé ar a mhachnamh a dhéanamh ar an méid a tharlaíonn, agus ar fhadhbanna a mhíniú agus réitigh a mheas le haghaidh topaicí atá feiliúnach dá aois. Tosaíonn sé ag tuiscint go mbiann tionchar ag an lucht éisteachta ar an gcaoi a mbíimid ag déanamh cumarsáide. Is féidir leis idir treoir amháin agus trí threoir a leanúint.

e Tosaíonn an páiste ag úsáid teanga gan chomhthéacs, mar shampla teanga a bhaineann go sonrach le hábhar ar leith a sealbhaíodh trí théacsanna agus trí chaidreamh le daoine eile. Tugann sé chun cuimhne taithí, seichimh agus imeachtaí d'éisteoir nach raibh páirteach iontu. Tá níos mó aird ag an páiste ar a lucht éisteachta agus baineann siad úsáid faoi leith as teanga ag brath ar an éisteoir. Labhraíonn sé le réimse níos fairsinge foclóra ó bhéal agus mionsonraí, úsáidtear comhthéacs chun cabhrú leis focail nua a thuiscint agus freagraíonn do threoracha fada. Déanann an páiste a mhachnamh ar an méid a tharlaíonn, tugann mínithe, measann fadhbanna agus molann réitigh.

f Glacann an páiste páirt i réimse níos leithne comhráití agus bíonn níos mó ar a shuaimhneas i mbun comhrá le daoine anaithnide. Tugann sé míniú níos fearr ar a bhfreagraí, déanann sé machnamh ar smaointe agus mothúcháin daoine eile agus cuireann san áireamh iad. Úsáideann an páiste tuin, gothaí agus comhthéacs chun focail agus fráisáí nua a thuiscint. Forbraíonn sé topaicí comhrá, tugann níos mó sonraí le caint, úsáidtear roinnt focal ó bhéal a bhaineann go sonrach le topaic ar leith agus freagraíonn do threoracha casta.

g Tugann an páiste eolas agus sonraí breise agus déanann sé cur síos trí úsáid a bhaint as teanga a oireann don topaic agus teanga a éiríonn níos casta de réir a chéile. Is féidir leis míniú a thabhairt ar a chuid freagraí agus iad a chosaint ar bhealach a éiríonn níos sofasticiúla agus níos cruinne de réir a chéile. Rognaíonn an páiste teanga agus stíl ar leith ag brath ar an lucht éisteachta. Úsáideann sé teanga fháthchiallach agus thuiriscíúil chun níos mó sonraí a thabhairt agus iad i mbun cumarsáide. Is féidir leis an bpáiste príomhphointí agus sonraí ábhartha a aimsiú i dtéacsanna**.

h Tugann an páiste míniúcháin, déanann sé cur síos agus comhroinneann sé eolas ar choincheapa agus ar shuíomhanna atá níos casta agus nach gcastar orthu róimhnic. Déanann sé breithniú ar chorpais mhóra eolais agus ar an iliomad smaointe agus oibríonn sé le daoine eile agus tugann sé freagraí a bhfuil sé in ann údar a thabhairt doibh agus iad a chosaint. Rognaíonn an páiste foclóir ó bhéal ar mhaithe le cuspóir agus éifeacht faoi leith. Úsáideann sé teanga níos teibí lena n-áirítear cora cainte agus meafair fháthchiallacha.

** Tagraíonn 'téacs' do gach táirge úsáid teanga lena n-áirítear téacs ó bhéal, gothaí, téacs scríofa, téacs amhairc agus téacs digiteach.

Gné	Toradh Foghlama: Uimhir agus lipéad	a Gníomh an pháiste...	b Gníomh an pháiste...	c Gníomh an pháiste...	d Gníomh an pháiste...	e Gníomh an pháiste...	f Gníomh an pháiste...	g Gníomh an pháiste...	h Gníomh an pháiste...
1. Rannpháirtíocht, éisteacht agus aird	Tugann an páiste aird ar spreagthaí trí amharc na súl a choinneáil orthu agus leanann amharc súl duine fhásta chun aird a thabhairt ar rud le chéile. Déann an páiste aithris ar ghníomhartha agus ar fhuaimneanna.	Tugann an páiste aird ar feadh tréimhí níos faide ar spreagthaí suimiúla nó coitianta lena n-áirítear: gníomhartha, gothai, tuin ghutha, comhráite agus scealta a léitear os aird, agus glacann páirt i rann, amhráim agus cluichí.	Glacann an páiste páirt i gcomhrá trí úsáid a bhaint as teagmháil súl chui agus aird acu ar chomharthaíocht colainne, gothai agus tuin ghutha. Úsáideann an páiste na ciúna sin in éineacht le comhthéacs chun focail/frásaí nua a thuiscint.	Eisceann an páiste le heolas faoi eispéreas nua, lena n-áirítear ficsean agus neamhficsean a éiríonn níos casta de réir a chéile. Eisceann an páiste le duine fásta ag léiriú teanga nua lena n-áirítear chuirtear i láthair ar an bhfuaimniú fuaim etc).	Eisceann an páiste le heolas faoi eispéreas nua, lena n-áirítear ficsean agus neamhficsean a éiríonn níos casta de réir a chéile. Eisceann an páiste le duine fásta ag léiriú teanga nua lena n-áirítear chuirtear i láthair ar an bhfuaimniú fuaim etc).	Eisceann an páiste le heolas faoi eispéreas nua, lena n-áirítear ficsean agus neamhficsean a éiríonn níos casta de réir a chéile. Eisceann an páiste le duine fásta ag léiriú teanga nua lena n-áirítear chuirtear i láthair ar an bhfuaimniú fuaim etc).	Tugann an páiste aird ar chumarsáid bhriathartha agus neamhbhriathartha i gcomhthéacsanna éagsúla. Eisceann an páiste le daoine nach bhfuil aithne acu orthu ag caint agus ag léiriú focail/frásaí nua. Diríonn a aird ar an bhfuaimniú ceart ó thaobh na canúna de.	Faihteann an páiste léargas ó bheith ag éisteacht le heolas nua ar réimse leathan ábhar.	Eisceann an páiste le heolas á chur i láthair ó dhá thaobh d'argóint.
2. agus 3. Gnásanna sóisialta agus feasacht ar dhaoine eile	Freagraíonn an páiste d'aird ó dhúine fásta, lorgaíonn an aird sin agus aithníonn a ainm féin, freagraíonn dó agus ta seisi in ann é a rá. Freagraíonn an páiste do spreagthaí trí úsáid a bhaint as guth, fuaimneanna agus gothai agus malartaíonn aobh an gháire agus úsáideann gothai, gnúise, fuaimneanna, gothai, comharthaí no caint chun cumarsáid a dhéanamh.	Glacann an páiste páirt i gcluichí aithrise agus scealaíochta, rann agus amhráin. Labhraíonn an páiste go hinchoilte agus go céili ag airde chui, idirghníomhaíonn thar líon beag sealanna le daoine aonair agus tosaionn ag tosaiónn ag déanamh cumarsáide go héasca le daoine eile sa seomra ranga. Cuireann an páiste tús le cumarsáid le duine fásta a bhfuil aithne aige air.	Comhroinneann an páiste scéilíní pearsanta agus freagraíonn do chomhrá ar abhar nach bhfuil taithí phearsanta aige air. Beannaíonn an páiste agus freagraíonn mar is cuí do bheannachtaí agus do thopaici plé agus léiríonn roinnt tuiscena do riachtanais an éisteora. Tosaiónn an páiste comhrá le piaraí agus glacann sealanna ag comhrá le piaraí, le grúpaí beaga agus le daoine fásta a bhfuil aithne acu orthu.	Cuireann an páiste tús le comhrá ar abhar nach bhfuil taithí phearsanta aige air. Freagraíonn an páiste ceisteanna ach fágann ar lár roinnt eolais agus tosaiónn ag déanamh iarrtais indíreacha. Athraíonn an páiste stíl labhartha chun dul in oiriúint don lucht éisteachta. Glacann an páiste páirt i bplé i ngrúpaí beaga ar thopaic aitheanta. Léiríonn feasacht ar rialacha éisteora-cainteora agus bíonn ar a chumas na rialacha sin a liostú.	Úsáideann an páiste uainíocht, teagmháil súl agus comharthaíocht colainne chui chun cur le topaic agus a leathnú, chun scéal comhleánach nó cuntas sochtuighe a chumadh. Labhraíonn an páiste faoi smaointe agus faoi mhóthúcháin daoine eile agus glacann páirt i gcomhrá le duine fásta anaithnid ina ngabhtar siad chucu féin stíl agus tuin teanga chui. Oibríonn an páiste i mbeirteanna/ grúpaí agus tuairiscíonn príomhphointí plé do lucht éisteachta.	Cuireann an páiste breis sonraí isteach ar mhaithe leis an éisteoir an úsáideann gothai, dreacha agus comharthaí mar is cuí. Aithníonn an páiste tionchar gothai, tuin ghutha agus colainne ar éisteoirí. Oibríonn an páiste mar bhall de ghrúpa, tuigeann ról gach duine sa ghrúpa agus glacann leis. Úsáideann an páiste smaointe ábhartha i láthair, cuireann in ord is in eagar iad agus fágann ar lár sonraí nach bhfuil riachtanach. Déann an páiste iarrtais indíreacha bhéasacha agus úsáideann réimse téarmaí foirmiúla agus neamhfoirmiúla chun labhairt le duine. Bailíonn an páiste aiseolas ó dhaoine eile ina ghrúpa maidir le tionscadal grúpa ar réimse coimhthíoch agus tuairiscíonn na príomhphointí do lucht éisteachta.	Tugann an páiste dothain sonraí chun cabhrú leis an éisteoir an úsáideann gothai, comhthéacs a thuiscint. Oibríonn an páiste mar bhall de ghrúpa, tuigeann ról gach duine sa ghrúpa agus glacann leis. Úsáideann an páiste cailitheoirí agus fuaimníonn a dhéanamh ar abairtí.	Tugann an páiste léargas ó bheith ag éisteacht le heolas nua ar réimse leathan ábhar.	Eisceann an páiste le heolas á chur i láthair ó dhá thaobh d'argóint.
4. Struchtúr abairte agus gramadach	Úsáideann an páiste ráite aonfhoclacha agus nascann le guthaíochtaí iad.	Úsáideann an páiste ráite ifhoclacha agus frásaí coitianta gearra agus úsáideann abairtí bunúsacha agus éil ag déanamh aithrise ar dhuine nó ag rá rudai in éineacht le duine.	Úsáideann an páiste abairtí iomlána bunúsacha agus labhraíonn go hinchloiste agus a oireann dá chéim forbraíochta. Úsáideann an páiste nasc-focail le habairtí gearra a cheangal. Críochnaíonn an páiste rann dhoitianta agus déann an t-ádh ar rann ghearra.	Úsáideann an páiste abairtí níos faide leis an ord ceart focal agus úsáideann den chuid is mó, agus úsáideann bun-nascáigh, iolraí agus forainmneacha simplí. Bíonn an séimhiú agus an t-urú le sonrú sa chaint.	Úsáideann an páiste aimsir chaithe, an aimsir láithreach agus an aimsir fháisteach. Féincheartú ar bun. Úsáideann an páiste réimse forainmneacha agus cúspóireacha mar is ceart.	Úsáideann an páiste aimsir agus fuaimníonn go soiléir focail isiollachta. Úsáideann an páiste réimse aidiachtai chun mionsaothrú a dhéanamh ar an téacs ⁹⁶ .	Úsáideann an páiste cailitheoirí chun mionsaothrú a dhéanamh ar abairtí.	Úsáideann an páiste clásaí agus cailitheoirí chun tacú le freagraí.	Eisceann an páiste le heolas á chur i láthair ó dhá thaobh d'argóint.

Cumarsáid

Tosaíonn an páiste ar an inscne chuí a úsáid le focail aitheanta.	Úsáideann an páiste an inscne chuí i gcás focail aitheanta.	Úsáideann an páiste an inscne chuí i gcás shealbhabhach.	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).
Tosaíonn an páiste ar an tuiséal shealbhabhach a úsáid.	Tosaíonn an páiste ar an tuiséal shealbhabhach a úsáid.	Úsáideann an páiste an aimsir chaite, an aimsir láithreach agus an aimsir fháistineach in abairtí coitianta.	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).
Tosaíonn an páiste ar an tuiséal shealbhabhach a úsáid.	Tosaíonn an páiste ar an tuiséal shealbhabhach a úsáid.	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).

Aithníonn an páiste agus rudaí agus úsáideann gothair cur chun tagairt do rudaí, ag nascadh gníomhartha le rudaí.	Aithníonn an páiste agus rudaí agus úsáideann gothair cur chun tagairt do rudaí, ag nascadh gníomhartha le rudaí.	Úsáideann an páiste focail aonair agus úsáideann gothair cur chun tagairt do rudaí, ag nascadh gníomhartha le rudaí.	Úsáideann an páiste focail aonair agus úsáideann gothair cur chun tagairt do rudaí, ag nascadh gníomhartha le rudaí.
5. agus 6. Stór focal a shealbhu agus a úsáid	Úsáideann an páiste réimse níos leithne focal aonair simplí. Iarrann an páiste rudaí agus iarrann go ndéanfaí rud éigin arís nó go n-athrófaí an ghníomhaíocht. Úsáideann focail cheisteacha go cuí, beannaíonn do dhaoine, fágann slán le/ág daoine agus easaontaíonn le daoine. Tuigeann an páiste stór focal agus fráisai ó scéalta éagsúla agus ó chuntais fhiriciúla agus úsáideann na focail agus fráisai sin go cuí i gcomhthéacs.	Úsáideann an páiste focail do rudaí nach bhíofaí riannhach agus sealbhaithear focail úra ón gcur síos a dhéanamh daoine eile orthu. Úsáideann an páiste teanga faoi leith chun suíomh, am, ionad srl a chur in iúl agus úsáideann réimse ceistfhoical mar is cuí. Tuigeann agus úsáideann an páiste stór focal agus fráisai ó scéalta, ó théacsanna firiciúla agus ó thopaicí atá bunaithe ar an gcuraclam, stór atá ag méadú. Tosaíonn ar na focail sin a úsáid i gcomhthéacsanna nua.	Úsáideann an páiste focail chun ciall nach bhfuil chomh coitianta sin a chur in iúl. Cuirtear an páiste síos ar rudaí agus ar imeachtaí a tharla trí úsáid bheith as teanga thuairiscúil. Úsáideann an páiste stór focal atá ag dul i méid a shealbhanann sé/sí ó míniú an bhri téarma a bhaineann go sonrach le topaic áirithe. Tagraíonn an páiste d'imeachtaí sa todhchaí agus tosaíonn ag úsáid teanga fhathach. Tosaíonn an páiste ag úsáid aidhachtail/dobhriathra níos dúshlánaí chun rudaí a mhíniú níos fearr chomh maith le roinnt cor cainte agus meafar simplí.

Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).
Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).

7. Tuiscint a léiriú	Aithníonn an páiste a ainm féin, agus focail choitianta eile agus freagraíonn dóibh.	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).
Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).	Úsáideann an páiste an tuiséal tabharthach agus forainmneacha réamhfhoclacha (orm, ort, agam, agat, leis, léi etc).

<p>8. agus 9. Iarratais agus ceisteanna</p>	<p>Úsáideann an páiste urlabhra, fuaiméanna agus nó gothai chun tosáiocht a léiriú, roghanna a dhéanamh agus iarratais a dhéanamh.</p> <p>Taispeánann an páiste go soiléir na rudaí atá uaidh agus dlútaíonn do na rudaí nach bhfuil uaidh.</p> <p>Freagraíonn an páiste gnáthcheist go briathartha agus/nó go neamhbhriathartha.</p>	<p>Déanann an páiste roghanna agus iarratais shimplí agus cuireann ceisteanna simplí. Iarrann an páiste rudaí agus imeachtaí go briathartha agus déanann soiléir roghanna dá chuid féin, ag iarraidh go ndéanfaí rudaí nó go n-athrófaí imeachtaí.</p>	<p>Le tacaíocht, téann an páiste i gcomhairle le duine fásta anáilnid chun eolas a thabhairt nó a lorg nó chun eachtra a thabhairt chun cuimhne.</p> <p>Cuireann agus freagraíonn an páiste gnáthcheisteanna.</p>	<p>Cuireann an páiste ceisteanna chun smaointe nó gníomhartha daoine eile a shoiléiriú, agus chun eolas nua agus cabhair a tháil.</p> <p>Úsáideann an páiste abairtí iomlána chun ríachtanais phearsanta a chur in iúl agus cuireann agus freagraíonn tuairimeacha agus baineann taitéil astu dá bharr.</p>	<p>Úsáideann an páiste teange, muiníneach chun tagairt dá gcuid smaointe féin agus do smaointe duine eile.</p> <p>Úsáideann an páiste ceisteanna oscailte agus dúnta agus luann ceisteanna le hiarratais phearsanta.</p>	<p>Cuireann agus freagraíonn an páiste ceisteanna faoina nuacht féin agus eolas atá acu agus tugann míniú níos fearr ar na ceisteanna atá le hiarratais phearsanta.</p>	<p>Miníonn an páiste a chuid freagraí.</p>	<p>Ceistíonn an páiste eolas nua a chuirtear i láthair agus cosnaimh agus a seasamh agus déanann cás ar son ríachtanas nó achainí phearsanta.</p>
<p>10. Catagóirí</p>	<p>Díríonn an páiste aird ar bhréagáin agus ar ghnáthrudáí aitheanta.</p>	<p>Tugann an páiste ainm ar bhréagáin agus ar ghnáthrudáí aitheanta.</p>	<p>Rangaíonn an páiste rudáí aitheanta sa timpeallacht.</p>	<p>Déanann an páiste catagóirí ar réimse rudáí.</p>	<p>Tugann an páiste ceisteanna le ballraíocht rudaí i gcatagóir áirithe.</p>	<p>Tugann an páiste ceisteanna le rud amháin a bheith i gcatagóir áirithe agus rud eile gan a bheith sa chatagóir sin.</p>	<p>Cuireann an páiste síos ar, agus déanann catagóirí ar, rudaí, imeachtaí agus taithí nach bhfuil cur amach aige air, miníonn agus é/i ag úsáid teanga a oireann don topaic chun an catagóir a mhíniú.</p>	<p>Cuireann an páiste síos ar, agus déanann catagóirí ar, rudaí, imeachtaí agus taithí cur amach aige air, miníonn agus é/i ag úsáid teanga a oireann don topaic chun an catagóir a mhíniú.</p>
<p>11. Athinsint agus mionléiriú</p>	<p>Le cabhair, úsáideann an páiste guth, fuaim gothai i bpáirt leis an duine fásta ag canadh amhrán, ag aithris rann, ag athinsint scéalta, ag tabhairt cuntas, ag cur tús le comhráite agus ag cur rudaí agus nuachta i láthair.</p>	<p>Le cabhair, roinneann an páiste scéal, gníomhaíocht nó imeacht phearsanta aithnídiúil, ag úsáid focail aonair nó a lán focal.</p>	<p>Malartaíonn eolas ar eispéireas i bpáirt.</p> <p>Le cabhair, aithníonn an páiste príomhcharachtair agus cuireann na príomhphointí i scéal in ord.</p> <p>Cuireann an páiste scéal le chéile bunaithe ar thraithí agus, le tacaíocht, insíonn ó bhéal do ghrúpa é.</p> <p>Tugann an páiste cuntas óna thraithí féin agus cuireann suas le trí phríomhheachtra in ord.</p>	<p>Athinsíonn príomhphointí eachtra aonair nó comhrá do lucht éisteachta a bpiarai ag úsáid struchtúr soiléir.</p> <p>Cummann an páiste scéal gearr ina sainíonn sé/sí príomhcharachtair agus príomhimeachtaí agus insíonn sé/sí príomhphointí a chuid nuachta féin.</p> <p>Athinsíonn an páiste scéal aitheanta ag cur príomhimeachtaí in ord.</p> <p>Miníonn an páiste cuntas fíriciúil óna thraithí féin do ghrúpa, cuireann topaic i láthair, leagann amach próisis agus cuireann síos orthu.</p>	<p>Cuireann an páiste imeachtaí a nuachta féin san ord ceart agus freagraíonn ceisteanna fuithi.</p> <p>Ainmníonn an páiste fadhb, cuireann síos uirthi, tugann na príomhshonraí agus tugann réitigh a d'fhéadfadh bheith ar an bhfadhb.</p> <p>Athinsíonn an páiste réimse níos leithne imeachtaí san am atá thart, agus sa todhchaí agus tuarann torthaí.</p>	<p>Úsáideann an páiste níos mó plotai scéil.</p> <p>Athinsíonn an míniú eachtraí síos ar charachtair agus ag aithint fadhbanna agus ag tuar réiteach.</p> <p>Tosaíonn an páiste ag cur imeachtaí in ord ag dul siar agus chun cinn.</p> <p>Cuireann an páiste síos ar nuacht agus ar imeachtaí, ag tabhairt tuilleadh mionsonraí chun go dtuigfeadh an t-éisteoir níos fearr.</p>	<p>Léiríonn an páiste struchtúr soiléir i bplotai scéil ina bhfuil tús, fadhb, plean agus réiteach.</p> <p>Úsáideann an páiste tagairtí siar agus chun cinn chun tuilleadh sonraí a thabhairt ar phointí atá déanta.</p>	<p>Ceapann an páiste scéalta fada, a bhfuil go leor sonraí iontu, agus ar imeachtaí éagsúla.</p> <p>Athinsíonn an páiste scéalta agus é/i ag úsáid theanga an téacs*, luann an teideal, ainmníonn agus cuireann síos ar charachtair, cuireann eachtraí in ord, miníonn eachtraí agus torthaí, déanann cur síos ar fhadhbanna agus molann réitigh, tuarann torthaí agus pléann an ceacht atá le baint as an scéal.</p>

Fiosrú agus úsáid

<p>12. Teanga a úsáid go spráitúil agus go cruthaitheach</p>	<p>Eistéann an páiste le rann agus le hamhráin aitheanta agus tugann aird orthu.</p>	<p>Eistéann an páiste le rann, le hamhráin agus le cluichi teanga agus glacann páirt iontu.</p>	<p>Freagraíonn an páiste d'fhilíocht, rann agus amhráin trí ghothaí, gníomh agus frapaí.</p> <p>Déanann an páiste idirdhealú idir focail gan bhri agus forfhocail agus baineann spraoi astu.</p> <p>Úsáideann an páiste teanga i súgradh bréagach chun cnámha scéil simplí samhailteacha a chruthú le píaráí agus le daoine fásta.</p>	<p>Úsáideann an páiste stór focal atá ag fás agus úsáideann é sin go samhlaíoch i dtéacsanna** ó bhéal.</p>	<p>Úsáideann an páiste roinnt sainfhocal agus sainfrásaí chun smaoineamh a roinnt ar bhealach faoi leith, ag tarraingt ar réimse eispéireas agus téacsanna**.</p>	<p>Úsáideann an páiste teanga a úsáid teanga fhíthchiallach chun míonsonraí a chur isteach.</p>	<p>Úsáideann an páiste stór focal atá ag fás agus úsáideann é sin go samhlaíoch i dtéacsanna** ó bhéal.</p>	<p>Úsáideann an páiste stór focal éagsúil ó fhoinsi éagsúla chun smaointe a leathnú agus níos mó míonsonraí agus éifeachta a chur leo.</p> <p>Úsáideann an páiste teanga fhíthchiallach ionas go mbeadh tionchar ar leith ag téacs** ó bhéal ar éisteach.</p>
<p>13. Eolas, míniú agus údar a thabhairt Scileanna a mhéadú</p>	<p>Roghnaíonn an páiste rudaí tagartha chun tuiscint a léiriú agus chun bri a roinnt, agus cuireann leis an mbrí trí nasc a dhéanamh le rudaí tagartha.</p>	<p>Insíonn an páiste a bhfuil ar síúl aige agus ainmníonn agus cuireann síos ar dhaoine, ar bhréagáin agus ar gníomhaíochtaí a bhfuil cur amach aige orthu.</p>	<p>Tugann an páiste cur síos nó míniú ar rud nó ar dhuine atá le feiceáil.</p> <p>Agus é/í ag athinsint aige cheana le tacaíocht ó dhuine fásta, úsáideann an páiste teanga nach mbeainn leis an gcomhthéacs reatha chun míniú a thabhairt, cur síos ar fhadhbanna agus bealaí chun na fadhbanna sin a réiteach a mholadh.</p>	<p>Miníonn an páiste ábhar nó imeacht stairiúil, ag léiriú an phríomhsmaoimh choincheapa agus ábhair aitheanta, míniú iad.</p> <p>Taispeánann an páiste níos mó neamhspleáchais agus iad ag cur topaicí i láthair an ranga, ag úsáid modh cur agus teanga atá sainiúil don topaic.</p>	<p>Miníonn an páiste ábhar nó imeacht stairiúil, ag léiriú an phríomhsmaoimh choincheapa agus ábhair aitheanta, míniú iad.</p> <p>Taispeánann an páiste níos mó neamhspleáchais agus iad ag cur topaicí i láthair an ranga, ag úsáid modh cur agus teanga atá sainiúil don topaic.</p>	<p>Deánann an páiste léirmhíniú ar fhaisnéis nua, baineann tatal aisti agus ceanglaíonn faisnéis le taíchi atá aige cheana féin.</p> <p>Tugann an páiste míniú ar ábhar a léiríonn an príomhsmaoineamh, déanann léirmhíniú ar eolas agus baineann tatal as.</p> <p>Ainmníonn an páiste fadhb, cuireann síos uirthi, tugann míniú níos fearr uirthi agus cuireann réiteach ar fáil.</p>	<p>Deánann an páiste léirmhíniú ar fhaisnéis nua, baineann tatal aisti agus ceanglaíonn faisnéis le taíchi atá aige cheana féin.</p> <p>Tugann an páiste míniú ar ábhar a léiríonn an príomhsmaoineamh, déanann léirmhíniú ar eolas agus baineann tatal as.</p> <p>Ainmníonn an páiste fadhb, cuireann síos uirthi, tugann míniú níos fearr uirthi agus cuireann réiteach ar fáil.</p>	<p>Úsáideann an páiste teanga a oireann don topaic chun míniú a thabhairt agus cur síos soiléir a dhéanamh, ag cur na bpríomhimeachtaí in ord agus ag úsáid tagairtí siar is chun cinn le haghaidh soiléirithe.</p> <p>Tugann an páiste tuairim ar imeacht áirithe agus tugann údar leis an tuairim sin.</p>
<p>14. Cur síos, tuar agus machnamh Scileanna a mhéadú</p>	<p>Roghnaíonn an páiste rudaí tagartha chun gníomhaíochtaí atá críochnaithe a chur in iúl, cuireann in iúl rud eile ba mhaith leis a dhéanamh agus cé na hábhair a bhídh ag teastáil.</p>	<p>Insíonn an páiste a bhfuil ar bun aige agus ainmníonn agus cuireann síos ar dhaoine aitheanta.</p> <p>Tugann an páiste chun cuimhne/ cuireann sé/sí síos do dhaoine eile sa ghrupa ar rud eigin a rinne sé/sí sa rang.</p>	<p>Aithníonn an páiste fadhb agus tosáíonn ag úsáid teanga chun a chuid smaointe féin a chur in iúl agus chun feasacht ar smaointe daoine eile a léiriú.</p>	<p>Agus scéal aitheanta á insint acu, déanann an páiste léirmhíniú ar íompraíocht agus déanann tuairimíocht faoi ábhair spreagtha na gcarachtar.</p>	<p>Úsáideann an páiste teanga go muiníneach chun tagairt dá smaointe féin agus do smaointe tríú páirtithe.</p> <p>Tugann an páiste cur síos agus míniú ar phríomhphointí gníomhartha agus eacitraí fíora agus samhailteacha.</p>	<p>Deánann an páiste plé agus machnamh ar ghníomhartha agus eacitraí fíora agus samhailteacha níos fearr ar thorthaí tuartha féideartha.</p>	<p>Miníonn an páiste fadhbanna agus réitigh agus tugann cúiseanna le torthaí tuartha.</p>	<p>Deánann an páiste machnamh ar nuacht féin agus tuarann imeachtaí atá le teacht ón bhfianaise ón bhfianaise a chuireann imeachtaí san am atá thart ar fáil.</p> <p>Tugann an páiste roinnt torthaí tuartha agus míniú gach ceann acu.</p>

