NCCA

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

Primary Language Curriculum – including draft Modern Foreign Languages (MFL)

For all primary and special schools

For consultation

NB: All text in red is new and for consultation to support the inclusion of Modern Foreign Languages in the current Primary Language Curriculum.

Words/phrases described in the Glossary have been underlined in a grey dotted format.

Contents

1. Introduction

The Primary Language Curriculum represents one of the five curriculum areas in the primary school curriculum. Recent decades have seen significant changes in Irish society with over 200 languages now used in Ireland. Recognising the opportunities this presents and building on the strengths of the 1999 Irish and English curricula, the Primary Language Curriculum encourages a plurilingual approach to language learning. This approach encourages learning and teaching that draws on the knowledge and experiences of languages that children bring to the classroom. Underpinning this is the recognition that every child has their own unique linguistic repertoire which is shaped by their experiences since birth.

This curriculum presents the proposed language learning for children across the eight years of primary school. It supports learning and teaching in English and Irish for Stages 1-4, and in Modern Foreign Languages[1] (MFL) for Stages 3 and 4. At Stage 3, MFL focuses on building an awareness of languages and cultures. This builds a solid foundation in preparation for learning a third language (L3). At Stage 4, children learn to communicate at a very basic/basic level in the L3. This is supported by a continued focus on developing an awareness of languages and cultures. The curriculum is for teachers of children of all abilities in all school contexts – English-medium schools, Gaeltacht schools, Irish-medium schools and special schools.

The Primary Language Curriculum:
- integrates English, Irish and MFL (for Stages 3 and 4) and includes all children and the language knowledge and experiences that they bring to the classroom
- engages teachers 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
- encourages children to use and develop their existing knowledge and experience of languages by promoting a plurilingual approach to language learning
- clarifies essential language learning and places greater emphasis on participation
- is more than functional, so that it enables children to make and explore language meaning as well as receive and create it
- emphasises the important value of linguistic and cultural diversity to foster inclusivity and promote social cohesion.

---

[1] The term Modern Foreign Languages (MFL) includes **all** languages that support 'Building an awareness of languages and cultures' in Stages 3 and 4.

The Primary Language Curriculum has the same structure and strands for English, Irish and MFL (for Stages 3 and 4). It is an integrated curriculum that promotes a participative approach to language learning and makes connections across and within languages. It seeks to support the transfer of skills, knowledge and strategies between languages. Integration between languages supports teachers to plan for and progress children's learning in the school's first language (L1), second language (L2) and MFL (for Stages 3 and 4). This builds on the approaches to integration described in the 1999 curriculum, while supporting multi-disciplinary, inter-disciplinary and trans-disciplinary approaches to language learning.

1.1 Principles of Learning, Teaching and Assessment

Eight overarching principles underpin and guide schools in pursuing the vision of the *Primary Curriculum Framework*.[2] These principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities. Table 1 presents a set of examples of the principles in action within the Primary Language Curriculum.

---

[2] Department of Education (2023). Primary Curriculum Framework. Dublin: Department of Education. Accessed at https://www.curriculumonline.ie/Primary/The-Primary-Curriculum-Framework/

Table 1: Principles of learning, teaching and assessment and their associated examples within the Primary Language Curriculum

Principles of learning, teaching and assessment	Examples within the Primary Language Curriculum
Partnerships	• Establishing and maintaining effective communication links with parents to support the development of children's language learning. • Working in partnership with families to support the maintenance and development of children's home language(s) in school. • Creating links with communities who speak languages other than the main language of the school.
Learning environments	• Using the linguistic knowledge of learners to foster an awareness of and activate an interest in languages. • Providing a print rich environment that recognises and uses literacy as a crucial support for language learning. This includes texts on a variety of topics and across genres. • Drawing on the languages spoken and visible in the local and wider community as a stimulus and content for learning.
Inclusive education and diversity	• Acknowledging and supporting children's varying levels of competence in oral language, reading and writing. • Valuing and drawing on the unique linguistic repertoire of all children to support their learning. • Fostering a learning culture which celebrates and values differences in languages and which challenges all stereotypes and misconceptions.
Engagement and participation	• Facilitating the activation of language awareness in children. • Creating opportunities for children to use a variety of modes of communication (e.g. Lámh) and texts during learning experiences. • Designing language learning experiences that are based on children's interests and curiosities.
Assessment and progression	• Providing opportunities for children to demonstrate their language learning in a wide variety of ways, including self-assessment. • Ensuring the ongoing progression of unconstrained literacy skills (e.g. comprehension and vocabulary). • Drawing on a variety of assessment information to identify and support next steps in children's language learning, including using the progression continua as a scaffold, where appropriate.
Transitions and continuity	• Recognising the influence and impact of children's environment, homes and early childhood experiences on their language-learning progress. • Acknowledging and building on children's prior learning to include home languages that may differ from the languages of the school. • Building a solid foundation in language and literacy for progression to post-primary school.
Relationships	• Building supportive relationships with children that take account of their language strengths, abilities and needs.

Pedagogy	• Using a variety of playful and engaging pedagogical approaches to support language learning. These include child-led approaches as well as the explicit teaching of specific literacy skills. • Developing integrated language learning experiences that harness the interconnections between languages. • Using a linguistically and culturally responsive pedagogy that takes account of children's life experiences, circumstances, identities and interests.

The Primary Language Curriculum presents the intended learning and development for all children by providing the Rationale, Aims, Strands and Elements, and Learning Outcomes. Teachers are further supported by the Primary Language Toolkit, found at www.curriculumonline.ie. The Primary Language Toolkit supports the Learning Outcomes of the curriculum by providing practical support for teachers in building rich language-learning experiences for children. The three components of the curriculum include Examples of Children's Language Learning. Progression Continua (for the L1 and L2) and Support Materials. These are presented in Section 7 of this document and are important reference points as teachers begin to plan for and use the curriculum in their classrooms.

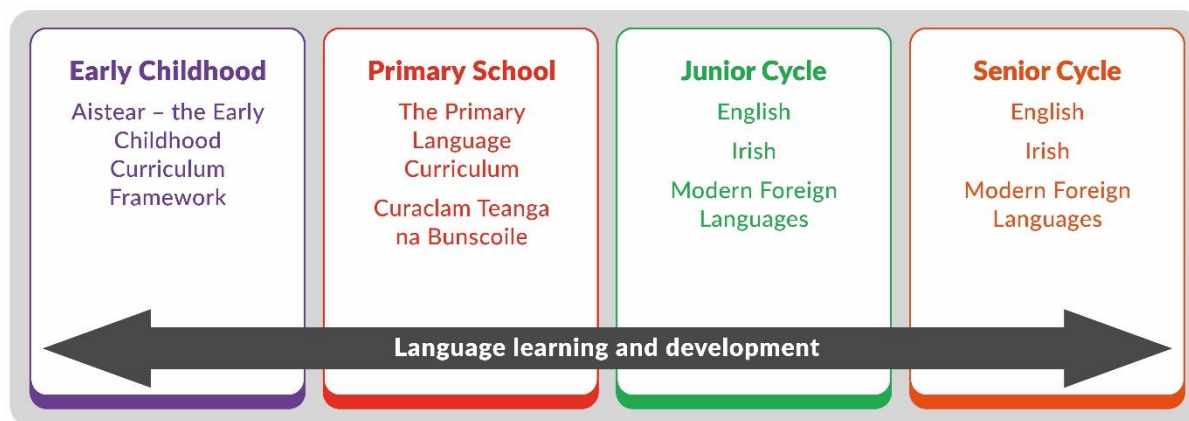**Figure 1:** The Primary Language Curriculum supported by the Primary Language Toolkit
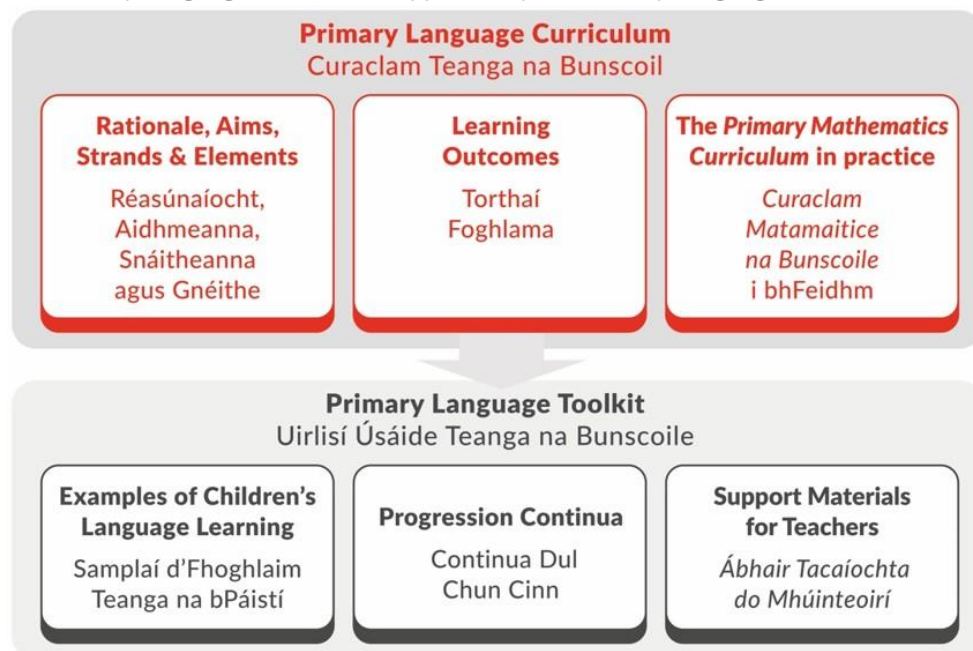
The opening sections of the Primary Language Curriculum present the Rationale, Aims, Strands and Elements, and Learning Outcomes. The curriculum continues by providing guidance on the curriculum in practice, and the use of the Primary Language Toolkit in planning for rich learning experiences. A glossary of terms and appendices are also provided.

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 their peers and with adults, children are initiated into, and engage in communicative relationships through which they come to understand, interpret, construct meaning and critically appreciate the communication of others. Language enables children to engage emotionally, socially, cognitively, imaginatively and aesthetically in relationships and cultural experiences. It empowers children to develop their thinking, expression, reflection, critique and empathy, and it supports the development of self-efficacy, identity and full participation in society.