1 Torthaí Foghlama: Maidir leis an Léitheoireacht (Gaeilge T2)

An contanam á úsáid: Tá trí Chontanam Dul chun Cinn ann – teanga ó bhéal, léitheoireacht agus scríbhneoireacht. Tá ocht mórchéim (a-h) i ngach contanam, ina ndéantar cur síos leathan ar fhoghlaim agus ar fhorbairt teanga páistí le haghaidh chéim 1 agus 2 agus saighead in úsáid do gach céim. Beidh mórchéim a bainte amach ag formhór na bpáistí sula dtosaíonn siad sna náisiúin shóisearacha. Tá mórchéim h ceaptha le tacú le páistí ardhnóchtaála i rang a dó. B'fhéidir go mbeidh roinnt páistí taobh amuigh den raon atá léirithe ag na saigheada do chéim 1 agus 2. Is é leibhéal cumais na bpáistí ina rang a chinneann an mhórchéim lena dtosaíonn múinteoirí. Agus leas á bhaint acu as an gContanam Dul chun Cinn, is féidir le múinteoirí na mórchéimeanna ag a bhfuil páistí a shainaitheant agus na chéad

2 Mórchéimeanna Dul chun Cinn

chéimeanna eile in aistear foghlama teanga na bpáistí a phleanáil. Tá roinnt Mionchéimeanna Dul chun Cinn ag gach mórchéim, mionchéimeanna lena n-aitheantar gnóthachtáil na bpáistí agus lena dtacaítear le planáil na múinteoirí. Déantar cur síos sna mionchéimeanna ar an gcaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí agus iad ag gluaiseacht tríd an gcontanam i dtreo Torthaí Foghlama a bhaint amach. Léiríonn na samplaí an chaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí ag gach ceann de na mórchéimeanna. Ar an gcaoi seo, cuireann na Contanaim Dul chun Cinn agus na samplaí ar chumas múinteoirí tacaíocht a thabhairt do pháistí a bhfuil réimse leathan cumais iontu, i réimse comhthéacsanna.

3 Mionchéimeanna Dul chun Cinn



Léitheoireacht: Contanam Dul chun Cinn

I gcomhar le daoine eile agus ina aonar, éistean an páiste le téacsanna** aitheanta agus neamhathéanta i seánraí^o éagsúla, léann iad agus téann i ngleic leo. Úsáideann an páiste réamheolas agus réamhthairí chun brí a bhaint as téacs** agus é a léirmhíniú. De réir mar a théann an páiste chun cinn, éireoidh na téacsanna** níos casta ó thaobh stór focal léitheoireachta agus ábhair de. Gabhann an páiste téacsanna** chuige/chuici féin ag a leibhéal léitheoireachta teagaisc agus neamhspleách féin chun a líofacht a fhorbairt. Baintear úsáid as an bhfrása Tréithe Breise chun aird a tharraingt ar ghnéithe eile sa Ghaeilge. Leis an áit a bhfuil páiste ar an gcontanam léitheoireachta a shainaitheant, b'fhíú an páiste a bheith ag plé le téacsanna ar a leibhéal léitheoireachta teagaisc.

2 Mórchéimeanna Dul chun Cinn don Léitheoireacht

a	Taitníonn sé leis an bpáiste a bheith ag súgradh le leabhair agus ag glacadh páirte i rann do pháistí. Baineann sé taitneamh as bheith ag féachaint ar leabhair, bheith ag éisteacht leo agus iad a láimhseáil. Baineann an páiste brí áirithe as pictiúir agus lógónna, comharthaí agus focail aitheanta. Seicheamhaíonn sé scéalta aitheanta nó taithí trí úsáid a bhaint as rudaí, marcanna nó mímeanna chun díriú ar 2-3 phríomhphointe/phríomhimeacht.	■ Céim 1 ■ Céim 2
b	Léiríonn an páiste iompraíocht atá cosúil le léitheoireacht sa súgradh agus baineann taitneamh as a bheith ag éisteacht le scéalta agus le dánta, páirt a ghlacadh i rann do pháistí, agus a bheith ag spraoi le teanga i dtomhais agus i ngréanntaíocht. Tuigeann an páiste go mbaineann teachtaireachtaí le cló agus go n-insíonn an téacs** an scéal céanna gach uair a léitear é. Aithnítear roinnt focal pearsanta agus aitheanta agus roinnt litreacha aitheanta. Úsáideann sé focail agus fráisai nua sa léitheoireacht éirtheach a léiríonn an múinteoir.	
c	Tosaíonn an páiste ag déanamh comhcheangail idir litreacha agus fuaimeanna agus aithnítear roinnt focal ardhmhinicíochta. Tarraingíonn siad ar a n-eispéireas pearsanta, eolas agus cuimhne nuair atá 'léitheoireacht' téacs** á roinnt acu, bíds leo féin nó i gcomhluadar daoine eile. Samhlaíonn an páiste ionhánna agus iad ag éisteacht le scéal nó le téacs** faisnéise a léitear os ard, roinntear freagairtí agus pléann le daoine eile. Tuigeann sé roinnt bunghnásanna cló agus aithnítear focail rime.	
d	Úsáideann an páiste roinnt scileanna láimhseála leabhair agus aithnítear níos mó gnásanna bunúsacha cló. Fuaimníonn agus ainmíonn sé litreacha na haibitre Gaeilge. Tosaítear ag deighilt agus ag curmasc roinnt fuaimeanna i bhfocail, aithnítear roinnt patrún coiteann litreacha agus gineann focail rime. Léann an páiste réimse focail ardhmhinicíochta agus léiríonn an difear idir guta fada agus guta gearr agus consan leathan agus caol sa léitheoireacht. Úsáidtear roinnt ciúna comhthéacs agus pictiúrtha chun cabhrú le tuiscint. Déanann sé/sí mionathruithe ar thuair i bhfianaise eolais nua agus léirítear tuiscint trí phlé a dhéanamh ar na téacsanna** atá léite.	
e	Taitníonn leis an bpáiste a bheith ag éisteacht le téacs**, á léamh agus á fhiosrú agus léirítear go bhfuil eolas acu ar struchtúr raon seánraí ^o téacs** insinte agus níos imeachta. Tuigeann sé teachtaireachtaí a chuirtear in iúl i léaráidí agus baineann úsáid as amharcfhocail, focail rime, siollai, bunphatrúin litreacha agus leideanna ón téacs** chun léamh. Léann an páiste go neamhspleách téacsanna** aitheanta agus úsáidtear lánstadanna chun poncaíocht a léiriú. Tosaíonn sé ag déanamh monatóireachta ar thuiscint, cuireann ceisteanna faoi théacsanna agus tugann roinnt cúiseanna le tuartha. Aimsíonn an páiste príomhphointí i dtéacsanna** faisnéise le cabhair agus éil ag úsáid eagraí graifach.	
f	Baineann an páiste taitneamh as téacs** a roghnú agus a iniúchadh chun críochea faoi leith agus cuirtear agus freagraíonn ceisteanna ar raon seánraí ^o téacs** agus tugann údar lena gcuid freagraí. Léann sé/sí réimse focal a bhfuil déghraif, patrúin litreacha agus siollai iontu agus úsáidtear réamheolas, ciúna comhthéacs, roinnt poncaíochta agus cuireann sé roinnt tuiníochta isteach agus iad ag léamh os ard. Aimsíonn an páiste eochaireolas i dtéacs** ag úsáid gnéithe téacs** cosúil le clár ábhair agus fotheidil, agus tosaítear ag úsáid foclóirí chun ciall focal a fháil.	
g	Baineann an páiste taitneamh as seánraí ^o éagsúla agus léann ar mhaithe le sainchuspóirí, ag tabhairt údar le roghanna agus tuairimí. Úsáideann sé réimse straitéisí tuisceana agus gnéithe téacs** cosúil le hinneacsanna chun cabhrú le téacs** a thuiscint, príomhfhaisnéis a aimsiú agus neamhaird a dhéanamh de shonraí nach bhfuil riachtanach, agus tá siad in ann fianaise shainiúil sa téacs** a thabhairt chun tacú lena dtuairim. Léann sé/sí focail le réimse leathan de na léirithe do na gutaí fada agus gearra agus do na consain chomh maith le patrúin choitianta atá sa Ghaeilge. Úsáideann an páiste réimse straitéisí chun focail a aithint chomh maith le heolas ar chomhchiallaigh, frithchiallaigh, tathmhíreanna agus frámhfhocail, guta cúnta, comhréir agus struchtúir gramadaí na Gaeilge, consain chaola, leathana agus siollai chun focail neamhathéanta a thuiscint.	
h	Baineann an páiste taitneamh as raon leathan seánraí ^o agus léann téacsanna** mionsonraithe ag a leibhéal neamhspleách féin ar mhaithe le cuspóirí éagsúla. Úsáideann sé/sí seichimh fuaimeanna/litreacha, frámhfhocail, siollai, eolas ar chonsain chaola agus leathana, taolilreacha, réimíreanna agus iarmhíreanna chun réimse leathan focal neamhathnidiúil a aithint, a léamh agus a thuiscint. Déanann an páiste fiosrú faoina raibh ar intinn údair i dtéacsanna** agus tuigtear téacs** trí dhírú ar ghnéithe den teanga, íomhánna agus stór focal léitheoireachta agus aithnítear gur féidir le daoine onair léirmhíniú éagsúil a bhaint as téacs** solúbtha ag baint úsáide as stór de straitéisí tuisceana. Baineann sé/sí úsáid as gnéithe téacs** cosúil le cló trom, gluaiseanna, roghchláir leictreonacha agus delbhíní chun príomhshonraí a aimsiú go héifeachtúil.	

3 Mionchéimeanna Dul chun Cinn - Léitheoireacht

Gné	Toradh Foghlama: Uimhir agus lípéad	a Gníomh an pháiste...	b Gníomh an pháiste...	c Gníomh an pháiste...	d Gníomh an pháiste...	e Gníomh an pháiste...	f Gníomh an pháiste...	g Gníomh an pháiste...	h Gníomh an pháiste...
1. Rannpháirtíocht	Taitníonn sé leis an bpáiste bheith ag éisteacht le scéalta á léamh os ard agus freagraíonn sé/sí do phointí focais i léaráidí.	Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, labhraíonn sé/sí faoi léaráidí agus léann i suíomhanna súgartha.	Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, aithníonn sé/sí míonsonraí i léaráidí agus comhroinneann a léirmhíniú orthu sin. Úsáideann léitheoireacht a bhfuil níos mó cuspóra léi i suíomhanna súgartha.	Ina aonar agus i gcomhar le daoine eile taitníonn sé leis an bpáiste bheith ag éisteacht le réimse seánraí(ó) a léamh agus úsáideann sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun bri a chur in iúl.	Ina aonar agus i gcomhar le daoine eile taitníonn sé leis an bpáiste bheith ag éisteacht le réimse seánraí(ó) a léamh agus úsáideann sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun bri a chur in iúl.	Taitníonn sé leis an bpáiste réimse níos leithne seánraí(ó) a fhiosrú agus úsáideann sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun bri a chur in iúl.	Taitníonn sé leis an bpáiste réimse níos leithne seánraí(ó) a fhiosrú agus úsáideann sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun bri a chur in iúl.	I gcomhar le daoine eile taitníonn sé leis an bpáiste réimse seánraí(ó) a léamh agus úsáideann sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun bri a chur in iúl.	Léirmhíniú an páiste intinn an údair trí léaráidí agus focail scríofa, comhroinneann na léirmhíniúche sin agus comasnaí a thuairim.
2. Inspireadh agus rogha	Píocann an páiste suas leabhair, breathnaíonn orthu agus roghnaíonn na cinn is fearr leis.	Roghnaíonn an páiste agus téann i ngleic le téacsanna** go neamhspleách agus le daoine eile, ar mhaithe le sult agus le spéis.	Roghnaíonn an páiste na leabhair is fearr leis as réimse seánraí(ó), bainneann tairneamh astu agus cuirteann na cinn is fearr leis in iúl.	Comhroinneann an páiste go foliásach na cúiseanna atá taobh thiar de na leabhair a roghnaigh siad.	Is féidir leis an bpáiste leabhair a bhfuil spéis aige iontu, agus atá sé/sí ábalta a léamh, a aithint agus a roghnú.	Roghnaíonn an páiste leabhair ó réimse seánraí(ó), aithníonn an cineál leabhair is fearr leis agus comhroinneann na cúiseanna atá taobh thiar de na roghanna sin.	Taitníonn sé leis an bpáiste bheith ag comhroinnt taithí le téacsanna** a bhfuil spéis aige iontu le daoine eile agus úsáideann sé/sí príomhphointí as téacsanna** le haghaidh cuspóir ar leith.	Taitníonn sé leis an bpáiste bheith ag comhroinnt taithí le téacsanna** a bhfuil spéis aige iontu le daoine eile agus úsáideann sé/sí príomhphointí as téacsanna** le haghaidh cuspóir ar leith.	Roghnaíonn an páiste téacsanna** agus téann i ngleic leo ar mhaithe le cuspóir ar leith. Déanann measúin ar théacsanna agus cuspóir/dionscáil ar intinn acu.
3. Gnásanna cló	Tuigeann an páiste go mbaineann bri le comharthai cló, cosúil le comharthai, lógónna, pictiúir agus focail.	Tuigeann an páiste go mbaineann bri le léaráidí i leabhair.	Aithníonn an páiste litreacha a bheith difriúil le siombailí eile agus léann ó chlé go deas, ó bhun go barr, leathanach ar leathanach agus aithníonn pictiúir i leabhair.	Léiríonn an páiste go bhfuil comhfhreagairt aon le haon idir focail scríofa agus focail labhartha, aithníonn litreacha, focail, abairtí, ceannlitreacha agus lánstádananna agus taispeánann clúdach, teideal agus údar leabhair.	Úsáideann an páiste ord ceart na léamh agus clóinn le lánstádananna chun a gcuib léitheoireachta a phoncú.	Úsáideann an páiste spásanna agus comharthai ceiste chun léitheoireacht a phoncú agus chun tuiniocht a chur inti.	Úsáideann an páiste comharthai athfhríotáil agus comharthai uailbhreasa chun an léitheoireacht a phoncú agus chun tuiniocht a chur inti.	Úsáideann an páiste camóga agus paragraif chun an léitheoireacht a phoncú agus chun tuiniocht a chur inti.	Úsáideann an páiste camóga agus paragraif chun an léitheoireacht a phoncú agus chun tuiniocht a chur inti.
4. Feasacht fhóineolaíoch agus fhóinéimeach	Aithníonn an páiste fuaimheanna aitheanta agus taitníonn sé leo a bheith ag éisteacht le rann do pháistí agus á n-aithris in éineacht le daoine eile.	Taitníonn sé leis an bpáiste bheith ag comhlánú linnte atá ar iarraidh as rann do pháistí agus aithníonn fuaimheanna litreacha aitheanta. Tugann an páiste aird ar rím agus ar rithim.	Aithníonn an páiste gineann agus páiste focail rime agus aithníonn túsfhoghar agus foghar deiridh. Déanann an páiste idirdhealú idir dhá fhuaim ó bhéal.	Cumasann an páiste túsfhoghar agus foghar deiridh agus comhairleann, deighleann, fuaimíonn siollaí i bhfocail labhartha. Aithníonn an páiste fuaimheanna tosaigh, meánacha agus deiridh i bhfocail a bhfuil trí fhóinéim iontu agus deighleann agus cumasann focail labhartha a bhfuil dhá, trí, ceithre agus cuig fhóinéim iontu.	Cumasann an páiste túsfhoghar agus foghar deiridh agus comhairleann, deighleann, fuaimíonn siollaí i bhfocail labhartha. Aithníonn an páiste fuaimheanna tosaigh, meánacha agus deiridh i bhfocail a bhfuil trí fhóinéim iontu agus deighleann agus cumasann focail labhartha a bhfuil dhá, trí, ceithre agus cuig fhóinéim iontu.	Comhroinneann an páiste focail ina dtúsfhoghar agus foghar deiridh agus aithníonn patrún agus grupáil coiteanna litreacha. Deighleann an páiste focail labhartha aon siolla agus lisiollacha go briathartha ina bhfoghair aonair. Scríosann an páiste fuaimheanna aonair agus cuirteann isteach chun focail nua a dhéanamh.	Úsáideann an páiste siollaí i bhfocail nua a chloiseann sé/sí chun deighilt agus cumasc a dhéanamh. Aithníonn an páiste gur ann do thaoilteacha i bhfocail áirithe nach bhfuair mtear sa chaint na sa scríobh.	Briseann an páiste focail nua ina siollaí le muinín agus aithníonn, den chuid is mó, nuair a bhíonn ciall leis na siollaí.	Briseann an páiste focail nua ina siollaí agus úsáideann eolas ar chloiseann agus ar ghruai chun iad a aithint agus a chumasc ó bhéal. Aithníonn an páiste patrúin i bhfocail labhartha agus úsáideann eolas ar fhocail atá aitheanta le focail nua a dheighilt agus a chumasc.

<p>5. Fónaic aithint focal</p>	<p>Aithníonn an páiste roinnt litreacha óna ainm féin agus aithníonn roinnt focal agus lógónna ata sa timpeallacht bunaithe ar a gcruth.</p> <p>Léirmhíonn an páiste comharthaí agus siombailí thart timpeall air nach litreacha iad.</p>	<p>Aithníonn agus ainmíonn an páiste litreacha aitheanta cosúil leo sin ina ainm féin agus sa timpeallacht agus aithníonn roinnt focal pearsanta chomh maith le focail aitheanta eile.</p> <p>Nascann an páiste comharthaí nó ainmneacha cloíte a bhfuil taithí aige orthu le rudaí nó le daoine.</p> <p>Aithníonn an páiste roinnt cosúlachtaí agus difríochtaí idir péire pictiúr/ rudaí.</p>	<p>Aithníonn, fuaimníonn agus páiste roinnt litreacha sa chás iochtar agus sa chás uachtair, agus tosaíonn ar fhóinimí a chumasc.</p> <p>Aithníonn an páiste roinnt focal ardmhínicíochta i gcomhthéacsanna aitheanta agus úsáideann litir nó dhó, go minic an chéad cheann agus an ceann deiridh, chun focail eile a aithint.</p> <p>Úsáideann an páiste ciumna pictiúrtha chun roinnt focal a léamh.</p>	<p>Aithníonn agus fuaimníonn an páiste gach litir sa chás iochtar agus sa chás uachtair, aithníonn fuaimneanna gutaí gearra agus fada, cumascann fóinimí agus aithníonn roinnt patrúin coiteann litreacha i gcás na 38/42 bunfhuaim Ghaeilge.</p> <p>Léann an páiste réimse focail ardmhínicíochta agus ciumna ón téacs,** a mhórimpeall chun focail a léamh agus úsáideann roinnt straitéisí chun focail a aithint le níos mó muiníne.</p> <p>Tosaíonn an páiste ag déanamh idirdhealú idir gaolta litreacha le fuaim in T1 agus T2.</p>	<p>Aithníonn an páiste roinnt déghraf agus carnchonsan agus léann focail ina bhfuil fuaimneanna gutaí fada agus gutaí gearra.</p> <p>Úsáideann an páiste a chuid eolais ar fhuaimeanna, amharchoicail, patrúin litreacha agus ciumna ón téacs,** a mhórimpeall chun focail a léamh agus úsáideann roinnt straitéisí chun focail a aithint le níos mó muiníne.</p> <p>Tosaíonn an páiste ag déanamh idirdhealú idir gaolta litreacha le fuaim in T1 agus T2.</p>	<p>Scríosann, cuireann isteach agus ionadaíonn an páiste litreacha chun focail a chruithú agus a dhúhlánai agus aithníonn scileanna fóineolaíochta go solúbtha.</p> <p>Úsáideann an páiste réimse straitéisí go solúbtha agus go muineach chun focail a aithint.</p> <p>Aithníonn an páiste roinnt difríochtaí idir gaolta litreacha le fuaim in T1 agus T2.</p>	<p>Léann an páiste déghraif, patrúin litreacha agus déghraif consan agus gutaí a bhíonn ag éirí níos dúshlánaí agus úsáideann scileanna fóineolaíochta go solúbtha.</p> <p>Úsáideann an páiste réimse straitéisí go solúbtha agus go muineach chun focail a aithint.</p> <p>Aithníonn an páiste roinnt difríochtaí idir gaolta litreacha le fuaim in T1 agus T2.</p>	<p>Úsáideann an páiste a chuid eolais ar sheichimh litreacha, déghraif, íreannhíochail, siollai, taolitreacha, réimireanna agus iarmhíreanna chun réimse níos leithne focal a aithint.</p> <p>Aithníonn an páiste gaolta in T1 agus T2.</p>
<p>Tréithe Breise – Gaeilge</p>			<p>Tosaíonn an páiste ag aithint gutaí fada agus gutaí gairide.</p> <p>Tosaíonn an páiste ag ceangal litreacha/litreacha (graiféimí) le fuaim - ag diríú ar an litriú simplí/cóidianta i gcás na 38/42 bunfhuaim Ghaeilge, ag brath ar chanúint.</p> <p>Tosaíonn an páiste ag aithint consain chaola ó chonsain leathana.</p>					
<p>6. Foclóir léitheoireachta</p>	<p>Eisteann an páiste leis an múinteoir ag fuaimniú focal agus frásaí nua a bhíonn ag teastáil chun téacsanna** a léitear dó a thuiscint, agus déanann spraoi le roinnt acu sa léitheoireacht éiritheach agus é/á rá arís is arís eile.</p>	<p>Sealbhaíonn an páiste stór focal nua agus é/á ag éisteacht le réimse téacsanna** a léitear os ard agus déanann focail agus frásaí nua a athra sa léitheoireacht éiritheach.</p>	<p>Sealbhaíonn an páiste stór focal nua agus é/á ag éisteacht leis an múinteoir ag fuaimniú focail agus frásaí nua agus léiríonn roinnt tuisceana de réir a chéile.</p>	<p>Úsáideann an páiste roinnt focal nua mar fhreagairt ar théacsanna.</p> <p>Sealbhaíonn an páiste focail/frásaí nua ó bheith ag éisteacht leis an teanga á labhairt i gcomhthéacsanna difriúla agus ag cainteoírí eile Gaeilge seachas an múinteoir.</p>	<p>Úsáideann an páiste réimse straitéisí chun focail nua i dtéacsanna** a thuiscint agus a phlé agus tuigeann gur féidir an smaoinemh céanna a chur in iúl le frásaí difriúla.</p>	<p>Aithníonn agus úsáideann an páiste nua mar is cuí i gcomhthéacsanna éagsúla agus tosaíonn ar fhoclóirí a úsáid chun teacht ar bhri focail.</p> <p>Aithníonn an páiste roinnt comhchiallach, contrárthachtaí, réimireanna, iarmhíreanna agus fréamhíochail.</p>	<p>Úsáideann an páiste foclóirí agus foinsí tagartha eile chun teacht ar bhri focail.</p> <p>Baineann an páiste úsáid mhúineach as raon straitéisí chun focail nua a thuiscint, lena n-áirítear eolas ar chomhchiallach, contrárthachtaí agus fréamhíochail.</p>	<p>Úsáideann an páiste teasárais agus foinsí eile tagartha chun bri focail a aimsiú agus a úsáid trasa an churaclaim.</p>

Fiosrú agus úsáid

10. Liofacht agus féincheartú

Iomramhála an páiste leabhair agus glacann páirt i ngníomhachtaí grúpa le téacsanna** a bhfuil cur amach aige orthu.

Tosaíonn an páiste ag leanúint threo na léitheoireachta lena shúile agus tugann nuair a chasann an duine atá ag léamh an leabhair do an leathanach.

Tuigean an páiste go n-íonann téacs** an scéal céanna gach uair a léitear é.

Leanann an páiste treo na léitheoireachta lena shúile agus tugann faoi deara na línte a léitear do agus duine eile ag léamh leabhair dó.

Aithníonn an páiste nuair a fhágtar focal ar lár nó a léitear mícheart é agus téacs** a léamh dó a bhfuil a lán athrá ann agus a bhfuil cur amach aige air cheana.

Tosaíonn an páiste ag leanúint pictiúr agus focal, agus a mhéar nó uirlis éigin in úsáid aige.

Bíonn luas réasúnta faoin bpáiste agus é/í ag léamh patrúin teanga a thagann aníos arís is arís eile agus ag léamh roinnt focal atá feicthe aige cheana.

Léann an páiste téacsanna** focal ar fhocal agus é/í ag leanúint na bhfocal lena mhéar nó le huirilis éigin agus athléann sé/sí téacsanna** a bhfuil cur amach aige orthu nó atá ar leibhéal neamhspleách le cabhair ó léaráidí, ag cur lena líofacht ar an gcaoi sin.

Ceartaíonn an páiste é/í féin agus é/í ag léamh pictiúrtha, fuaimne, amhairc agus comhthéacs.

Leanann an páiste na focail i dtéacsanna** a léann sé/sí lena shúile.

Léann an páiste téacsanna** ar leibhéal teagaisc agus neamhspleách agus luas maith faoi, frásáil agus mothú maith in úsáid aige agus tuiscint mhaith á léiriú aige.

Aithníonn an páiste nuair a chailítear líne nó focal agus ceartaíonn é/í úsáid leideanna comhréire.

Coimeádann an páiste luas réasúnta agus é/í ag léamh téacs, le tacaíocht, ó phatrúin teanga athráiteacha a thíríteacha níos casta, stór focal súilaithe agus patrúin choiteanna litreacha, agus is annamh a chailleann siad a n-áit.

Coimeádann an páiste luas réasúnta le téacsanna** indichodaithe ag úsáid eolas fónach, stór focal súilaithe agus patrúin choiteanna litreacha, agus is annamh a chailleann siad a n-áit.

Coimeádann an páiste luas réasúnta le téacsanna** neamhaitheanta níos faide agus níos casta ag úsáid mothúcháin agus tuiníochta agus iad ag tarraingt ar réimse de chláir fónacha amhairc agus comhthéacs chun an luas a choimeád siad ar fhocal neamhaitheanta.

◇ Tagraíonn seánra do réimse foirmeacha scríofa agus labhartha d'fhonn athinsint, míniú, siamsaíocht a chur ar fáil, treoracha a thabhairt, insint, áiteamh agus údar a thabhairt le tuairimí.

1 **Torthaí Foghlama: Maidir leis an Scríbhneoireacht (Gaeilge T2)**

An contanam á úsáid: Tá trí Chontanam Dul chun Cinn ann – **teanga ó bhéal, léitheoireacht agus scríbhneoireacht.** Tá ocht mórchéim (a-h) i ngach contanam, ina ndéantar cur síos leathan ar fhoghlaim agus ar fhorbairt teanga páistí le haghaidh chéim 1 agus 2 agus saighead in úsáid do gach céim. Beidh mórchéim a bainte amach ag formhór na bpáistí sula dtosaíonn siad sna náisiúnaí shóisearacha. Tá mórchéim h ceaptha le tacú le páistí ar dghnóthachála i rang a dó. B'fhéidir go mbeidh roinnt páistí taobh amuigh den raon atá léirithe ag na saigheada do chéim 1 agus 2. Is é leibhéal cumais na bpáistí ina rang a chinneann an mhórchéim lena dtosaíonn múinteoirí. Agus leas á bhaint acu as an gContanam Dul chun Cinn, is féidir le múinteoirí na mórchéimeanna ag a bhfuil páistí a shainnithint agus na chéad chéimeanna

2 **Mórchéimeanna Dul chun Cinn** **3** **Míonchéimeanna Dul chun Cinn**

eile in aistear foghlama teanga na bpáistí a phleanáil. Tá roinnt Míonchéimeanna Dul chun Cinn ag gach mórchéim. míonchéimeanna lena n-aithnítear gnóthacháil na bpáistí agus lena dtacaítear le pleanáil na múinteoirí. Déantar cur síos sna míonchéimeanna ar an gcaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí agus iad ag gluaiseacht tríd an gcontanam i dtreo Torthaí Foghlama a bhaint amach. Léiríonn na samplaí an chaoi a mbreathnaíonn agus a bhfuaimníonn foghlaim agus forbairt teanga páistí ag gach ceann de na mórchéimeanna. Ar an gcaoi seo, cuirtear na Contanaim Dul chun Cinn agus na samplaí ar chumas múinteoirí tacaíocht a thabhairt do pháistí a bhfuil réimse leathan cumais iontu, i réimse comhthéacsanna.