The Primary Language Curriculum seeks to support children on their language-learning journeys, in English, Irish, and MFL (for Stages 3 and 4), while also encouraging the use of other languages spoken in the home and in primary schools. As such, it enables all children to develop plurilingual competence, where all knowledge and experience of language feed into and support learning. The curriculum acknowledges and supports the learning journeys that all children are on. From birth, children learn language through their interactions and experiences at home, in early childhood settings and into primary school. Children continue to engage in language learning and development as they progress to post-primary school through their experience in Junior Cycle. In its Strands, Elements and Learning Outcomes, the Primary Language Curriculum for L1, L2 and MFL (for Stages 3 and 4) is aligned with the junior cycle specifications for English, Irish and MFL. This provides for continuity of experience and progression in language learning as children make the transition from primary to post-primary school.

Figure 2: The Primary Language Curriculum in the context of curriculum provision from birth to 18 years

Early Childhood	Primary School	Junior Cycle	Senior Cycle
Aistear – the Early Childhood Curriculum Framework	The Primary Language Curriculum Curaclam Teanga na Bunscoile	English Irish Modern Foreign Languages	English Irish Modern Foreign Languages

Language learning and development

2.1 Language shapes who we are

Language is central to who we are and how and what we learn. It is the primary medium through which new learning is acquired and assimilated. As such, it plays a vital part in the expansion of the child's own understanding of the world and their acquisition of knowledge, dispositions and skills. Language is our chief means of intrapersonal and interpersonal communication and is key to the development of the child as a person. As a child's language develops it enables them to think about their own cultural identity and their personal place in the world. Distinguishing characteristics of cultures are often expressed through languages. The learning of English and Irish both play an important role in developing an understanding of Irish cultural identity. Engaging with the Irish language broadens linguistic experience and can deepen intercultural awareness, allowing children to share in a unique and rich strand of the cultural heritage of Irish society. The addition of MFL (at Stage 3 and Stage 4) further supports children to learn about, understand and develop their intercultural awareness.

Language learning has significance for children's learning across the curriculum. While children continue to learn and acquire language, they also learn through language. Each curriculum area has its own terminology and its own way of using language; therefore, every lesson is a language lesson in itself.

2.2 Language learning is a developmental process

Language learning is a developmental process in which the child engages at his/her own rate. From birth, children progress at differing rates along a continuum of learning and development to expand their own unique linguistic repertoires. The range of abilities children bring to language-learning tasks and the influence of their environment, their homes and their early childhood experiences, contribute to the variation in children's rates of progress. Children's language develops through communicating – by giving, receiving and making sense of information. For teachers, it is important to recognise the individual, inherent abilities of children and their early experience of language (which may or may not be a language of the school) when establishing a starting point for further language development. This is particularly important in the early years of primary school.

2.3 Language learning is an integrated process

Children extend their linguistic experiences through language learning at home, in early childhood settings, in school or in community settings. This deepens their understanding of and connection with culture and heritage. Languages by their nature are interconnected. Developing skills in one language can help children to develop similar skills in other languages, provided they have adequate exposure to the language, and adequate motivation and opportunities to engage with the language. The Primary Language Curriculum aims to make connections between languages explicit for children. This is achieved through the curriculum's integrated nature and its focus on language awareness. When supported, children are enabled to notice connections between languages for themselves. By examining these connections, children develop their understanding of how languages work and how languages relate to each other. This leads to learning efficiencies for the child. Using language to communicate across the curriculum in other subjects and outside

of the discrete lessons further supports language learning, enabling children to reinforce and generalise what they have learned.

In the context of the Primary Language Curriculum, it is important to note that Ireland is a linguistically and culturally-diverse country. Our schools include children with English as a first language, children with Irish as a first language and children with another language as their first language. Children with a first language other than English or Irish are already learning in an integrated way which will enhance their learning of English, Irish and MFL (at Stages 3 and 4) in primary school.

Although discrete language skills and strategies associated with each strand are essential, engaging with all three strands of oral language, reading and writing in an integrated way enables the child to become a more effective communicator. Within the Primary Language Curriculum, integration is defined in terms of
- the transfer of knowledge, skills, and strategies that occurs across languages
- teaching language in other curriculum areas
- interaction across the three strands of oral language, reading and writing.

Children transfer certain skills and concepts from their first to their second language and additional languages. When teachers are aware of opportunities for transfer, they can help children to generalise and/ or transfer what they have learned to other languages. Identifying and focusing on skills, knowledge and strategies that transfer across languages allows teachers to reinforce what has been taught in the school's first language, using the second and additional languages to support this transfer. Examples of transfer between English, Irish and additional languages are included in Chapter 6 'Curriculum in Practice'. Not all skills will transfer across languages. Differences can exist in areas such as morphology, sentence structure and some aspects of phonology, and are likely to also exist between the school's chosen L3 and English and Irish. Schools can make specific provision for teaching language-specific skills and content. It is important that English is taught through English and Irish is taught through Irish. The L3 is the principal medium of learning and teaching the L3 at Stage 4. This effectively supports children's language learning.

2.4 Children learn language through interactions and authentic language use

We know that the homes and communities of children play a key role in their language learning, which is developed through meaningful interactions with parents and extended family and friends. Parents play a key role in supporting the language development of their children and in establishing the language(s) of the home prior to establishing additional languages. Language is co-constructed between the adult and child through joint attention, mutual interest and enjoyment. Language learning occurs when child and adult or child and child have meaningful interactions and conversations. The role of the teacher is to support and develop children's talk during the processes of exploration, discovery and problem-solving.

The learning environment influences what and how children learn. An environment that supports and promotes children's differences is important for children to feel accepted and comfortable; an environment where differences of need, culture and language are celebrated. When language

awareness is activated and nurtured, insights from children for whom English is an additional language (EAL) will be forthcoming and will be of benefit to them and their peers. In the same way, the insights of English- and Irish-speaking peers will be of benefit to learners of EAL Encouraging children to explore similarities and differences between languages and cultures can be of great benefit to the classroom language-learning environment by fostering a greater appreciation of languages. In the same way, children who have special communication needs and use signs, gestures or aids to communicate help raise awareness of how different methods of communication can contribute to the language-learning environment. For instance, Irish Sign Language (ISL) as a recognised language of Ireland has its own unique linguistic structure, rules and features.

An engaging environment, that prioritises authentic language use, encourages and helps all children to draw on their full linguistic repertoire to explore, make discoveries, solve problems, express themselves and interact with others. Playful and engaging experiences are an important part of this language-learning environment, involving children in meaningful communication. Children use language for different purposes, matching language style and tone to these purposes and to different audiences. They also play with language, sharing rhymes, jokes, nonsense syllables, and gain an early and growing understanding of language as a system that can be manipulated. An appropriately playful, stimulating and engaging learning environment facilitates language learning and development. The language learning environment is further enhanced when children are exposed to (and are encouraged to use) Irish and the L3 outside of discrete language lessons. This enables children to see that these languages serve a genuine and authentic communicative function.

2.5 Children learn language in different school contexts

In an English-medium school, English is the working language and Irish is taught as the school's second language. Central to the successful learning of a second language is exposure to the language. Children learning Irish as an L2, who have less exposure to the language, need opportunities outside of the Irish lesson to hear and listen to the language that they are learning. Teachers do this by using Irish regularly as an informal means of communication throughout the day. Children should be provided with opportunities to practise and consolidate the language that they have already acquired in authentic contexts within, and outside, discrete language lessons. They should also be encouraged to use language spontaneously to fulfil communicative needs. Teachers can further increase exposure to the language by teaching other subjects or aspects of other subjects through Irish, using Content and Language Integrated Learning (CLIL). Fostering a positive disposition towards using Irish and encouraging its use informally during the day supports the acquisition of the language. The same applies to the L3 at Stage 4. By teaching Irish effectively as the L2, a foundation is laid on which the teaching of additional languages will be built later.

In Gaeltacht and Irish-medium schools, Irish is the working language of the school and children use it to communicate and to access a broad range of subjects across the curriculum. For children who are native Irish speakers, their language is developed and enriched at school. The school provides an essential setting where language is maintained and perpetuated. The teacher has a key role in affirming the type of Irish that the child speaks at home and in drawing attention gradually to other versions and to vocabulary from other dialects. Children who are not native

Irish speakers are immersed in the language as the school contributes to increasing the number of Irish speakers in the Gaeltacht. The curriculum seeks to support Gaeltacht schools in preserving and fostering the language of the community by enabling children who are not native speakers to achieve advanced skills in Irish.

Children in Irish-medium schools also access the curriculum through Irish. While Irish is the working language of the school, it is recognised that it is not the language of the home for the vast majority. The curriculum seeks to support Irish-medium schools to enable children to achieve advanced skills in Irish and therefore function as a place where the language is used in day-to-day life.

We know that the language experiences of children attending primary 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. 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. This will ensure that children develop proficiency in the L1 while simultaneously maintaining their home language.

Additionally, children with special educational needs may encounter challenges in the development of language and communication skills. An inclusive approach which focuses on the needs, abilities and interests of children and which considers their age and stage of development will involve planning at individual-teacher and whole-school levels.

3. Aims

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

The aims of this 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.

3.1. Children and their lives

The Primary Language Curriculum aims to support teachers to

- enable children to build on prior knowledge and experience of language to enhance their language learning
- encourage children to embrace and use the Irish language and promote this aspect of their cultural identity
- encourage children to be proud of and share their linguistic and cultural heritage
- recognise the wide variation in experience, ability, needs, motivations, characteristics and resources that children bring to language learning in school as a first step in enabling them to engage in relevant and meaningful communicative relationships
- promote mutual understanding, tolerance and respect for identities and cultural diversity.

3.2. 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 in both the first and second language of the school and to communicate in their home language(s) for a variety of purposes
- encourage and enable children to communicate at a basic level in the school's L3 in Stage 4 for a variety of purposes
- enable children to fully engage with and enjoy a wide range of relevant and meaningful linguistic and communicative experiences with peers and adults.

3.3. 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
- enable children to use language imaginatively and creatively and to appreciate its aesthetic aspects

- encourage children to engage personally with and think critically about a broad range of spoken, signed, gesticulated, written and multimodal texts
- support children to develop their literacy skills and enable them to progress at their own learning pace in oral language, reading and writing
- nurture within children an awareness of language, allowing them to appreciate and understand the content and structure of languages and to reflect on how they learn languages.

4. Strands and Elements

There are three strands in the Primary Language Curriculum— oral language, reading and writing in English, Irish and MFL. Across the strands, the elements describe essential language learning. Each element has a set of Learning Outcomes, which describe important language learning in terms of concepts, dispositions and skills. Due to the integrated nature of the knowledge, skills and dispositions developed at Stage 3 and Stage 4 for MFL, the Learning Outcomes traverse all of the strands – oral language, reading and writing.

Figure 3: The elements of language
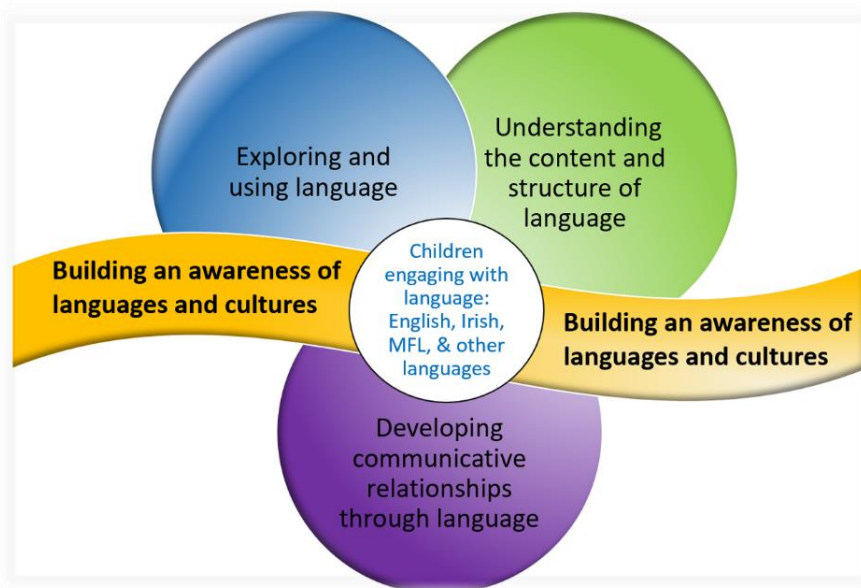
The elements of language learning in each of the strands are:
1. Developing communicative relationships through language
2. Understanding the content and structure of language
3. Exploring and using language
4. Building an awareness of languages and cultures.

A web of interconnections exists, not only among the elements but also across the strands. While each strand supports the development of the other, the oral language strand which includes listening and speaking, requires specific attention in the early years of primary school as it is fundamental to the development of reading, writing and learning across the curriculum. It is through an awareness of the interrelationships between the elements and across the strands that the potential of the integrated language curriculum is realised. This potential is highlighted, in particular, through the use of the terms 'text' and 'genre'.

The Primary Language Curriculum builds upon the principles of *Aistear: the Early Childhood Curriculum Framework*.[3] These principles highlight the importance of adult-child relationships and playful and meaningful experiences for children's learning and development. In nurturing the development of children as competent and confident communicators, the Primary Language Curriculum spotlights the importance of developing dispositions alongside concepts and skills. *Aistear* defines dispositions as enduring habits of mind and action and states that 'a disposition is the tendency to respond to situations in characteristic ways' (NCCA, 2009, p.54), including independence, curiosity, playfulness, perseverance, confidence, resilience and resourcefulness. In the case of children's language learning and development, for example, a positive disposition towards reading (i.e., the 'will to read') is included in Learning Outcomes along with the concepts and skills involved in learning to read.

Concepts, dispositions and skills are at the heart of language Learning Outcomes in this curriculum. These concepts, dispositions and skills are developed as appropriate to each school context and children's learning in the languages of the school. Further information on specific concepts, dispositions and skills is provided in the Glossary. The language skills associated with each element are outlined in greater detail in Appendix 1.

Element 1: Developing communicative relationships through language (Communicating)

This element focuses on developing children's knowledge and understanding of how we build and share meaning together in communicative relationships, as listeners and speakers, and as givers and receivers of information. In specific terms, it is about developing the skills which support that process, and, in this way, the element builds on the theme of Communicating in Aistear. Building and sharing meaning in communicative relationships requires that children engage both as listeners and speakers. In this process, listening and speaking are reciprocal skills and these skills are developed in tandem.

Children's attention and listening comprehension are supported and developed through the relevance of their responses and contributions to the topic under discussion. In a conversational setting, the teacher affirms and/or adjusts the comprehension levels and takes her/his turn in contributing to the topic and further challenging the child/children for listening comprehension

---

[3] National Council for Curriculum and Assessment (2009). Aistear: The Early Childhood Curriculum Framework. Dublin: National Council for Curriculum and Assessment. Accessed at https://curriculumonline.ie/Early-Childhood/

and expression as they contribute in turn. In doing this, the teacher recognises that some children learn best using signs, visuals, or through other senses, including touch. The reciprocal exchange of meaning relies on the treatment of listening and speaking as reciprocal skills for development within the curriculum. The majority of children will come to the classroom with a well-developed sense of the communicative relationship and this element builds on their existing experience. For some children these relationships will be less developed, and, for a minority, the focus will be on initiating them into a communicative relationship. While the 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. These Learning Outcomes promote enjoyment, motivation, choice, and a sense of purpose and engagement in using language to communicate with others.

Element 2: Understanding the content and structure of language (Understanding)

This element focuses on developing the ability of children to create and interact successfully with texts using increasingly-sophisticated knowledge and understanding of the content and structure of language. The Learning Outcomes associated with this element focus on sentence structure and grammar, oral vocabulary and reading vocabulary, conventions of print, phonological and phonemic awareness, word recognition, spelling and comprehension. Within the curriculum, children will understand and use vocabulary and sentence structures at increasingly-complex levels. Listening comprehension is critical to the child's development of vocabulary and sentence structure. In the oral language strand, listening and speaking, comprehension and expression are developed as reciprocal skills in the social interaction of teacher/child and child/child(ren) conversations. Listening and oral comprehension skills are given expression. They are further developed through the child's use of words and phrases in the original context and in their generalisation to contexts beyond those in which they were originally heard and used.

Element 3: Exploring and using language (Exploring and using)

This element prioritises the development of children's ability to explore and use language for a wide range of purposes, in a variety of genres, and with a range of audiences, familiar and unfamiliar. Through exploring and using language, a sense of voice is nurtured and an appreciation of the aesthetic dimension of language develops. As they engage with and create a wide variety of oral and written texts, children develop a greater awareness of author voice. In exploring and using language in the curriculum, they will be required to listen to and present narratives and factual accounts of increasing complexity and abstraction. Listening comprehension of complex oral texts is critical to children's understanding of how language is used within a curriculum, to build ideas and propositions. In the oral language strand, listening and speaking are developed as reciprocal skills and understanding is supported and extended through expression. This oral and social construction of meaning through listening and speaking supports reading and writing where the child is required to engage individually and to understand and respond in the construction of meaning with written texts.

Questioning should focus on three types—curiosity questions, procedural questions and questions used for social purposes. The creative and playful use of language includes playing with nonsense language which contributes significantly to the development of children's metalinguistic skills. The Learning Outcomes for this element focus on a wide range of language functions and genres

across oral language, reading and writing as well as on fluency, comprehension, handwriting, the writing process, and author's intent.

Element 4: Building an awareness of languages and cultures

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

The focus on language awareness in Element 4 aims to consolidate prior learning about languages by tapping into children's implicit knowledge of their own language(s) and languages within and beyond the classroom. By drawing children's attention to what they already know about languages and language learning, their knowledge of language develops and becomes more explicit.

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

5. Learning Outcomes

Learning Outcomes are used to describe the expected learning and development for learners at the end of a period of time. The curriculum acknowledges that children's progress towards Learning Outcomes will be influenced by their varying circumstances, experiences and abilities. By focusing on learners, outcomes enable teachers to use a range of appropriate pedagogical approaches to support children on their learning journey. Reflecting Aistear's principles, the phrase, 'Through appropriately playful and engaging learning experiences, children should be able to...' is used to introduce all Learning Outcomes across all stages. This introduction to the Learning Outcomes highlights the importance of active, interactive, playful and enjoyable language-learning experiences for children throughout their primary school years.

Learning Outcomes focus on learning being an enabling process that helps children in developing their own agency, as well as concepts, skills and dispositions. They support teacher agency in making professional judgements when preparing, planning, teaching and assessing all children. Learning Outcomes help teachers to select what to teach and the best order in which to teach it. They also help teachers to choose appropriate pedagogical approaches and to identify the most appropriate assessment methods that match the intended learning. Learning Outcomes, when shared with learners, can support them to be clear about what they are learning, to be aware of their progress and be active agents in their own learning. Teachers support children in the achievement of Learning Outcomes and encourage them to create their own learning experiences related to aspects of the Learning Outcome and which are best suited to their needs. Outcomes recognise that children learn and teachers teach in a variety of contexts and that the teaching/learning journeys will be different in these contexts.

The Learning Outcomes emphasise children's development of both constrained and unconstrained skills.
- Constrained skills, such as letter knowledge and conventions of print, are essential because they are fundamental to children's subsequent learning and development. These can be achieved over a particular period of time and once demonstrated, these skills enable children to engage in the further development of their literacy.
- Unconstrained skills, such as comprehension and vocabulary, develop across the lifespan of the child. Progression and development of these skills require children to engage with and create increasingly-complex oral and written texts.

Children's Language Learning Experiences

The primary curriculum has seven key competencies which overlap and combine to support the curriculum's vision. As outlined in the *Primary Curriculum Framework*, the competencies build on the capabilities children acquire through their early childhood experiences with Aistear: the Early Childhood Curriculum Framework; and are further strengthened in post-primary school in Junior Cycle. As children work towards the Learning Outcomes in the Primary Language Curriculum and engage in rich language learning experiences, they simultaneously build and develop the key competencies.