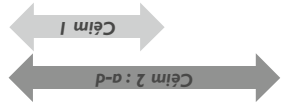
Scríbhneoireacht: Contanam Dul chun Cinn

Comhroinneann an páiste a chuid smaointe, mothúchán agus eolais trí scríbhneoireacht chomhoibríoch agus neamhspleách agus le linn dóibh a bheith ag tabhairt freagra ar théacsanna scríofa ó dhaoine eile. Le himeacht ama, éiríonn an scríbhneoireacht seo níos casta ó thaobh smaointe de, sofaisticiúlacht agus saibhreas friotail, agus cruineas poncaíochta, gramadaí agus litrithe. Tugann an páiste a ghuth agus a phearsantacht féin don scríbhneoireacht trí rogha na bhfocal, smaointe, stíl agus tuin. Úsáideann an páiste réimse níos mó seánraí^o agus cuirtear an stíl in oiriúint don lucht éisteachta agus don chuspóir, agus tagann siad ar thuiscint ar na difríochtaí idir focail scríofa agus focail chomhrá. Baineann scríbhneoireacht le scaoileadh freagrachta, céim ar chéim ón múinteoir mar scríobhaí don pháiste mar scríbhneoir neamhspleách. Gluaiseann an páiste ó ghothaí, téacsanna** ó bhéal agus déanamh marcanna i rith an phróisis seo go foirmeacha níos caighdeánaí scríbhneoireachta. Baintear úsáid as an bhtrása Tréithe Breise chun aird a tharraingt ar ghnéithe eile sa Chaeilge.

2 Mórchéimeanna Dul chun Cinn don Scríbhneoireacht

Céim 1 Céim 2

a	Taitníonn sé leis an bpáiste marcanna agus cruthanna difriúla a dhéanamh ag úsáid uirlisí difriúla. Comhroinneann sé taithí agus suimeanna pearsanta trí na marcanna agus na cruthanna sin. Comhroinneann an páiste iad sin le daoine eile ag úsáid gothaí, fuaimneanna nó focal.
b	Taitníonn sé leis an bpáiste a bheith ag déanamh foirmeacha ar nós litreacha agus líníochtaí agus iad ag súgradh le huirlisí agus le hábhair dhifriúla. Comhroinneann sé brí trí roinnt gnéithe a ainmiú. Idirghleáilíonn an páiste idir litreacha agus pictiúir agus aithnítear roinnt litreacha i bhfocail choiteanna. Scríobhann agus idirghníomhaíonn sé, ag comhroinnt taithí phearsanta, agus an múinteoir ag feidhmiú mar scríobhaí.
c	Taitníonn scríbhneoireacht fhahraitheach leis an bpáiste agus iad ag úsáid acraí éagsúla agus ag taispeáint smacht maith ar na matáin. Míoníonn sé na príomhtheachtairachtaí ina gcuid scríbhneoireachta. Úsáideann an páiste bunghnásanna cló, ainmnítear agus fuaimníonn roinnt litreacha agus úsáidtear teaglamaí randamacha litreacha sa scríbhneoireacht. Léiríonn eolas ar na fuaimneanna atá clúdaithe sna hiarrachtaí. Úsáideann sé foclóir nua ó théacsanna** a léitear agus scríobhann ar son cuspóirí ar leith agus bíonn ag idirghníomhú leis an múinteoir mar scríobhaí.
d	Leanann an páiste ag scríobh i gcomhar leis an múinteoir agus tosaítear ag scríobh go neamhspleách faoi thaitní phearsanta agus faoi thopaicí coiteanna. Úsáideann sé roinnt litreacha atá ceart ó thaobh na bhfuaimneanna de agus patrúin choiteanna litreacha agus focail aitheanta le linn dóibh roinnt ord ceart focal, lánstadanna agus spásanna a úsáid in abairtí. Scríobhann an páiste roinnt litreacha cás uachtair agus cás íochtair go hinléite mar litreacha reatha scartha. Léann agus pléann sé a dtéacsanna** agus roghnaítear cinn le cur ar taispeáint.
e	Cruthaíonn an páiste téacsanna** ina gcomhroinneann sé taithí agus roghanna pearsanta. Déanann an páiste é sin le habairtí iomlána, roinnt den fhoclóir ar tháinig sé trasna air i dtéacsanna** agus le foclóir taobh amuigh dá eispéireas féin, níos mó gnásanna cló agus níos mó litriú ceart agus léirithe cearta eolais ar na fuaimneanna/fónaí atá clúdaithe. Tosaíonn sé ag roghnú teanga a oireann do théacsanna** ar son cuspóir ar leith, agus oibríonn le linn phróiseas na scríbhneoireachta.
f	Cruthaíonn an páiste téacsanna** d'éisteachtaí difriúla agus do chuspóirí difriúla. Scríobhann sé le níos mó neamhspleáchais ag úsáid stór leathan foclóra agus poncaíocht bhunúsach. Bailíonn an páiste eolas, tosaítear ag pleanáil a gcuid oibre agus á cur in eagar. Úsáideann an páiste straitéisí amhairc mar aon le heolas ar fuaimneanna na Gaeilge chun focal a litriú agus litriú réimse d'fhocail ardmhínicíochta go cruinn.
g	Cruthaíonn an páiste téacsanna** go neamhspleách do roinnt cuspóirí agus pobal éisteachta. Úsáideann an páiste réimse seánraí scríofa. Cuimhíonn sé ar an lucht éisteachta agus ar an gcuspóir nuair a bhíonn focail, smaointe nó eolas á roghnú aige do na téacsanna**, agus struchtúr na dtéacsanna** á roghnú. Úsáideann an páiste aimsirí, nascaigh agus comharthaí poncaíochta éagsúla. Léiríonn an páiste eolas ar struchtúr agus rialacha na Gaeilge maidir le fuaimneanna, patrúin agus gramadach. Litríonn an páiste go cruinn ag úsáid réimse leathan straitéisí.
h	Úsáideann an páiste réimse seánraí scríofa. Cruthaíonn an páiste téacsanna** go neamhspleách do roinnt cuspóirí agus pobail éisteachta. Cuimhíonn sé ar an lucht éisteachta agus ar an gcuspóir nuair a bhíonn focail, smaointe nó eolas do na téacsanna**, agus struchtúr na dtéacsanna** á roghnú. Úsáideann an páiste aimsirí, nascaigh agus comharthaí poncaíochta. Litríonn an páiste go cruinn ag úsáid réimse leathan straitéisí. Léiríonn an páiste eolas ar bhunfuaimneanna agus na litrithe malartacha d'fuaimneanna na Gaeilge sa



** Tagraíonn ‘téacs’ do gach táirge úsáid teanga lena n-áirítear téacs ó bhéal, gothai, téacs scríofa, téacs amhairc agus téacs digiteach.

3 Mionchéimeanna Dul chun Cinn - Scribhneoireacht

Gné	Toradh Foghlama: Uimhir agus lipéad	a Gníomh an pháiste...	b Gníomh an pháiste...	c Gníomh an pháiste...	d Gníomh an pháiste...	e Gníomh an pháiste...	f Gníomh an pháiste...	g Gníomh an pháiste...	h Gníomh an pháiste...	
1.	Rannpháirtíocht	Bionn spraoi ag an bpáiste ag déanamh marcanna agus úsáideann sé/sí gothai, fuaimneanna nó focail chun aird a dhíriú orthu sin.	Taitníonn leis an bpáiste pictiúir agus foirmeacha ar nós litreacha a chruthú agus comhroinneann sé/sí trí roinnt gnéithe ina chuid téacsanna** a ainmniú.	Taitníonn sé leis an bpáiste a théacsanna** scríofa luatha féin a chruthú agus miníonn sé/sí na príomhthéach-taireachtaí iontu sin.	Taitníonn scríbhneoireacht leis an bpáiste le haghaidh cuspoir féin-treoraithe agus leagála agus le cúlú agus le seánra.	Taitníonn leis an bpáiste a bheith ag scríobh i réimse níos leithne seánraí*, ag tabhairt tuilleadh tascáladh a dhéanamh ar a stíl féin, ag cur sonraí le smaointe agus na smaointe sin a phlé le daoine eile.	Taitníonn leis an bpáiste a bheith ag scríobh i réimse níos leithne seánraí*, ag tabhairt tuilleadh tascáladh a dhéanamh ar a stíl féin, ag cur sonraí le smaointe agus na smaointe sin a phlé le daoine eile.	Taitníonn leis an bpáiste a bheith ag scríobh i réimse níos leithne seánraí*, ag tabhairt tuilleadh tascáladh a dhéanamh ar a stíl féin, ag cur sonraí le smaointe agus na smaointe sin a phlé le daoine eile.	Taitníonn leis an bpáiste a bheith ag scríobh i réimse níos leithne seánraí*, ag tabhairt tuilleadh tascáladh a dhéanamh ar a stíl féin, ag cur sonraí le smaointe agus na smaointe sin a phlé le daoine eile.	
2.	Inspireadh agus rogha	Úsáideann an páiste gothai, fuaimneanna nó focail chun aird a dhíriú ar na téacsanna** is fearr leo a chruthaigh siad féin.	Bionn an páiste ag súgradh le nuirisi agus le hábhair éagsúla chun téacsanna** a chruthú ar a thopaic roghaithe agus rogha topaice agus roghaíonn na téacsanna** atá le roinnt le daoine eile.	Úsáideann an páiste ábhair éagsúla chun téacsanna** a chruthú ar thopaic roghaithe agus roghaíonn na téacsanna** le cur ar taispeáint.	Le neamhspleáchas roghaíonn an páiste ó réimse níos leithne topaici agus, le tacaíocht, roghaíonn ábhar agus formáidí éagsúla cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.	Roghnaíonn agus beachtaíonn an páiste smaointe agus ábhar dá théacsanna**, agus roghaíonn ó réimse formáidí cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.	Tosaíonn an páiste ar thaghdé agus roghaíonn ábhar chun scríobh faoi thopaic neamhthéanta agus roghaíonn ó réimse níos leithne formáidí cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.	Tosaíonn an páiste ar thaghdé agus roghaíonn ábhar chun scríobh faoi thopaic neamhthéanta agus roghaíonn ó réimse níos leithne formáidí cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.	Déanann an páiste taghdé agus roghaíonn ábhar chun scríobh faoi thopaic neamhthéanta, agus roghaíonn ó réimse níos leithne formáidí cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.	Déanann an páiste taghdé agus roghaíonn ábhar chun scríobh faoi thopaic neamhthéanta, agus roghaíonn ó réimse níos leithne formáidí cur i láthair chun a chuid scríbhneoireachta a chomhroinnt.
3.	Gnásanna cló agus struchtúr abairte	Úsáideann an páiste cruthanna agus iad ag tarraingt marcanna chun cumarsáid a dhéanamh.	Déanann an páiste idirdhealú idir litreacha agus pictiúir.	Déanann an páiste idirdhealú idir léitheoireacht agus scríbhneoireacht agus scríobhann ó chlé go deas, ó bhun go barr, leathanach ar leathanach.	Úsáideann an páiste ord ceart na bhfocal cuid den am, struchtúr abairte, ceannlitreacha agus abairtí lomlána.	Úsáideann an páiste comharthaí ceiste, bun-nascaigh, an aimsir cheart den bhriathar cuid den am, agus tosáil ar pharagraif a úsáid.	Úsáideann an páiste comharthaí athfhoilíoch, nascaigh, an aimsir cheart den bhriathar cuid den am, agus tosáil ar pharagraif a úsáid.	Úsáideann an páiste comharthaí athfhoilíoch, nascaigh, an aimsir cheart den bhriathar cuid den am, agus tosáil ar pharagraif a úsáid.	Úsáideann an páiste camóga, paragraif, abairtí comhshuite agus casta, agus aimsirí briathar cearta den chuid is mó.	
4.	Litríú	Úsáideann an páiste cruthanna agus éilí ag déanamh marcanna.	Aithníonn an páiste roinnt litreacha i bhfocal atá feicthe aige/aici cheana agus úsáideann iad sin agus siombailí eile chun téacs** a léiriú.	Ceanglaíonn an páiste an litir leis an bhfocal i gcás roinnt focal sa chás uachtair agus sa chás ionchaitir, úsáideann síabhráir randamacha litreacha agus tosáilonn ag léiriú tuiscint éirtheach na litreacha chun téacs** a léiriú.	Úsáideann an páiste roinnt litreacha atá ceart ó thaobh na bhfuaimneama de, patrúin choitianta litreacha agus focail aitheanta.	Fuaimníonn agus ainmníonn an páiste gach litir sa chás uachtair agus sa chás ionchaitir, úsáideann roinnt consán agus gutaí cearta i neaslitriú agus i neaslitriú focal ardmhínicíochta agus aitheanta.	Fuaimníonn agus ainmníonn an páiste gach litir sa chás uachtair agus sa chás ionchaitir, úsáideann roinnt consán agus gutaí cearta i neaslitriú agus i neaslitriú focal ardmhínicíochta agus aitheanta.	Úsáideann an páiste déghraif agus lena n-áirítear siollú, teaglamai agus patrúin agus focail chun réimse níos leithne focal a léiriú agus déanann féincheartú níos minice.	Úsáideann an páiste straitéisí éagsúla go solúbtha chun focail neamhchoitianta agus dheacra a léiriú.	