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

Key Competency	Examples of attributes developed through language learning
Being an active citizen	• Exploring knowledge about language and culture to develop respect for our world and society. • Using language to critically engage and participate in society.
Being creative	• Engaging with playful and creative use of language, such as poetry, drama, song, prose and games. • Exploring and using language with curiosity, open-mindedness and imagination.
Being a digital learner	• Locating, selecting and critically analysing relevant information in multiple modes to include text, visual and audio. • Engaging with authentic materials in learning about languages and cultures.
Being mathematical	• Using language to communicate mathematical thinking. • Exploring and understanding sound patterns, letter and word shapes, syllables etc.
Being a communicator and using language	• Using language(s) spontaneously and authentically as a basic means to understand and interpret meaning in all curriculum areas. • Building communicative skills in language(s) to collaborate and connect with others.
Being well	• Building relationships through language and communication. • Embracing the value and importance of all languages and cultures in the classroom to foster self-acceptance and self-awareness.
Being an active learner	• Reflecting on language-learning and identifying the most personally-effective strategies. • Learning with and from others in the classroom, and appreciating the knowledge that children with different home languages bring to the classroom.

5.1 Learning Outcomes are organised by strands and elements

Concepts, dispositions and skills are at the heart of language Learning Outcomes in this curriculum. Table 1 provides a brief overview of the Learning Outcomes. Labels or abbreviations for the outcomes are used to reference the concepts, dispositions and skills across the strands and elements for English and Irish. For example, looking at Element 1 in the table, Engagement is central to the first Learning Outcome for each strand—oral language, reading and writing.

Table 3: Overview of Learning Outcomes

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Communicating/ Cumarsáid	**Engagement, listening and attention** Rannpháirtíocht, éisteacht agus aird	**Engagement** Rannpháirtíocht	**Engagement** Rannpháirtíocht
	Motivation and choice Inspreagadh agus rogha	**Motivation and choice** Inspreagadh agus rogha	**Motivation and choice** Inspreagadh agus rogha
	Social conventions and awareness of others Gnásanna sóisialta agus feasacht ar dhaoine eile		
	Learning Outcomes for the L3 apply to all of the strands Baineann na Torthaí Foghlama don L3 leis na snáitheanna go léir		
Understanding/ Tuiscint	**Sentence structure and grammar** Struchtúr abairte agus gramadach	**Conventions of print and sentence structure** Gnásanna cló agus struchtúr abairte	**Conventions of print and sentence structure** Struchtúr abairte agus gnásanna cló
	Vocabulary Stór focal	**Vocabulary** Stór focal	**Vocabulary** Stór focal
	Demonstration of understanding Léiriú tuisceana	**Phonics, word recognition and word study** Fónaic, aithint focal agus staidéar ar fhocail	**Spelling and word study** Litriú agus staidéar ar fhocail
		Phonological and phonemic awareness Feasacht fhóineolaíoch agus fhóinéimeach	
	Learning Outcomes for the L3 apply to all of the strands Baineann na Torthaí Foghlama don L3 leis na snáitheanna go léir		
Exploring and using/ Fiosrú agus úsáid	**Requests and questions** Iarratais, ceisteanna agus idirghníomhuithe	**Purpose, genre and voice** Cuspóir, seánra agus guth	**Purpose, genre and voice** Cuspóir, seánra agus guth

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
	Categorisation Catagóiriú	**Comprehension** Tuiscint	**Writing process and creating text** Próiseas na scríbhneoireachta agus ag cruthú téacs
	Retelling and elaboration Athinsint agus mionléiriú	**Response and author's intent** Freagairt agus intinn an údair	**Response and author's intent** Freagairt agus intinn an údair
	Playful and creative use of language Teanga a úsáid go spraíúil agus go cruthaitheach	**Fluency and self-correction** Líofacht agus féincheartú	**Handwriting and presentation** Peannaireacht agus cur i láthair
	Information giving, explanation and justification Eolas, míniú agus údar a thabhairt		
	Description, prediction and reflection Cur síos, tuar agus machnamh		
	Learning Outcomes for the L3 apply to all of the strands Baineann na Torthaí Foghlama don L3 leis na snáitheanna go léir		
Building an awareness of languages and cultures / Ag cur leis an bhfeasacht ar theangacha agus ar chultúir	**Exploring language and language systems** Iniúchadh a dhéanamh ar theanga agus ar chórais teanga		
	Understanding myself as a language learner Tuiscint a fhorbairt orm féin mar fhoghlaimeoir teanga		
	Developing intercultural awareness Feasacht idirchultúrtha a fhorbairt		

5.2 Text, genre and transfer of skills

Many Learning Outcomes refer to 'text' and 'genre'. The definitions of these terms are broad in nature and intended to support a multi-modal, multi-disciplinary and inclusive approach to language teaching and learning.

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

'Genre' refers to a selection of oral and written forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions. Oral forms include, but are not limited to, storytelling, drama, poetry, speeches, debates, film and digital media such as podcasts, videos, advertising, tv and radio broadcasts. More specifically, genres are types of multi-sentence oral or written texts that have become conventionalised for particular purposes. They have expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre.

The Learning Outcomes are presented by the school's first language, English (L1), followed by the school's second language, Irish (L2). They are grouped by strand, beginning with oral language, then reading and writing; and are listed in order using the three elements—Communicating, Understanding, and Exploring and using.

The Learning Outcomes relating to MFL (for Stages 3 and 4) are listed under the element *Building an awareness of languages and cultures*, and apply to the three stands (oral language, reading and writing). Additional Learning Outcomes for the school's L3 at Stage 4 are listed under the elements Communicating, Understanding, and Exploring and Using, and apply to the three stands (oral language, reading and writing).

Many of the Learning Outcomes for English and Irish have concepts and skills which transfer across Learning Outcomes from one language to the other. A link symbol 🔗 listed after the relevant outcome shows where transfer can occur. The link symbol is followed by a two-part code. This code begins with the number of the linked Learning Outcome in Irish [**TF**: Toradh Foghlama] or English [**LO**: Learning Outcome]. This is followed by the stage(s) to which that outcome belongs [C: Céim, S: Stage].

This is illustrated in the example in Table 4. In this case, the link is to the first Irish (L2) Learning Outcome- 'TF1' is the first part of the code standing for Toradh Foghlama (Learning Outcome) number 1. This particular linked Toradh Foghlama is for Stages 1 and 2-- 'C1+2' is the code for Céim (stage) 1 and 2.

Table 4: Transfer across Learning Outcomes 1 🔗

Language: English L1 Strand: Oral Language Stages: 1 and 2 Element: Developing communicative relationships through language	
1. Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate 🔗 TF1, C1+2

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

English-medium schools (English L1)

Building on a rich foundation of oral language and emergent reading and writing experiences, children in English-medium schools will be introduced to formal literacy skills in English (L1) during Stage 1 (junior and senior infants). Formal literacy skills in the school's L2 (Irish) will be introduced at the latest before the end of second class, in line with the Learning Outcomes which identify emergent oral language, emergent reading and writing skills to be developed by children 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 (Irish L1)

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

To facilitate the practice of immersion education in Irish-medium schools, an option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association, is available. For Gaeltacht schools a period of total early immersion up to the end of senior infants is required; as such the teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion as outlined in the Policy on Gaeltacht Education 2017-2020. 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.

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

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

The tables on the following pages present the Learning Outcomes for English (L1), for Irish (L2) and for English-medium schools. These are followed by Learning Outcomes for MFL at Stage 3 and Stage 4. Most Learning Outcomes span a single stage and describe the intended learning and development at the end of that stage. Some learning lends itself to longer-term development, therefore in some instances learning is described across two stages. Where Learning Outcomes are described across two stages, teachers use age-appropriate topics and increasingly-sophisticated texts to plan for and support children's language learning. Differentiation and teacher judgement play an important role in supporting each child's progression towards the Learning Outcomes.

Learning Outcomes for each strand for L1 (English) and L2 (Irish)

		Learning Outcomes for Oral Language (L1)			
Element	**Number and label**	**Stage 1: Junior and senior infants** **Through appropriately playful learning experiences, children should be able to**	**2: First and second classes** **Through appropriately engaging learning experiences, children should be able to**	**Stage 3: Third and fourth classes** **Through appropriately engaging learning experiences, children should be able to**	**Stage 4: Fifth and sixth classes** **Through appropriately engaging learning experiences, children should be able to**
Communicating	1. Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose, and in other languages where appropriate. 🔗TF1, C1+2		Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others. Express their individuality through their knowledge and use of various languages. Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.	Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings. Evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent.

				• TF1, C3+4	
	2. Motivation and choice	Choose, listen to, respond to and create texts in a range of genres, and in other languages where appropriate, across the curriculum for pleasure and interest. 🔗TF2, C1+2+3		Choose, listen to, critically respond to and create texts in a range of genres and in other languages where appropriate, across the curriculum for pleasure, interest and specific purposes. 🔗TF2, C4	
	3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences. Show understanding of the listener's needs while, with support, initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding verbally and non-verbally. 🔗TF3, C1	Use language appropriately in order to initiate, sustain and engage in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. 🔗TF3, C2	Use language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics. 🔗TF3, C3 Adapt language style such as tone, pace, choice of vocabulary, gestures, facial expressions and body language for a range of audiences whilst communicating orally in a range of genres. 🔗TF3, C4	Explore how culture and identity can influence how people communicate with others, verbally and non-verbally. Listen and speak with increasing confidence, independence and skill in order to work collaboratively with others and to share feedback, ideas, decisions and outcomes in a range of contexts with familiar and unfamiliar audiences.
		Use language with confidence to work collaboratively with others and share outcomes with familiar and unfamiliar audiences. 🔗TF3, C1+2			

Understanding	4. Sentence structure and grammar	Use coherent sentences of increasing complexity with correct tense, word order and sentence structure, while using connectives and producing compound and complex sentences to elaborate appropriately. 🔗TF4, C1+2+3	Vary sentence length and structure, moving fluidly between a range of sentence types; simple, compound and complex, as appropriate to audience, purpose and language being spoken. Use grammar conventions appropriately and identify differences in sentence structure and grammar across languages and dialects. 🔗TF, C4	
	5. Vocabulary	Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words, to include other languages where appropriate. Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language. 🔗TF5, C1+2	Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages. 🔗TF5, C3+4	Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.
	6. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend texts and clearly state a case. 🔗TF6, C1+2	Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate. 🔗TF6, C3+4	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.