Cumarsáid

**Tréithe Breise –
Gaeilge**

5. Foclóir

Úsáideann an páiste marcanna agus cruthanna chun taithí phearsanta a roinnt.

Úsáideann an páiste teanga óna thaithí phearsanta agus úsáideann í go spraiúil agus le samhláocht i dtéacsanna** a chruithaíonn sé/sí agus an múinteoir ag feidhmiú mar scríobhaí.

Úsáideann an páiste stór focal agus frásal nua ó théacsanna** a léann sé/sí agus úsáideann teanga go spraiúil agus le samhláocht i dtéacsanna** a scríobhann sé/sí in éineacht leis an múinteoir.

Úsáideann an páiste teanga óna thaithí phearsanta, ó théacsanna** a léann sé/sí agus ón timpeallacht.

Úsáideann an páiste teanga nach mbaineann lena thaithí phearsanta a bhailítear ó théacsanna** eile a frosraíodh agus úsáideann teanga seo le samhláocht ina chuid téacsanna** féin.

Úsáideann an páiste teanga shainiúil ábhair chun smaoinearmh a chur in iúl.

Roghnaíonn an páiste stór focal chun bri nó modhchán ar leith a chur in iúl trí úsáid a bhaint as teanga shamhlaitheach agus réimse taithí agus téacsanna**.

Roghnaíonn an páiste stór focal ó raon foinsi agus baineann úsáid as chun smaointe a leanú, tuilleadh sonraí a thabhairt agus chun éifeacht, gúmar nó fomhla a chruthú.

Tosaíonn an páiste ar theanga fháthchiallach a úsáid ionas go mbeidh tionchar faoi leith ag téacs** ar léitheoir.

6. Cuspóir, seánra agus guth

Comhroinneann an páiste smaointe, eolas agus taithí le daoine eile trína gcuideamarcanna.

Tosaíonn an páiste ag roinnt smaointe, eolais agus eispéreas ar mhaithe le cuspóir agus lucht éisteacha ar leith agus lucht éisteacha ar leith agus é/í ag úsáid marcanna, líníochtaí agus roinnt litreacha.

Scríobhann agus tarraingíonn an páiste ar mhaithe le cuspóir agus lucht éisteacha ag roinnt smaointe, eolais agus eispéreas ag an am céanna.

Scríobhann an páiste ag scríobh réimse níos leithne cuspóir agus lucht éisteacha ag roinnt smaointe, eolais agus eispéreas ag an am céanna.

Tosaíonn an páiste ag scríobh réimse seánra/í, ag cur sonraí ar fáil, ag léirmhíniú agus príomhphointí agus ag úsáid teanga oiriúnach agus a síl acu.

Scríobhann an páiste i réimse seánra/í, ag tabhairt mionsonraí agus ag déanamh tuilleadh forbartha ar charachtair agus ar smaointe trí úsáid a bhaint as teanga agus struchtúr cuí agus a síl féin á taiscéaladh acu.

Scríobhann an páiste i réimse seánra/í, ag tabhairt mionsonraí agus ag déanamh tuilleadh forbartha ar charachtair agus ar smaointe trí úsáid a bhaint as teanga agus struchtúr cuí agus a síl féin á taiscéaladh acu.

Scríobhann an páiste i réimse seánra/í agus é/í ag úsáid struchtúir go solúbhta chun an freastal is fearr a dhéanamh ar a chuspóir. Úsáideann sé/ sí teanga go cruthaitheach agus cuireann sé/sí a síl féin trasna.

7. An próiseas scríbhneoireachta

Úsáideann an páiste taithí phearsanta agus rudai a bhfuil speis acu iontu mar spreagadh le haghaidh a dtéacsanna**.

Tosaíonn an páiste ag glacadh páirte i scríbhneoireacht chomhoibríoch agus an múinteoir mar scríobhaí acu.

Úsáideann an páiste topaicí aitheanta mar spreagadh le haghaidh téacsanna** agus é/í ag cumadh téacsanna** i gcomhpháirt leis an múinteoir.

Pleanálann an páiste téacsanna** ó bhéal go comhoibríoch, cuireann in ord agus scríobhann an páiste eile iad agus cumann téacsanna** le páistí eile, léann agus pléann a gcuid scríbhneoireachta.

Pleanálann, cuireann in ord agus scríobhann an páiste téacsanna** go neamhspleách; léann agus labhraíonn faoina chuid scríbhneoireachta leis an múinteoir lena chinntiú go bhfuil ciall léi agus tosaíonn ag moladh athruithe simplí chun í a fheabhsú.

Pleanálann an páiste téacsanna** go neamhspleách agus bailíonn eolas chun téacsanna** a churtha a bhfuil tuís, lár agus deireadh acu; léann agus pléann a gcuid scríbhneoireachta, ag aithní athruithe chun feabhas a chur uirthi.

Baineann an páiste leas as réimse níos leithne foinsi téacs** eagraithe agus úsáideann grafacha chun scríbhneoireacht a phleanáil; cumann, profálann agus cuireann in eagar chun aiseolas a chur san áireamh.

Baineann an páiste leas as réimse níos leithne foinsi téacs** eagraithe agus úsáideann grafacha chun scríbhneoireacht a neamhspleách a phleanáil; cumann, profálann agus cuireann in eagar leis féin chun téacsanna** a fheabhsú.

8. Freagairt agus intinn an údair

Úsáideann an páiste gothai, fuaimneanna nó focail chun a thaispeáint go bhfuil aithne acu ar na bri phearsanta lena chuid marcanna agus chun freagairt do théacsanna** daoine eile a thaispeántar nó a léitear dó.

Labhraíonn an páiste faoina théacsanna** féin agus tosaíonn ag caint faoi daoine eile trí chaint, marcanna agus líníochtaí.

Labhraíonn an páiste faoi líníochtaí níos mionsonraithe, agus úsáideann í ina théacsanna** féin agus tugann níos mó sonraí mar fhreagra ar théacsanna** daoine eile.

Úsáideann an páiste líníochtaí níos mionléirithe chun sonraí a roinnt agus aithníonn piosai téacs** simplí soiléire mar fhreagra ar cheisteanna sonracha.

Pleanálann an páiste a chuid oibre féin agus miníonn céin fáth ar roghnaigh sé/sí topaicí agus ábhar. Pléann an páiste obair daoine eile agus déanann ceangal idir í agus a chuid taithí féin.

Comhroinneann an páiste a chuid oibre le daoine eile, ag tabhairt miníú níos fearr ar na sonraí. Tugann an páiste freagra ar obair daoine eile, ag plé go mion na príomhphointí i gcomhthéacs a n-eispéreas féin sa chás gur cuí.

Pléann an páiste ó bhéal, miníonn agus déanann nasc le carachtair atá cruthaithe aige ina scéalta féin ar bhealach níos mionsonraithe. Pléann an páiste carachtair agus príomhphointí i tuarann príomhphointí a bhaineann

Comhroinneann an páiste na cúiseanna a bhí acu chun focail a fhasaí faoi leith ar úsáid chun críche éifeachtaí/úmair/ tionchair. Déanann an páiste léirmhíniú ar na príomhphointí a thairgeadh atá á dhéanamh eile agus baineann sé/sí faoi

<p>9. Peannaireacht</p>	<p>Fiosraíonn an páiste uirlisi chun marcanna a dhéanamh.</p>	<p>Úsáideann an páiste roinnt smachta ar mhataín chun foirmeacha atá ar nós litreacha a dhéanamh.</p>	<p>Úsáideann an páiste smacht maith ar mhataín. Scriobhann an páiste roinnt litreacha sa chás uachtair agus sa chás íochtair.</p>	<p>Scriobhann an páiste roinnt litreacha sa chás uachtair agus sa chás íochtair go hinléite agus mar litreacha cuartha scartha.</p>	<p>Scriobhann an páiste an chuid is mó de na litreacha sa chás uachtair agus sa chás íochtair mar litreacha cuartha scartha.</p>	<p>Scriobhann an páiste go hinléite agus go líofa agus é/í ag úsáid litreacha cuartha scartha.</p>	<p>Scriobhann an páiste go hinléite le script reatha.</p>	<p>Scriobhann an páiste go hinléite agus go líofa le script reatha.</p>
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◇ *Tagraíonn seánra do réimse foirmeacha scríofa agus labhartha d'fhonn athinsint, míniú, siamsaíocht a chur ar fáil, eolas a chur ar fáil, treoracha a thabhairt, insint, áiteamh agus údar a thabhairt le tuairimí.*

6.3 Examples of children's language learning and development: English and Irish

The Primary Language Toolkit includes a range of Examples of children's language learning and development in L1 and L2. Annotated by teachers, these Examples illustrate how individual learning events can provide teachers with rich information about children's language learning in the two languages and support them in planning for the next steps in learning. The Examples also provide focused information to children and their parents on how well children are doing in their language work. In the case of each example, details are given on

- Learning Outcomes—the broad outcomes the teacher focused on in the language experience
- Progression Milestone—what the Example shows and tells about where the child is in his/her language learning journey
- context—a brief summary of how the Example was created
- Progression Steps—what the Example shows and tells about what the child has achieved and can do
- teaching and learning prompts—what the teacher plans to do next to support further learning.

The Examples are developed by teachers in the three school contexts, in both the L1 (T1) and L2 (T2) of the school and are presented in print, audio and video formats in the Primary Language Curriculum online. The number of Examples will be increased over time to provide teachers with a rich bank showing children's language learning and development across the three strands in primary classes.

The Progression Continua and Examples of children's language learning and development help teachers guide children's progress in learning at a pace that is developmentally appropriate for each child. The Progression 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 Progression Continua, while other children need more time and more opportunities to experience particular aspects of language before mastering a

specific skill. Differentiated teaching is therefore fundamental to ensure that all children can make progress. Figure 6 shows an Example of children's work annotated by teachers using the Progression Milestones.

Examples of children's language learning and development annotated by teachers show how one learning event can provide teachers with rich information about children's language learning in the two languages and support them in planning for the next steps in learning.

Figure 6: An Example of a child's work annotated by a teacher

Writing, early insights into Progression Milestone g

Learning Outcomes focused on in lesson

- 1. Engagement
- 3. Conventions of print and sentence structure
- 5. Vocabulary

Progression Milestone
Mórchéim Dul chun Cinn

Learning Outcomes
Torthaí Foghlama

Context
Comhthéacs

This writing sample came about as a result of a lot of work on stories with beginning, middle, and end. Children were given a title for the story, a list of characters, settings, and ideas for plots to choose from. The children made rough drafts of their work, and after reading their stories and discussing them with peers, they edited their stories and wrote the final drafts.

Writing, early insights into Progression Milestone g

Progression Steps identified at Milestone g

The child...

- 1. Engagement: Enjoys writing in a range of genres, elaborating on details, developing characters further and using language creatively and imaginatively.
- 3. Conventions of print and sentence structure: Uses quotation marks, exclamation marks, and different correct verb tenses.
- 5. Vocabulary: Uses vocabulary to convey a specific mood, feeling, using creative and imaginative language.

Progression Steps at this Milestone
Mionchéimeanna Dul chun Cinn ag an Mórchéim seo

Writing, early insights into Progression Milestone g

Learning and teaching prompts

- What are the next Progression Steps in the child's learning?
- What learning experiences can you plan and provide towards these Steps?

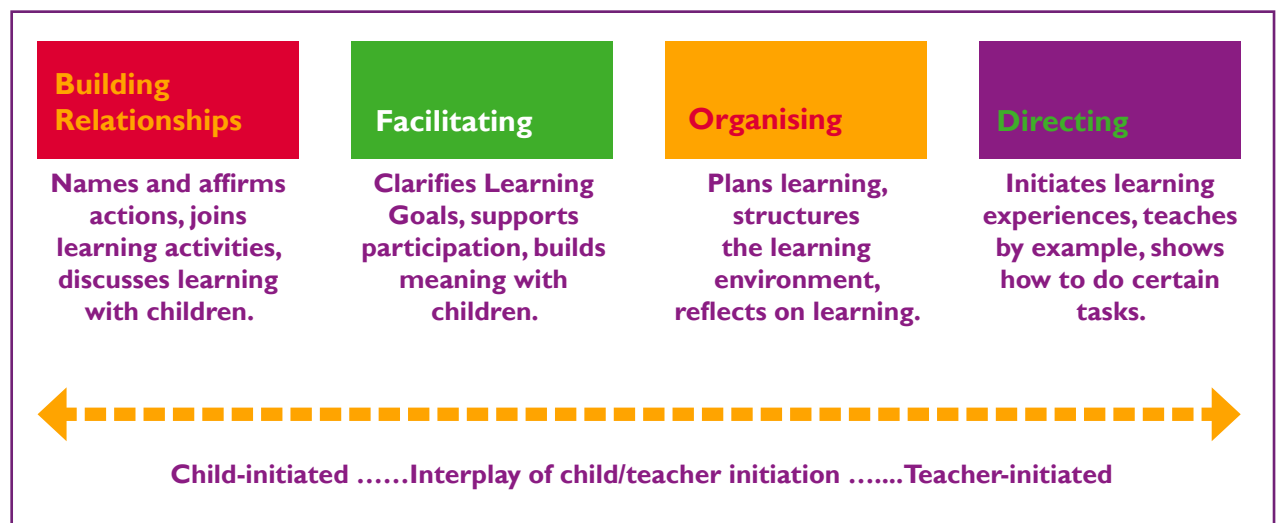
6.4 Support Material for teachers: English and Irish

The Primary Language Toolkit includes a range of Support Material for teachers to use with the Primary Language Curriculum in the school's first and second language. The Toolkit is published on the curriculum online website at www.curriculumonline.ie and is also available on a USB key disseminated to all primary teachers along with a hard-copy of the curriculum. The Support Material for teachers in the Toolkit includes practical advice (published as a printable PDF) illustrated with videos and photos, to inform the teaching of oral language, reading and writing in the school's first and second language. The items of Support Material outline the 'how to' of practice grounded in research. Teachers can refer to the variety of Support Material provided and are encouraged to reflect on how they might implement and adapt the practices shown in a manner appropriate to their own class and school context. The Toolkit is a rich resource for supporting practice within the classroom and it will continue to be populated over a period of time as needs and new practices and resources for teaching English and Irish are identified. The Support Material will reference existing and new resources for teachers of children with SEN.