			Respond creatively and critically to what they have heard and experienced.	
Exploring and using	7. Requests, questions and interactions	Express personal needs, opinions and preferences, and make requests with confidence. Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking. 🔗TF7, C1+2	Express personal needs, opinions and preferences, explaining and justifying their perspective. 🔗TF7, C3+4	
			Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.	Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.
	8. Categorisation	Name, describe and categorise people, objects, experiences and concepts of increasing complexity, demonstrating growing depth of knowledge and improved understanding. 🔗TF8, C1+2	Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary. 🔗TF8, C3+4	
	9. Retelling and elaboration	Tell and retell imaginative stories and narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary. 🔗TF9, C1+2+3	Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate. 🔗TF9, C4	

	10. Playful and creative use of language	Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively, and across other languages as appropriate. ⌘TF10, C1+2	Manipulate language creatively through listening and responding to the aesthetic and creative aspects of language, at sound, word, sentence and text level. Use language playfully and creatively in their own conversations and texts and across other languages as appropriate. ⌘TF10, C3+4
	11. Information giving, explanation and justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language. ⌘TF11, C3+4	Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.
	12. Description, prediction and reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts. ⌘TF12, C3+4	Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.

Torthaí Foghlama don Teanga ó Bhéal (T2)

Gné	Uimhir agus lipéad	Céim 1: Naíonáin shóisearacha agus naíonáin shinsearacha Trí eispéiris chuí foghlama spraíúla ba cheart go mbeadh páistí in ann	Céim 2: Rang 1 agus rang 2 Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann	Céim 3: Rang 3 agus rang 4 Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann	Céim 4: Rang 5 agus rang 6 Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann
Cumarsáid	1. Rannpháirtíocht,	Spéis agus comhaird a léiriú agus éisteacht go gníomhach le Gaeilge	Spéis agus comhaird a léiriú agus stór focal a shealbhú trí éisteacht	Éisteacht go gníomhach le comhráite agus le téacsanna i réimse	Éisteacht go gníomhach le comhráite agus le téacsanna i réimse seánraí agus i

	éisteacht agus aird	shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi, cé nach gá go dtuigfeadh siad gach focal. 🔗LO1, S1+2	go gníomhach le Gaeilge shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi agus cúiseanna faoi leith, cé nach gá go dtuigfeadh siad gach focal. 🔗LO1, S1+2	seánraí agus i dteangacha éagsúla, nuair is cuí. Brí agus taitneamh a bhaint as na comhráite agus na téacsanna sin. Éisteacht go gníomhach le réimse réimeanna teanga, canúintí, agus blasanna ar mhaithe le cuspóirí ar leith. 🔗LO1, S3	dteangacha éagsúla, nuair is cuí. Brí agus taitneamh a bhaint as na comhráite agus na téacsanna sin. Éisteacht go gníomhach le réimse réimeanna teanga, canúintí, agus blasanna ar mhaithe le cuspóirí ar leith. Comparáidí a dhéanamh idir na réimeanna teanga, na canúintí agus na blasanna sin. 🔗LO1, S3
	2. Inspreagadh agus rogha	Téacsanna a roghnú agus éisteacht leo i gcomhair pléisiúir agus spéise. 🔗LO2, S1+2	Téacsanna a roghnú agus a chruthú ar ábhar spéise. 🔗LO2, S1+2	Téacsanna ó bhéal i réimse seánraí trasna an churaclaim a roghnú ar mhaithe le pléisiúr, spéis agus cuspóirí ar leith. 🔗LO2, S3	Éisteacht le téacsanna agus a gcuid tuairimí faoi na téacsanna sin a chur in iúl. 🔗LO2, S4
	3. Gnásanna sóisialta agus feasacht ar dhaoine eile	A aithint go n-athraíonn an stíl chainte ag brath ar an ngaol idir na daoine agus ag brath ar an lucht éisteachta. Feidhmiú mar chuid de ghrúpa agus roinnt focail/frásaí Gaeilge á n-úsáid.	Leas a bhaint as noirm shóisialta chuí chun comhrá gearr a thosú, taitneamh a bhaint as, agus le tacaíocht ó chainteoir a bheith ábalta é a choimeád ar siúl ag úsáid roinnt focail/frásaí Gaeilge in abairt Bhéarla agus/nó	Gnásanna sóisialta teanga a úsáid agus tús á chur le comhrá nó páirt á glacadh i gcomhrá bunaithe ar ábhar pearsanta agus ar ábhair an churaclaim. 🔗LO3, S3	Gnásanna sóisialta teanga a úsáid agus tús á chur le comhrá nó páirt á glacadh i gcomhrá bunaithe ar ábhar pearsanta agus ar ábhair an churaclaim, agus teanga a úsáid go muiníneach chun oibriú i bpáirt le daoine eile.

		🔗LO3, S1	Ghaeilge in éineacht le geáitsí chun eolas i dtaobh ábhar nó eispéireas a bhfuil cur amach aige air a roinnt. Focail agus frásaí Gaeilge a úsáid laistigh de ghníomhaíochtaí páirteacha. 🔗LO3, S2		Stíl agus tuin chainte a chur in oiriúint do lucht éisteachta agus do chuspóirí éagsúla i réimse seánraí labhartha. 🔗LO3, S3
	4. Struchtúr abairte agus gramadach	Frásaí coitianta agus abairtí bunúsacha a úsáid. 🔗LO4, S1+2	Abairtí gearra a chruthú leis an struchtúr ceart den chuid is mó chun eolas a thabhairt agus cur síos a dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu. 🔗LO4, S1+2	Abairtí a chruthú ag úsáid aimsir chaite agus aimsir láithreach na mbriathra go cuí chun eolas a thabhairt agus cur síos a dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu. 🔗LO4, S1+2	Úsáid a bhaint as abairtí leanúnacha leis an aimsir cheart, le hord ceart na bhfocal agus le struchtúr ceart na habairte. Úsáid chuí na gramadaí a léiriú agus difríochtaí idir struchtúr abairte agus struchtúr gramadaí a aithint i dteangacha agus i gcanúintí éagsúla. 🔗LO4, S3+4
	5. Stór focal	Éisteacht le cainteoir agus leideanna éagsúla ar nós geáitsí, fíorábhar, nó tuin chainte a úsáid chun teacht ar an bpríomhtheachtaireacht	Ciall a bhaint as focail/frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós gheáitsí agus thuin chainte an chainteora, focail	Beannachtaí, nathanna cainte, agus frásaí coitianta a úsáid le tuin agus le foghraíocht chuí.	Réimse leathan beannachtaí, nathanna cainte agus frásaí coitianta a úsáid le tuin agus le foghraíocht chuí.

		agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla. Úsáid a bhaint, le linn spraoi agus comhrá as roinnt focail/frásaí Gaeilge bunúsacha a chloiseann siad go minic. 🔗LO5, S1+2	ghaolmhara, pictiúr, gníomhaíochtaí, mímeanna nó ón gcomhthéacs nó trí éisteacht le cur síos ar an bhfocal. Úsáid chuí a bhaint, le linn spraoi, comhrá agus tuairisciú, as stór focal/frásaí bunúsacha a bhaineann le topaicí a bhfuil cur amach acu orthu agus focail/frásaí Gaeilge a bhaineann leis an timpeallacht scoile agus le saol an pháiste, in abairt Bhéarla agus/nó Ghaeilge. 🔗LO5, S1+2	Úsáid a bhaint as stór focal agus frásaí ó bhéal, ina measc teanga a bhaineann le téacs agus le topaic. Straitéisí éagsúla a úsáid chun stór focal agus frásaí a shealbhú ó fhoinsí éagsúla. 🔗LO5, S3	Úsáid a bhaint as réimse níos leithne de stór focal agus de fhrásaí i réimse seánraí. Straitéisí éagsúla a roghnú agus a úsáid chun stór focal agus frásaí a shealbhú ó fhoinsí éagsúla. 🔗LO5, S3
	6. Léiriú tuisceana	Tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghníomh nó fhreagra cuí a thabhairt as Béarla, nó trí fhocail nó frásaí coitianta Gaeilge a úsáid agus thrí threoracha gearra a leanúint. Éisteacht go gníomhach le téacsanna agus iad a thuiscint agus a phlé.		Tuiscint a léiriú trí threoracha a leanúint agus a thabhairt. Tuiscint a léiriú trí scéilíní, míniúcháin agus cur síos a thuiscint.	
Fiosrú agus úsáid	7. Iarratais agus ceisteanna	Úsáid a bhaint as gníomhartha agus/nó comhrá coitianta chun riachtanais agus roghanna pearsanta a chur in iúl, chun iarratais a dhéanamh. 🔗LO7, S1+2		Tuairimí agus roghanna pearsanta a chur in iúl go muiníneach.	Riachtanais, tuairimí, agus roghanna pearsanta a chur in iúl agus iarratais a