Teaching and the Primary Language Toolkit

The Primary Language Curriculum has been informed by a wealth of research into language and literacy development (NCCA reports numbers 14, 15, 16, 2012) along with earlier developments such as *Aistear: the Early Childhood Curriculum Framework*, (NCCA, 2009). *Aistear's* principles are relevant for all children in the infant classes in primary school. These principles, together with principles on children's language and literacy development, are reflected in the rationale, aims, and strands and elements sections of the Primary Language Curriculum. Drawing on *Aistear* and research on language development, the language curriculum recognises the importance of positive dispositions, the individuality and agency 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 also reflected in Learning Outcomes for stage 1. The Primary Language Curriculum also uses the communicative approach to second language teaching and learning.

Figure 7:A continuum of interactions



Teacher-child interactions are at the heart of schools' work in supporting children's language learning and development. Building on the concept of reciprocity which is central to *Aistear's* principles and to language acquisition, the Primary Language Toolkit includes material on a range of teaching strategies and methodologies to support children's learning and development across the Learning Outcomes in the school's L1 and L2. These strategies and methodologies provide opportunities for interactions to be child-initiated with the teacher following, at other times teacher-initiated with children following the teacher's lead, and at other times with children and teacher taking turns to share the lead (Figure 6 adapted from *Aistear* (2009, p.28).

The teacher plays a critical role in organising and providing a rich language-learning environment for children: modelling language, observing and tuning in

to children's language and literacy across a range of experiences and activities with different text genres. Information gathered in this way enables the teacher to make informed judgements about the Progression Milestones children have reached on the Progression Continua and plan appropriate experiences to help them progress further. Through these experiences and interactions, children learn language and learn to use language for a variety of purposes and for different audiences, and learn to work with and create increasingly sophisticated texts.

This learning is achieved through reciprocal exchanges—sometimes the teacher initiates an exchange and children respond; at other times, children initiate and the teacher follows.

The examples below illustrate this further.

Example 1

During child-led play, children in an infant classroom might invite the teacher to visit the vet's surgery with his/her sick pet snake. The teacher enters the play in role and joins the conversation following the children's lead. With particular Learning Outcomes in mind, and where appropriate, the teacher might introduce a new word in the ongoing conversation in the surgery or inquire as to how he/she might complete a form needed to fill a prescription.

Example 2

During the writing workshop, the teacher reviews and takes the lead from children's writing. Using Learning Outcomes for stage 2, the teacher might plan a mini-lesson on creating strong introductions in text as part of the workshop. Children use this new learning to write on topics of their choice.

This combination and interplay of child-initiated and teacher-initiated experiences plays a significant role in enabling all children to develop as confident and competent oral communicators, readers and writers. A balance between child-initiated and teacher-initiated work is especially important in the early years of primary school when strong foundations for, and a love of, language and literacy are being nurtured in the school's L1 and L2. The Primary Language Toolkit includes video clips and practice guides

showing a variety of strategies which are important for supporting children's language learning. Some of these materials focus on language concepts and skills specific to a language (English or Irish), while others focus on concepts and skills which underpin both languages.

Support Material for teachers in the Primary Language Toolkit

Figure 8: Support Material

Support Material
ENGLISH | WRITING | Stage 1 and Stage 2

The Writing Workshop

LEARNING OUTCOMES
Children develop concepts, dispositions and skills in relation to:

- Engagement
- Motivation and choice
- Conventions of print and sentence structure
- Spelling
- Vocabulary
- Purpose, genre and voice
- Writing process
- Response and author's intent

Why a Writing Workshop?
For all writers, young and old, writing is a complex process. It involves tasks/stages during which the writer chooses topics to write about, plans ideas, translates ideas into a first draft, and reviews what has been written.

Children need **repeated, explicit demonstrations** of the processes involved in writing with plenty of **opportunities to practice and experiment**. Planning for and teaching the **process, craft and mechanical aspects of writing** is essential for children to develop into independent, self-regulated writers who can easily draw on needed information from long-term **memory**. Communicating to children that the most important part of writing is the sharing of their thoughts and ideas and that lower-level skills such as grammar, spelling and punctuation can be dealt with when publishing, can relieve their anxiety and increase children's confidence and sense of self-efficacy. Because writers are continually planning and revising as they write, researchers recommend a **process approach** to the teaching of writing. This approach views writing as a set of behaviours which can be taught, learned, discussed and developed. It emphasises the importance of thinking, inquiring, imagining, creating, communicating and exploring language through writing and gives **equal attention to processes of writing and the written product**. The Writing Workshop is an instructional framework which teachers can use to support children as writers.

Children sharing their thoughts and ideas is the most important part of writing; lower level skills such as grammar, spelling and punctuation can be dealt with when publishing.

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Language and strand
Teanga agus snáithe

Title
Teideal

Learning Outcomes
Torthaí Foghlama

Sticky note for key points
Nóta buí le haghaidh príomhphointe

Support Material
ENGLISH | WRITING | Stage 1 and Stage 2

The Writing Workshop

Structure of the Writing Workshop
1. The Mini-Lesson (approx. 10 mins.)

Video 2
Video 3

The Writing Workshop begins with a mini-lesson. A mini-lesson is a short lesson focused on one aspect of writing in which the teacher provides explicit instruction using a think-aloud. The mini-lesson is often linked to high-quality children's literature or a piece of the child's own writing. **Whole-class mini-lessons** take place when all children, or the majority, need explicit instruction with one specific craft, convention, process or organisational technique. **Small-group mini-lessons** take place when a group of children demonstrate a need for a specific skill or craft. Small-group lessons are based on the teacher's notes and assessment records. While the teacher conducts small-group lessons with a targeted group of children, the children not involved in the small-group continue to work independently on their writing from the previous day or begin a new piece. The teacher will conference with 3-4 of these children after the small-group lesson concludes.

The Writing Workshop has three parts:
(1) a mini-lesson
(2) independent writing and conferencing
(3) a share session

In a mini-lesson, the teacher provides explicit instruction on one specific craft, convention, process or organisational technique involved in writing.

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Ábhar Tacaíochta

GAEILGE | TEANGA Ó BHÉAL | Céim 1 agus Céim 2

CURACLAM TEANGA NA BUNSCOILE: GAEILGE

Fónaic



FÓNÁIC AGUS FOCAIL RADHAIRC
Bionn páistí ag tógáil focal radhairc comhthreomhar leis an gcleachtas seo. Cuidíonn na scileanna fónaice leis na straitéisí cuimhne agus le patrúin a aimsiú sa chóras litrithe.

Ag Cur Tús le Clár Fónaice
Ag an tús, sna naíonáin, nó le páistí atá ag tosú ar an gcur chuige seo den chéad uair, is fiú an cleachtas seo a dhéanamh praiticiúil. Moltar an cur chuige seo a phlé le tuismitheoirí agus gníomhaíochtaí a chur abhaile leis na páistí don athchleachtadh. Cuidíonn trealamh ar nós litreacha maignéadacha, cártaí imeartha, cártaí fuaimne, boird bhána agus marcóirí, bréagáin nó pictiúir de rudaí ina bhfuil fuaim ar leith. Tosaíonn páistí ag ceangal litir/litreacha (graiféim) le fuaim, ag diríú ar fhocail ina seasann litir amháin d'fhuaim amháin ar dtús agus ar an léiriú is coitianta nó is fusa.


Shaded box for points on teachers' practice

Bosca scáthaithe le haghaidh pointí maidir le cleachtas na múinteoirí

Fónaic sa Ghaeilge
Go garbh tá thart ar 40 fuaim le déanamh (ag brath ar chanúint). Ní clár foghraíochta é seo, ach tá an fhoghraíocht mar thúsphointe leis na fuaimneanna a rangú ina ngrúpaí. Moltar fuaimneanna a theagasc i ngrúpaí atá cosúil lena chéile ar mhaithe le ceachtanna teagaisc. Is le heiseamláir an mhúinteora a dhéanfar idirdhealú idir na mionfhuaimneanna. Cuidíonn sé liosta focal i rannóga de réir na bhfuaimneanna a theagascfar a chur le chéile roimh thosú. Is féidir na liostaí seo a athrú ó chanúint go canúint. Is féidir a iarraidh ar pháistí focail ina bhfuil spriocfhuaim a aimsiú i leabhair. Is fiú an Ghaeilge a bhriseadh síos ina grúpaí nó céimeanna leis an eolas ar fad a chlúdach go leanúnach agus tógáil ar an eolas a chuaigh roimhe. Chuige sin, tá an Ghaeilge briste i gcéimeanna leanúnacha mar atá leagtha amach ar an tábla. (tagairt-Céimeanna na bhFuaimneanna sna Mórchanúintí.

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Ábhar Tacaíochta

GAEILGE | TEANGA Ó BHÉAL | Céim 1 agus Céim 2

CURACLAM TEANGA NA BUNSCOILE: GAEILGE

Fónaic

- [Fiseán 1: Fónaic](#)
- [Fiseán 2: Fónaic](#)
- [Fiseán 3: Fónaic](#)
- [Fiseán 4: Fónaic](#)
- [Fiseán 5: Fónaic](#)
- [Fiseán 6: Fónaic](#)
- [Fiseán 7: Fónaic](#)
- [Fiseán 8: Fónaic](#)

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Tagairtí

Developed in collaboration with... (name, initiative and affiliation of author)
Arna fhorbairt i gcomhar le... (ainm, tionscnamh agus ceangal an údair)

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Arna fhorbairt i gcomhar le Jacqueline de Brún, Áisaonad i gColáiste Ollscoile Naomh Muire, Béal Feirste

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7



e she

Glossary

A wise old man heard her grumble and grouse,
"There's not enough room in my house."
"Old man, won't you help me, please?
There is a squash and a squeeze."



7. Glossary

Aesthetic <i>Aeistéitiúil</i>	The aesthetic dimension of language relates to the use of language imaginatively, creatively and artistically.
Affixes <i>Táthmhíreanna</i>	Affixes are morphemes that are attached to a root word to form a new word, e.g., <i>build+er</i> , <i>un+happy</i> or a grammatical variant of a word, e.g., <i>cat+s</i> , <i>walk+ed</i> .
Alphabetic principle <i>Prionsabal aibítire</i>	The alphabetic principle recognises that letters and combinations of letters are used to represent the sounds of a language which are based on the relationship between written letters, symbols, and spoken words.
Antonyms <i>Frithchiallaigh</i>	An antonym is a word opposite in meaning to another word, e.g., <i>bad</i> and <i>good</i> .
Audience <i>Lucht léitheoireachta, féachana agus éisteachta</i>	The audience is the intended group of readers, listeners, viewers that the writer, designer, or speaker is addressing.
Book terminology <i>Téarmaíocht na leabhar</i>	Book terminology is the vocabulary associated with books, e.g., <i>author</i> , <i>blurb</i> , <i>illustrator</i> , <i>contents page</i> , <i>glossary</i> , <i>chapter</i> , <i>publisher</i> , etc.
Browse <i>Brabhsáil</i>	Browse in this context means to scan reading material from a variety of print-based and online sources with the aim of selecting reading material that is appropriate to the reading purpose.
Closed questions <i>Ceisteanna dúnta</i>	Closed questions are lower-order questions that have a narrow focus and require short, factual answers, e.g., <i>who</i> , <i>what</i> , <i>where</i> and <i>when</i> . They are used to elicit specific information.
Cluster <i>Slabhra (Cnuasach)</i>	A cluster refers to two or more letters making two (or three) sounds, for example the first three letters of 'straight' are a consonant cluster or consonant blend.
Common underlying language proficiency <i>Buninniúlacht choiteann</i>	As a child is learning one language, he/she acquires metalinguistic skills which he/she can draw upon when learning another language.
Complex sentences <i>Abairtí casta</i>	A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator (also known as a subordinate conjunction) such as <i>because</i> , <i>since</i> , <i>after</i> , <i>although</i> , or <i>when</i> or a relative pronoun such as <i>that</i> , <i>who</i> , or <i>which</i> , e.g., <i>The students are studying because they have a test tomorrow</i> .
Comprehension strategies <i>Straitéisí tuisceana</i>	Comprehension strategies are 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 <i>Abairtí comhshuite</i>	A compound sentence contains two independent clauses joined by a coordinator (also known as a coordinating conjunction). The coordinators are as follows: <i>for</i> , <i>and</i> , <i>nor</i> , <i>but</i> , <i>or</i> , <i>yet</i> , <i>so</i> . Except for very short sentences, coordinators are always preceded by a comma when used to join two independent clauses, e.g., <i>Alex played football, so Mary went shopping</i> .