		Tuiscint ar cheisteanna dúnta a léiriú. 🔗LO7, S1+2	Ceisteanna simplí dúnta a chur agus freagraí gearra simplí a thabhairt, chun teacht ar eolas agus ar thuiscint. 🔗LO7, S1+2	Ceisteanna oscailte agus dúnta a chur agus a fhreagairt, chun cabhair a lorg, eolas agus tuiscint a fháil. 🔗LO7, S3+4	dhéanamh go neamhspléach agus go muiníneach. Réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla. 🔗LO7, S3+4
8. Catagóiriú	Daoine, rudaí agus imeachtaí a aithníonn siad a ainmniú. 🔗LO8, S1+2	Daoine, rudaí, imeachtaí agus eispéiris a aithníonn siad a ainmniú agus cur síos gearr a dhéanamh orthu trí úsáid a bhaint as focail/geáitsí. 🔗LO8, S1+2	Daoine, rudaí, imeachtaí, eispéiris, agus tuairimí bunaithe ar ábhair éagsúla a ainmniú, a mhíniú agus catagóiriú a dhéanamh orthu. 🔗LO8, S3+4	Catagóirí a chruthú, a mhíniú agus údar a thabhairt leo ar ábhar trasna an churaclaim agus ar ábhar nach bhfuil cur amach aige orthu. 🔗LO8, S3+4
9. Athinsint agus mion léiriú	Taitneamh a bhaint as éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú. 🔗LO9, S1+2	Scéalta gearra atá cloiste acu a athinsint, ag úsáid teanga/frásaí ón téacs agus/nó ag úsáid a gcuid focal féin. 🔗LO9, S1+2	Scéalta pearsanta/ neamhphearsanta a insint agus a athinsint san ord ceart do luchtanna éisteachta éagsúla. Aimsirí agus stór focal oiriúnach a úsáid don chur síos. 🔗LO9, S1+2	Scéalta pearsanta/neamhphearsanta agus scéalta samhlaíocha a insint ag déanamh cur i láthair struchtúrtha do luchtanna éisteachta éagsúla. Aimsirí agus stór focal oiriúnach a úsáid don chur síos. 🔗LO9, S3+4
10. Teanga a úsáid go spraíúil	Aird a léiriú, éisteacht le hathrá ar dhánta, rannta agus amhráin ghearra	Athrá a dhéanamh ar dhánta, rannta agus amhráin ghearra	Éisteacht le gnéithe aeistéitiúla agus cruthaitheacha na teanga	Éisteacht le gnéithe aeistéitiúla agus cruthaitheacha na teanga

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
	agus go cruthaitheach	Ghaeilge, agus páirt a ghlacadh iontu. 🔗LO10, S1+2	Ghaeilge, agus freagairt dóibh le geáitsí/focail. 🔗LO10, S1+2	labhartha i réimse seánraí agus spraoi a bheith acu leo. 🔗LO10, S3+4	labhartha i réimse seánraí agus spraoi a bheith acu leo, chun cuidiú leo a dteanga labhartha féin a fhorbairt. 🔗LO10, S3+4
	11. Eolas, míniú agus údar a thabhairt			Pointí eolais a fháil agus a mhíniú, agus údar a thabhairt leo. Úsáid a bhaint as teanga a bhaineann leis an ábhar atá á phlé, le tacaíocht. 🔗LO11, S1+2	Eolas cuí a roghnú agus a úsáid chun tuairimí agus smaointe a chur in iúl go soiléir. 🔗LO11, S1+2
	12. Cur síos, tuar agus machnamh			Cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha, imeachtaí agus próisis a bhaineann le comhthéacsanna réalaíocha. 🔗LO12, S1+2	Cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha,imeachtaí agus próisis a bhaineann le comhthéacsanna réalaíocha agus samhlaíocha ag úsáid teanga go muiníneach. 🔗LO12, S1+2

Learning Outcomes for Reading (L1)

Element	Number and label	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth classes	Stage 4: Fifth and sixth classes
			Through appropriately engaging learning	**Through appropriately engaging learning**	**Through appropriately engaging learning**

		Through appropriately playful learning experiences, children should be able to	experiences, children should be able to	experiences, children should be able to	experiences, children should be able to
Communicating	1. Engagement	Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers. Discover and explore texts in various languages. 🔗TF1, C1+2+3		Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum. Engage with texts of increasing complexity and discover and explore texts in various languages. 🔗TF1, C4	
	2. Motivation and choice	Choose, read and communicate about text in a range of genres and languages for pleasure and interest. 🔗TF2, C1	Choose, read and communicate about text in a range of genres and languages for pleasure, interest and specific purposes. 🔗TF2, C2+3	Choose, read and critically respond to texts in a range of genres and languages across the curriculum for pleasure, interest and specific purposes. 🔗TF2, C4	
Understanding	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text. 🔗TF3, C1+2	Use conventions of print and sentence structure to help understand text. 🔗TF3, C3	Analyse and compare conventions of print in texts of increasing complexity. Analyse sentence structures, including simple, compound and complex sentences in texts. Compare sentence structures and texts in various languages. 🔗TF3, C3+4	
	4. Phonological and phonemic awareness	Play with, recognise and manipulate sounds such as syllables, rhyme, onset-rime and phonemes in spoken words. 🔗TF4, C2		Compare sounds and patterns in words found in texts in various genres across the curriculum.	

33

			Recognise and compare sounds in words in English, Irish, other languages and across dialects and accents. 🔗TF4, C3+4
	5. Phonics, word recognition, and word study	Recognise, name and sound all lower- and upper-case letters and common letter patterns, displaying some word-identification strategies when reading instructional and independent-level texts.	Use phonic knowledge and a range of word identification strategies with flexibility and confidence when reading instructional and independent-level texts. 🔗TF5, C2+3	Use a range of word identification strategies flexibly and with confidence when reading instructional and independent-level texts across the curriculum. Use existing language skills and knowledge to decipher text in other languages. 🔗TF5, C4
	6. Vocabulary	Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently. Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning. 🔗TF6, C1+2+3	Acquire appropriate vocabulary to support the independent comprehension of text. Draw on a developing knowledge of word structure and word parts, including some prefixes and suffixes, to clarify and discuss the meaning of words. 🔗TF6, C1+2+3	Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts. Draw on an increasing knowledge of word structure and word parts, including prefixes, suffixes and root words, to independently uncover the meaning of words encountered in texts. Use knowledge of synonyms, antonyms, homonyms, homographs and homophones to clarify and discuss the meaning of new and known vocabulary. Use appropriate reference materials to independently uncover the meaning of unknown words. 🔗TF6, C3+4

Exploring and using	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	Experience and respond to the aesthetic, creative and imaginative aspects of texts and a wider range of genres justifying preferences and opinions. 🔗TF7, C3	Identify and discuss features of texts which convey a particular purpose, genre, or voice and infer meanings which are not explicitly stated. Respond to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum and defend their preferences and opinions. 🔗TF7, C4	Recognise and examine the implications of culture and identity on the creation of texts across a range of genres. Critically reflect on their response to the aesthetic, creative, and imaginative aspects of a wide range of texts in various genres across the curriculum.
	8. Response and author's intent	Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss author's intent. 🔗TF8, C3+4		Compare, contrast and critically reflect on the intent of different authors and discuss various interpretations of text in a wide range of genres.	
	9. Comprehension	Recall, discuss and sequence significant details and identify key points of information in text. 🔗TF9, C1+2		Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.	Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.
		Draw on background knowledge as well as a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively. 🔗TF9, C2	Draw on a repertoire of comprehension strategies and background knowledge to comprehend text independently or collaboratively. 🔗TF9, C3+4		

					Compare and synthesise information, thoughts, and ideas from a variety of text sources.
	10. Fluency and self-correction	Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently. 🔗TF10, C2+3+4		Read texts in a variety of genres effortlessly with appropriate pace, accuracy and expression for a variety of audiences.	

Torthaí Foghlama don Léitheoireacht (T2)				
Gné	Uimhir agus lipéad	**Céim 1: Naíonáin shóisearacha agus naíonáin shinsearacha** **Trí eispéiris chuí foghlama spraíúla ba cheart go mbeadh páistí in ann**	**Céim 2: Rang 1 agus r** **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**	**Céim 3: Rang 3 agus rang 4** **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**	**Céim 4: Rang 5 agus rang 6** **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**
Cumarsáid	1. Rannpháirtíocht	Taitneamh a bhaint as éisteacht le scéalta gearra simplí á léamh. 🔗LO1, S1+2	A thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus léaráidí. 🔗LO1, S1+2	Páirt a ghlacadh i léitheoireacht agus taitneamh a bhaint as éisteacht léi. Iad féin a aithint mar léitheoirí. Taitneamh a bhaint as téacsanna a léamh agus brí na bhfocal, na bhfrásaí, agus na léaráidí i dtéacs a phlé.	Iad féin a aithint mar léitheoirí. A spéis/sásamh sa litríocht agus sa léitheoireacht i réimse seánraí trasna an churaclaim a fhorbairt. 🔗LO1, S3+4

				Téacsanna i dteangacha éagsúla a fhiosrú. 🔗LO1, S1+2	
	2. Inspreagadh agus rogha	Téacs a roghnú ar mhaithe le pléisiúr nó spéis. 🔗LO1, S1	Téacs gearr simplí a roghnú ar mhaithe le pléisiúr nó spéis agus é a phlé ina bhfocail féin, le tacaíocht. 🔗LO1, S2	Téacs i réimse seánraí a roghnú, a léamh, agus a phlé ar mhaithe le pléisiúr, cuspóirí ar leith agus spéis. 🔗LO2, S2	Téacs i réimse seánraí a roghnú agus a phlé ar mhaithe le pléisiúr, spéis, agus cuspóirí ar leith. Machnamh a dhéanamh ar na téacsanna sin. 🔗LO2, S3+4
Tuis cint	3. Gnásanna cló agus struchtúr abairte	Gnásanna bunúsacha an chló a aithint agus a úsáid. 🔗LO3, S1	Gnásanna an chló a aithint agus a úsáid. 🔗LO3, S1	Gnásanna an chló a úsáid chun brí a bhaint as téacs. Struchtúr abairte a thabhairt faoi deara agus a phlé. 🔗LO3, S2	Staidéar a dhéanamh ar struchtúr na habairte, idir abairtí simplí, abairtí comhshuite agus abairtí casta, i dtéacsanna. Comparáid a dhéanamh idir struchtúr abairte na Gaeilge agus struchtúr abairte i dteangacha eile. 🔗LO3, S3+4
	4. Feasacht fhóineolaíoch agus fhóinéimeach		Imirt le fuaimeanna ar nós siollaí, ríme, comhfhuaim ríme agus fóinéimí i bhfocail labhartha, agus iad a aithint. 🔗LO4, S1+2	Fuaimeanna ar nós siollaí, ríme, tús fhoghar, foghair deiridh, agus fóinéimí i bhfocail labhartha agus scríofa a aithint.	
				Comparáid a dhéanamh idir fuaimeanna na Gaeilge, fuaimeanna an Bhéarla agus fuaimeanna i dteangacha eile. 🔗LO4, S3+4	Canúintí agus blasanna éagsúla a bhíonn i dtéacsanna a aithint agus a phlé. 🔗LO4, S3+4

5. Fónaic, aithint focal agus staidéar ar fhocail		Feasacht foghraíochta bhunúsach a úsáid agus tús a chur le roinnt straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ar a leibhéal teagaisc agus leibhéal neamhspleách. 🔗LO5, S2	Gach litir ó aibítir na Gaeilge a ainmniú agus a fhuaimniú. Patrúin choitianta litreacha, agus straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách. Foghraíocht na Gaeilge a úsáid le linn léitheoireachta. 🔗LO5, S2	Feasacht fóineolaíochta agus réimse straitéisí aitheanta focal a úsáid agus iad ag léamh téacsanna ag a leibhéal teagaisc agus ag leibhéal neamhspleách. Cosúlachtaí agus difríochtaí idir focail agus patrúin i bhfocail a aithint agus a fhiosrú i dtéacsanna, i seánraí agus i dteangacha éagsúla. 🔗LO5, S3+4
6. Stór focal	Stór focal a shealbhú trí éisteacht le téacsanna éagsúla agus iad a phlé le daoine eile. 🔗LO6, S1		Stór focal/teanga nua léitheoireachta a thuiscint, a shealbhú agus a phlé agus é a úsáid. Úsáid a bhaint as an gcomhthéacs agus leideanna sa téacs chun focail nua a thuiscint agus a shealbhú. 🔗LO6, S1	Stór focal cuí a shealbhú chun tacú le tuiscint ar théacs go neamhspleách nó i bpáirt. Úsáid a bhaint as réimse straitéisí tuisceana agus eolais chun brí focal/frásaí nua a dheimhniú agus a phlé. 🔗LO6, S2 Comhchiallaigh, frithchiallaigh, comhainmneacha, iarmhíreanna, táthmhíreanna, agus fréamhfhocail a aithint i dtéacsanna agus iad a phlé. 🔗LO6, S3+4

Fiosrú agus úsáid	7. Cuspóir, seánra agus guth	Taithí a fháil agus freagairt do théacs trí úsáid a bhaint as geáitsí agus/nó comhrá. 🔗LO7, S1	Tuairimí mar gheall ar théacs a chur in iúl trí úsáid a bhaint as geáitsí agus/nó comhrá. 🔗LO7, S1	Taithí a fháil ar agus freagairt do ghnéithe aeistéitiúla, cruthaitheacha agus samhlaíocha téacs i réimse seánraí. 🔗LO7, S2	Freagairt do ghnéithe aeistéitiúla, samhlaíocha agus cruthaitheacha téacs agus roghanna ar na gnéithe sin a chosaint agus údar a thabhairt leo. 🔗LO7, S3
	8. Freagairt agus intinn an údair			Éisteacht le téacs agus a gcuid tuairimí agus smaointe a roinnt agus a phlé. 🔗LO8, S1+2	Na tuiscintí éagsúla a bhaineann le téacs a aithint agus a phlé. 🔗LO8, S1+2
	9. Tuiscint	Éisteacht leis na sonraí is tábhachtaí i dtéacs gearr simplí agus tuiscint a léiriú orthú. Léaráidí i dtéacs a úsáid mar áis chun eolas breise a fháil faoin téacs. 🔗LO9, S1+2	Éisteacht le téacs agus na sonraí is tábhachtaí a thabhairt chun cuimhne. Úsáid a bhaint as eolas cúlra agus 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, S1+2	Sonraí tábhachtacha i dtéacs a aithint, a phlé agus a athinsint san ord ceart go neamhspleách nó i bpáirt le daoine eile. 🔗LO9, S1+2	Úsáid a bhaint as straitéisí tuisceana chun dul i ngleic le téacs go neamhspleách agus i bpáirt le daoine eile. 🔗LO9, S1+2
	10. Líofacht agus féincheartú		Téacsanna atá ag a leibhéal teagaisc agus ag leibhéal neamhspleách a léamh agus iad ag éirí níos cruinne agus níos líofa de réir a chéile. 🔗LO10, S1+2	Téacsanna teagaisc agus téacsanna ag leibhéal neamhspleách a léamh i réimse seánraí ag luas réasúnta agus le tuiscint, agus féin cheartú neamhspleách a dhéanamh. 🔗LO10, S1+2	

		Learning Outcomes for Writing (L1)			
Element	**Number and label**	**Stage 1: Junior and senior infants** **Through appropriately playful learning experiences, children should be able to**	**Stage 2: First and second classes** **Through appropriately engaging learning experiences, children should be able to**	**Stage 3: Third and fourth classes** **Through appropriately engaging learning experiences, children should be able to**	**Stage 4: Fifth and sixth classes** **Through appropriately engaging learning experiences, children should be able to**
Communicating	1. Engagement	Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others. 🔗TF1, C1+2	Recognise themselves as writers, take part in and enjoy writing, across languages where appropriate, to communicate with others. 🔗TF1, C3	Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate, and across the curriculum. Use writing as a tool to clarify and structure thought and to express individuality. 🔗TF1, C4	
	2. Motivation and choice	Choose appropriate tools, content and topics for their own writing and select texts for sharing with others. 🔗TF2, C1+2+3		Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences. 🔗TF2, C4	
Understanding	3. Conventions of print and sentence structure	Use basic conventions of print and sentence structure. 🔗TF3, C1+2	Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing. 🔗TF3, C3+4	Use increasingly-nuanced print conventions in their independent writing. Use a variety of simple, compound and complex sentence structures, varying sentence length to suit the audience, style and tone of their writing.	

4. Spelling and word study	Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling. Spell high-frequency and high-interest words accurately.	Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words. Spell a wide range of high-frequency words accurately and begin to use reference materials to check and correct spelling. 🔗TF4, C2+3	Analyse how letter-sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing. Use appropriate reference materials to independently check and correct spelling. 🔗TF4, C4	
5. Vocabulary	Use a growing range of vocabulary from their personal experiences and engagement with text and use language playfully and creatively in their writing. 🔗TF5, C2+3	Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. 🔗TF5, C3	Examine, select and justify appropriate vocabulary to create text across a range of genres and other languages where appropriate for a variety of purposes and audiences. 🔗TF5, C4	Examine, select and justify appropriate vocabulary to create text of increasing complexity across a range of genres and other languages where appropriate for a variety of purposes and audiences. Evaluate the aesthetic, creative, figurative and imaginative dimensions of language in their writing. Evaluate how vocabulary is used in various contexts in their writing.

Exploring and using	6. Purpose, genre, and voice	Draw and write with a sense of purpose and audience while creating texts in a range of genres and other languages where appropriate. Explore and use the typical text structure and language features associated with a variety of genres. Develop an individual voice to share their thoughts, knowledge and experiences. 🔗TF6, C1+2+3+4		Create text for a wide variety of authentic purposes, demonstrating an increasing understanding of the influence of the audience on their work. Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum. Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.
	7. Writing process and creating text	Use the writing process when creating texts collaboratively or independently. 🔗TF7, C2+3		Identify and evaluate skills and strategies associated with writing as a process and use them to create texts independently and/or collaboratively across a range of genres, in other languages where appropriate and across the curriculum for a variety of purposes and audiences. 🔗TF7, C4 Use appropriate language to evaluate and discuss revisions and edits to texts created in a range of genres for a variety of purposes and audiences.
	8. Response and author's intent	Share the meaning of their own texts and demonstrate understanding through responding to the texts of others. 🔗TF8, C1+2	Elaborate on the meaning of their own writing and discuss the texts of others showing an emerging recognition of the author's intent. 🔗TF8, C3+4	Examine and critically reflect on their own intent and influences as authors. Discuss and evaluate others' interpretation of their texts.

| | 9. Handwriting and presentation | Write upper- and lower-case letters as separate, flowing letters and present texts in a range of formats. | Write legibly and fluently in a chosen script and present texts in a range of formats. 🔗TF9, C3 | Write legibly and fluently in a chosen script using a personal style and present texts in a range of formats. 🔗TF9, C4 | Select, justify, and recommend appropriate writing and presentation styles to create and present texts in a range of formats. |

Torthaí Foghlama don Scríbhneoireacht (T2)

Gné	Uimhir agus lipéad	Céim 1: Naíonáin shóisearacha agus naíonáin shinsearacha **Trí eispéiris chuí foghlama spraíúla ba cheart go mbeadh páistí in ann**	Céim 2: Rang 1 agus rang 2 **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**	Céim 3: Rang 3 agus rang 4 **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**	Céim 4: Rang 5 agus rang 6 **Trí eispéiris chuí foghlama tarraingteach ba cheart go mbeadh páistí in ann**
Cumarsáid	1. Rannpháirtíocht	Taitneamh a bhaint as marcanna agus líníocht a dhéanamh agus a gcuid scríbhneoireachta ag teacht chun cinn. 🔗LO1, S1	Páirt a ghlacadh sa scríbhneoireacht pháirteach, agus taitneamh a bhaint aisti. 🔗LO1, S1	Iad féin a aithint mar scríbhneoirí, páirt a ghlacadh i scríbhneoireacht agus taitneamh a bhaint aisti, chun cumarsáid a dhéanamh le daoine eile. 🔗LO1, S2	Taitneamh a bhaint as téacsanna a chruthú chun cumarsáid a dhéanamh le daoine eile. Dearcadh dearfach agus cuspóirí éagsúla a bheith ag páistí agus iad ag cur a gcuid smaointe in iúl i réimse seánraí. Scríbhneoireacht a úsáid chun smaointe a shoiléiriú, agus chun a bhféiniúlacht a chur in iúl. 🔗LO1, S3+4