<p>Connectives <i>Nascaigh</i></p>	<p>Connectives are words which link paragraphs and sentences to focus on time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The purposes of connectives can be grouped as follows:</p> <ul style="list-style-type: none"> • temporal – to indicate time or sequence ideas (e.g., <i>first, second, next</i>) • causal – to show cause and effect (e.g., <i>because, for, so</i>) • additive – to add information (e.g., <i>also, besides, furthermore</i>) • comparative – e.g., <i>rather, alternatively</i> • conditional/concessive – to make conditions or concession (e.g., <i>yet, although</i>) • clarifying – e.g., <i>in fact, for example</i>.
<p>Conventions of print <i>Gnásanna cló</i></p>	<p>Conventions of print are accepted ways of presenting and organising written text so that this text is consistently and easily understood by all readers. The conventions include the following:</p> <ul style="list-style-type: none"> • print carries a message • left to right orientation of print • top to bottom orientation of print • return sweep • appropriate spacing, capitalisation, grammar and punctuation. <p>Digital conventions include:</p> <ul style="list-style-type: none"> • scrolling • swiping left to right • top to bottom orientation of print.
<p>Decontextualised language <i>Teanga gan chomhthéacs</i></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. The terms ‘decontextualised language’ and ‘literate language style’ are similar as both refer to language that is organised, explicit and distanced.</p>
<p>Expository text <i>Téacs léiritheach</i></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 <i>Scileanna seachtheangeolaíocha</i></p>	<p>Extra linguistic skills include the ability to use</p> <ul style="list-style-type: none"> • appropriate eye contact • body language • gestures and facial expression and sign where appropriate.
<p>Form <i>Foirm</i></p>	<p>Form refers to the published formats of a particular genre, e.g., <i>poem, short story, play, novel, memo, email, film, etc.</i></p>
<p>Genre <i>Seánra</i></p>	<p>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. Simply put, genre refers to a selection of writing forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions.</p>

Grapheme-phoneme correspondences <i>Comhfhreagairtí idir graiféimí agus fóinéimí</i>	<p>Grapheme-phoneme correspondences are the relationships between written symbols and the sounds which they represent.</p> <p>For children to fully acquire this skill it is important that they are able to:</p> <ul style="list-style-type: none"> • recognise, name and sound all letters, lower and upper case • recognise that letters can work alone or in a group • recognise that the same sound can be represented by different letters • identify similar sounds represented by different letter combinations • recognise different letter combinations and different sounds they represent • recognise less common sound symbol relationships.
Graphic organiser <i>Eagraí grafach</i>	<p>Graphic organisers are visual representations of knowledge, concepts or ideas.</p>
High-frequency words <i>Focail ardmhnicíochta</i>	<p>High-frequency words are words that appear frequently in texts, e.g., <i>the, is, are, to, said, come</i> etc.</p>
Homograph <i>Homograf</i>	<p>Homographs are words of the same spelling but with more than one meaning, and/or a different pronunciation, e.g., <i>bow, record</i>.</p>
Homonyms <i>Comhainmneacha</i>	<p>Homonyms are words that are pronounced the same and have different meanings, e.g., <i>to, too</i> and <i>two, heir</i> and <i>air, soot</i> and <i>suit</i>.</p>
Independent reading level <i>Leibhéal léitheoireachta neamhspleách</i>	<p>Independent-level text is a term for a text which a child can read fluently and comprehend without help of any kind from the teacher. A child should be able to identify 95-100% of the words and comprehend 90-100% of the text.</p>
Instructional reading level <i>Leibhéal léitheoireachta teagaisc</i>	<p>Instructional-level text is a term for a text that is appropriately challenging for a child. Instructional-level texts are appropriate for use in guided reading. With normal classroom instruction and appropriate support, a child should be able to identify 90-95% of the words and comprehend 75-90% of the material in the text.</p>
Invented spelling <i>Litriú cumtha</i>	<p>Invented or approximate spelling is a term used when a child uses his/her own combination of letters to make words when creating texts.</p>
Joint attention <i>Comhaird</i>	<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 at an object; the individuals understand that they are attending to the same thing.</p>
Language of discourse <i>Teanga dioscúrsa</i>	<p>Discourse requires that children produce several utterances to build particular linguistic structures such as narratives, factual accounts, arguments, explanations or combinations of these. This requires that children go beyond the basic sentence and combine sentences to build accounts which are coherent in terms of organisation of meaning and content, and cohesive in terms of continuity between sentences. The language of discourse requires that children have the sophisticated and genre-specific vocabulary and the grammatical knowledge to formulate sentences for the particular topic under discussion.</p>
Metalinguistic awareness <i>Feasacht mheititheangeolaíoch</i>	<p>Metalinguistic awareness refers to the ability to think about and reflect on language and how it is used both as a process and as an artifact and to understand that we can change language in different ways. As children's metalinguistic awareness develops, they increasingly understand, for example, that language may have both a literal meaning and an implied meaning.</p>

Morpheme <i>Moirféim</i>	Morpheme is the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Morphemes are very useful in helping students work out how to read and spell words.
Narrative text <i>Téacs insinte</i>	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 <i>Ceisteanna oscailte</i>	Open questions are higher-order questions that require the respondent to think and reflect. These questions cannot be answered by a yes or a no. They require a more developed answer which takes account of the respondent's own knowledge and/or feelings.
Oral reading fluency <i>Líofacht léitheoireachta ó bhéal</i>	Oral reading fluency is the ability of readers to read orally with speed, accuracy and appropriate prosodic features such as expression, stress, pitch and suitable phrasing.
Paralinguistic skills <i>Scileanna paraitheangeolaíocha</i>	Paralinguistic skills include: <ul style="list-style-type: none"> • audibility • intonation • pitch • pause • emphasis • pace.
Personal word banks <i>Stóir phearsanta focal</i>	Personal word banks are collections of words that a writer uses or needs that are related to personal interests and/or commonly misspelled. The words included in the personal word bank are not displayed in the classroom or easily located.
Phoneme <i>Fóinéim</i>	A phoneme is the smallest unit of sound in a word. The word <i>it</i> has two phonemes /i/ and /t/. The word <i>ship</i> has three phonemes /sh/, /i/, /p/.
Phonemic awareness <i>Feasacht fhóinéimeach</i>	Phonemic awareness is the insight that every spoken word comprises a sequence of phonemes. A phoneme is the smallest unit of sound in a word, e.g., 'at': /a/ /t/. This understanding is key to the acquisition of phonics.
Phonological awareness <i>Feasacht fóineolaíochta</i>	Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure, of words. It includes an awareness of words, rhyme, syllables, onset and rime, and phonemes.
Root words <i>Fréamhfhocail</i>	A root word is a form of a word after all affixes and grammatical inflections have been removed, e.g., <i>door, run, sad, build, hair</i> . Many other words can be created using root words: <ul style="list-style-type: none"> • inflected words: root + grammatical inflection, e.g., <u>doors</u>, <u>running</u> • derived words: root + affix, e.g., <u>sad</u>ness, <u>build</u>er • compound words, e.g., <u>hair</u>dresser.
Phoneme segmentation <i>Deighilt</i>	To split up a word into its individual phonemes in order to spell it, e.g., the word <i>cat</i> has three phonemes: /c/, /a/, /t/ and the word <i>grew</i> has three phonemes: /g/, /r/, /ew/.
Semantics <i>Séimeantaic</i>	Semantics is concerned with meaning; meaning is expressed by the relations between words.
Semantic cues <i>Leideanna séimeantacha</i>	Semantic cues are clues to word meaning that can be gleaned using the clues in the picture, the text and/or prior knowledge.

Sense of voice <i>Braisint ghutha</i>	Sense of voice refers to the development of the child's own voice and self-expression (agency).
Social functions <i>Feidhmeanna sóisialta</i>	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 <i>Foghar (Fuaim)</i>	The term 'sound' relates to the sound we make when we utter a letter or word, not to the letter in print. The same sound may be represented by different letters, such as the /f/ sound in <i>fan</i> , <i>laugh</i> and <i>phone</i> ; a sound can be represented by more than one letter, such as the sound /k/ in <i>cat</i> and <i>walk</i> . The word <i>ship</i> has three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items.
Spelling strategies <i>Straitéisí litrithe</i>	Phonetic and conventional spelling strategies can be used for unfamiliar words when creating texts. These strategies include: <ul style="list-style-type: none"> • using knowledge of grapheme-phoneme correspondences • using syllabication • using visual memory • using common spelling strings and patterns.
Synonyms <i>Comhchiallaigh</i>	A synonym is a word that has the same or similar meaning as another word e.g. <i>happy</i> , <i>joyful</i> , <i>elated</i> .
Syntax <i>Comhréir</i>	Syntax refers to the organisational rules specifying word order, sentence organisation and word relationships. Syntax specifies which word combinations are acceptable or grammatical, and which are not. The form or structure of a sentence is governed by the rules of syntax. These rules specify word, phrase, and clause order; sentence organisation; and the relationships between words, word classes, and other sentence elements.
Syntactic cues <i>Leideanna comhréire</i>	Syntactic cues are clues to word meaning that can be gleaned from knowledge of word order, sentence structure and word relationships.
Texts <i>Téacs/ téacsanna</i>	All products of language use—oral, gesture, sign, written, visual, using Picture Exchange Communication System (PECS), objects of reference, Braille, tactile, electronic, digital and/or multimodal—can be described as texts. Multimodal texts include the combination of a variety of forms of communication such as print text, digital text, visual images, audio (e.g., a performance or event) and spoken word. In this definition, 'multimodal' is not synonymous with 'digital'.
Text organisational structure <i>Struchtúr eagraíochtúil téacs</i>	Text structure is the way that information is organised in different types of texts, for example, chapter headings, sub-headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning.
Themes <i>Na Téamaí</i>	Among the themes for Irish are: myself, at home, school, food, television, shopping, pastimes, clothes, the weather and special occasions. The teacher can select lots of topics from the themes. These topics could be extended to also include subjects that the child finds interesting.
Vocabulary development <i>Forbairt stóir focal</i>	Children's oral vocabulary and reading vocabulary develop in terms of increasing complexity from concrete to abstract, with regard to the frequency of word use, the complexity of meaning, the depth of word knowledge and the changes that occur through the processes of word formation.

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



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Aguisíní

Appendices

8. Appendices

Appendix 1: Language skills and elements

The language skills that have particular application to each element are shown in Tables 17 to 19 below. The skills in Table elements 1, 2 and 3 relate to children's language learning and development throughout their primary school experience (not just in stages 1 and 2). They are developed as appropriate to each school context and each child's stage in learning in first and second languages.

Table 17: 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
	eye contact, gesture, body language - extra-linguistic skills	selecting and reading texts appropriate to purpose and interests - relevance	topic maintenance - relevance
	audibility, intonation, pitch, pause, emphasis, pace - paralinguistic skills		
	responding, initiating, sustaining, hanging over - turn taking		
		engaging with a wide range of texts - reading text with accuracy, fluency and meaning (comprehension)	
		awareness of meaning and interpretative of text/ illustration	
	active listening and verbal memory		
		awareness of author's purpose	awareness of purpose
	alert and responsive to others' needs in order to maximise effective communication - awareness of 'other'		awareness of audience

Table 18: Language concepts, dispositions and skills – element 2

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

Table 19: 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
	exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text	exploring and understanding the aesthetic dimension of text
	using language to play, in rhymes, puns, jokes and nonsense words and syllables		
	creating and understanding narrative text - recount, retell, compose stories and personal narratives		creating narrative texts
	creating and understanding expository text - factual accounts. Explanations, descriptions, arguments	identifying key points of information in expository texts	creating expository texts
	using language to ask questions, make requests, express preferences and opinions, explain, narrate, explore, argue, predict, reason about and justify decisions, explanations and outcomes		Responding to texts through writing
	using language to present information to different audiences		expressing opinions, emotions and preferences in writing
		using comprehension strategies to interpret, evaluate and respond to text	
		monitoring comprehension and using fix-up strategies where appropriate	using the writing process to create texts
		using text organisational structures to facilitate understanding when reading	using structures and language register appropriate to the genre and form - text organisational structure

Appendix 2: Functions of language

The purpose of language is to communicate needs, wants, ideas, information, feelings, and relationships. The functions of sign language are exactly the same as for oral language. PECS can also be used effectively to communicate needs, information and feelings. Understanding the meaning and the communicative function of language is key to children's language learning. Seven 'functions' of language are outlined in the table below. Each function is presented (in the left column), followed by a description (middle column) and a list of appropriate learning opportunities/experiences (right column)¹⁰.

Table 20: Functions of language

We communicate to ...	We use language to ...	Realised through ...
get things done (<i>instrumental function</i>)	identify things, seek and provide information, request assistance, ask, persuade, explain, refer, facilitate	problem-solving, role-playing, gathering materials
influence behaviour/feelings/attitudes of others (<i>regulatory function</i>)	give information, instruct, direct, persuade, help, manage, organise, negotiate	making rules in games, giving instructions, constructing persuasive talk, teaching
get along with others (<i>interactional function</i>)	greet, welcome, meet, introduce, take leave, attract attention, congratulate, sustain conversations with familiar/unfamiliar people, interrupt appropriately, negotiate, resolve conflict	structured play, dialogues and discussions, talking in groups, taking/giving turns, substantive conversations, role-plays and scenarios, talking on the telephone
express individuality and personal feelings (<i>personal function</i>)	express thoughts, ideas, feelings, recount experiences, explain, predict, narrate, praise, agree/disagree	making feelings public, interacting with others, talking about topics of interest, retelling, recounting
seek and learn about the social and physical environment (<i>heuristic function - tell me why?</i>)	ask questions, clarify, make request to repeat, investigate, prioritise, discuss, investigate	Q & A, inquiry and research, discussions, interviews, exploratory talk, investigating
create - stories, games, new worlds, new texts (<i>imaginative - let's pretend</i>)	tell stories (narrate), imagine, experiment, predict, play, anticipate, think of new ideas, play with words, use body language	stories and dramatisations, rhymes, poems and riddles, nonsense and word-play, storytelling, performances, recitations, drama, skits, puppetry, readers' theatre
give information (<i>representational - I've got something to tell you</i>)	tell, report, inform, comment, share skills, impart knowledge, justify, describe, convey message	oral reports, class meetings, debates, procedures, scripts

¹⁰The contents of this table are adapted from Michael Halliday's Seven Functions of Language (1975) in: Department of Education, WA (2013). First 005. Speaking and Listening Resource Book. Addressing Current Literacy Challenges. Department of Education, Government of Western Australia. http://det.wa.edu.au/stepsresources/redirect?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13760765&stream_asset=true

Opportunities for children to practise the functions of language are provided through both Formal Talk Contexts and Informal Talk Contexts (below).

Table 21: Contexts for children to practice the functions of language

Formal Talk Contexts	Informal Talk Contexts
<ul style="list-style-type: none"> • Debate • Delivering oral messages • Dramatic presentations • Greeting, Introducing, Thanking, Bidding farewell to someone formally • Morning news • Report • Retelling • Storytelling • Telling joke/anecdote 	<ul style="list-style-type: none"> • Brainstorming and listing • Child-led play • Class discussions • Collaborative problem-solving • Construction activities • Games • Giving directions and instructions • Individual conferences • Joint text (oral or written) construction





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