	2. Inspreagadh agus rogha	I gcomhpháirt leis an múinteoir, líníochtaí nó a gcuid scríbhneoireachta atá ag teacht chun cinn a phlé le daoine eile. 🔗LO2, S1+2	I gcomhpháirt leis an múinteoir, uirlisí cuí a úsáid agus topaic agus ábhar a roghnú chun téacs páirteach a chumadh agus a roghnú le roinnt le daoine eile. 🔗LO2, S1+2	Rogha a dhéanamh maidir le topaic, ábhair, uirlisí cuí don scríbhneoireacht pháirteach nó neamhspleách. Téacsanna a roghnú le roinnt le daoine eile. 🔗LO2, S1+2	Uirlisí, straitéisí agus ábhar a mheas agus a roghnú chun téacs a chruthú i réimse seánraí. 🔗LO2, S3+4
Tuiscint	3. Struchtúr abairte agus gnásanna cló	Gnásanna an chló a aithint. 🔗LO3, S1	Roinnt abairtí gearra iomlána a scríobh le tacaíocht, ag baint úsáid as gnásanna an chló. 🔗LO3, S1	Struchtúr abairte agus gnásanna cló cuí a úsáid agus iad ag cumadh téacsanna i bpáirt le daoine eile nó go neamhspleách. 🔗LO3, S2	Úsáid a bhaint as struchtúr abairte, aimsirí cearta na mbriathra, agus nascfhocail ina gcuid scríbhneoireachta i seánraí éagsúla. 🔗LO3, S2
	4. Litriú agus staidéar ar fhocail		Úsáid a bhaint ina gcuid scríbhneoireacht pháirteach as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs. 🔗LO4, S2	Litreacha ó aibítir na Gaeilge a aithint, a ainmniú, agus a fhuaimniú. Úsáid a bhaint as roinnt litrithe chirt, ag tarraingt ar an eolas atá acu faoi phatrúin fuaime agus patrúin litreacha. Tosú ar thuiscint a léiriú ar athruithe gramadaí agus iad a úsáid i bhfrásaí coiteanna ina gcuid scríbhneoireachta. 🔗LO4, S2	Réimse focail ardmhinicíochta a litriú go cruinn agus straitéisí litrithe a úsáid chun focail neamhaitheanta a litriú. Ábhair thagartha a úsáid go neamhspleách chun litrithe a cheartú agus a sheiceáil A aithint go n-athraíonn focail Ghaeilge uaireanta de réir chomhthéacs na gramadaí (séimhiú, úrú, uimhir iolra, tuiseal ginideach). Cosúlachtaí agus difríochtaí idir focail agus patrúin litreacha i dteangacha

					(Gaeilge, Béarla agus teangacha eile) agus i seánraí éagsúla a aithint. 🔗LO4, S3+4
	5. Stór focal		Úsáid a bhaint ina gcuid scríbhneoireacht pháirteach as stór focal atá á fhorbairt acu trína dtaithí phearsanta agus trí dhul i ngleic le téacs. 🔗LO5, S1	Úsáid a bhaint as stór focal óna dtaithí phearsanta agus óna dtaithí ar phlé le téacs. Teanga a úsáid go spraíúil agus go cruthaitheach. 🔗LO5, S1+2	Teanga agus stór focal ábhartha a roghnú chun téacsanna a chruthú i réimse seánraí ar mhaithe le cuspóirí agus luchtanna éisteachta/léite éagsúla. Cúiseanna a thabhairt leis na roghanna sin. 🔗LO5, S3
Fiosrú agus úsáid	6. Cuspóir, seánra agus guth	Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh go minic. 🔗LO6, S1+2	Líníocht a mbeidh cuspóirí éagsúla léi a dhéanamh agus giotaí gearra simplí a scríobh chun smaointe a chur in iúl agus an múinteoir ag gníomhú mar scríobhaí. 🔗LO6, S1+2	Téacsanna simplí a chruthú i réimse seánraí. 🔗LO6, S1+2	Téacsanna i réimse seánraí a chruthú agus iad ag díriú ar an gcuspóir agus an lucht éisteachta. Iniúchadh a dhéanamh ar struchtúr téacs agus gnéithe teanga a bhaineann le réimse seánraí agus iad a úsáid ina gcuid scríbhneoireachta. A nguth pearsanta a fhorbairt agus téacsanna á gcruthú acu chun a gcuid tuairimí, eolais agus taithí a roinnt le daoine eile. 🔗LO6, S1+2
	7. Próiseas na scríbhneoireachta agus ag cruthú téacs		Próiseas na scríbhneoireachta a aithint agus tús a chur le leas a bhaint as chun téacs a	Téacsanna a chruthú i gcomhpháirt le daoine eile agus/nó go neamhspleách	Scileanna agus straitéisí a bhaineann leis an scríbhneoireacht mar phróiseas a úsáid chun téacsanna a

			scríobh i gcomhpháirt leis an múinteoir. 🔗LO7, S1+2	agus leas á bhaint as próiseas na scríbhneoireachta. 🔗LO7, S1+2	chruthú go neamhspleách agus/nó i bpáirt le daoine eile, i réimse seánraí. 🔗LO6, S3+4
	8. Freagairt agus intinn an údair	Tuiscint ar théacsanna gearra simplí a léadh dóibh, agus mothúcháin ina leith, a léiriú trí léaráidí/pictiúir a tharraingt. 🔗LO8, S1	A gcuid pictiúr agus scríbhneoireacht phearsanta a roinnt le daoine eile agus iad a phlé, le tacaíocht. 🔗LO8, S1	Brí a gcuid téacsanna féin a roinnt. Freagairt do théacs daoine eile chun tuiscint a léirú. 🔗LO8, S2	Brí a gcuid téacsanna féin a roinnt. Freagairt do théacs daoine eile chun tuiscint a léiriú. Tuairimí daoine eile ar a gcuid téacsanna a phlé. 🔗LO8, S2
	9. Peannaireacht agus cur i láthair			Scríobh ag baint úsáid as stíl scríbhneoireachta atá roghnaithe. Téacsanna a chur i láthair i réimse formáidí. 🔗LO9, S2	Scríobh go hinléite agus go líofa agus úsáid á baint acu as stíl scríbhneoireachta atá rognaithe. Téacsanna a chur i láthair i réimse formáidí. 🔗LO9, S3

Learning Outcomes for MFL at Stage 3 and Stage 4

Three key competencies are embedded in each of the Learning Outcomes for MFL. The key competencies are identified using initials (as outlined in Table 5 below) directly after each Learning Outcome.

In each instance, the three key competencies most relevant to the Learning Outcome are identified. It should be noted that in many instances other key competencies, outside of the three identified, are also embedded in the Learning Outcomes

Table 5: Key competencies identified within Learning Outcomes

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

Stages 3 & 4: Third Class to Sixth Class – Learning Outcomes for building an awareness of languages and cultures

Element	Number and label	Learning Outcome		
		Oral Language	Reading	Writing
		Stage 3: Third and fourth classes	**Stage 4: Fifth and sixth classes**	
		Through appropriately playful and engaging learning experiences, children should be able to:		
Building an awareness of languages and cultures	**1. Exploring language and language systems**	explore the origins of words, expressions, and phrases in and across languages. AL, C, M.		
		investigate how languages influence and relate to each other. AL, DL, M.		
		explore and demonstrate an understanding of language and language systems, * how they compare to one another and the uniqueness of each language. AL, CL, M.		
		investigate the languages used in the classroom, school, wider community and the wider world and present examples from everyday experiences. AC, AL, W.		
	2. Understanding myself as a language learner	explore and reflect on how and why we learn languages and identify and share the most useful and personally effective ways for learning languages. AL, CL, DL.		
		use knowledge, strategies and skills already mastered in one language, to assist understanding and communication in other language(s). AL, CL, M.		
		use all the languages they know to engage with curriculum topics and topics of personal interest.		
		recognise similarities and differences between languages to help make connections (e.g., word order, cognates, sound patterns). AL, CL, M.		
	3. Developing intercultural awareness	explore and celebrate their own and other cultures across the classroom, school, local community and wider world, discussing them sensitively and respectfully. AC, C, W.		
		demonstrate an understanding of the connection between linguistic communities and their associated cultures, as well as other factors which can influence the development of culture(s). AC, C, W.		

Authentic texts are created and published for a real audience/the public. They may include songs, poems, tongue twisters, rhymes, short videos, timetables, leaflets, brochures, posters, menus, basic application forms, etc. Pedagogic texts, on the other hand, are specifically created to support language learning.

Celebrations may include birthdays, holidays, feast days, traditional dance and songs.

Cognates: Words in two or more languages that are similar in form and meaning (e.g., apple, der Apfel). Cognates are an example of positive transfer of knowledge from one language to another.

Concrete objects: Items which children can see, touch and relate to in their immediate surroundings, e.g., classroom items.

Familiar topics: Topics relating to everyday life, children's lived experience and cross-curricular topics which are used and reinforced regularly, such as feelings/emotions, games, questions, expressing opinions, numbers, classroom routines, etc.

Language system: refers to the elements, units, patterns, and principles that make up a particular language. They may include words, sounds, patterns (e.g., plurals, word order, structure), writing systems (a script and the rules which govern how its characters/graphs go together), etc.

Personal topics: Topics relating to basic personal information and children's everyday lives, e.g., myself, my family, my local community, etc.

Supports include contextual cues (visuals, gestures, non-verbal cues, etc.), dictionary, non-verbal communication strategies (e.g., pointing, nodding, or making facial expressions, etc.).

Texts: All products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic, digital and multimodal.

The examples above are for illustrative purposes and not exhaustive.

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

Elements	Learning Outcomes		
	Oral Language	**Reading**	**Writing**
	Stage 4: Fifth and sixth classes		
	Through appropriately playful and engaging learning experiences, children should be able to:		
Developing communicative relationships	ask and answer very short and simple questions using common words and expressions in the target language to obtain and give very basic/basic information about concrete objects, and personal and familiar topics.* AC, AL CL.		
	start, maintain and end a short and simple interaction using very short and simple expressions, demonstrating an awareness of social conventions and drawing on supports* where necessary. AC, CL, W.		
	participate in very simple classroom routines, activities, tasks and interactions, including very simple games using the L3. AL, C, CL.		
Understanding the content and structure of language	identify and demonstrate understanding of key information in very short and simple texts*, that relate to concrete objects, and personal, and familiar topics (although they may not understand every word). AL, C, M.		
	recognise and demonstrate understanding of very short and simple words, questions, prompts, and instructions in the L3 related to everyday concrete objects, and personal, and familiar topics, drawing on supports* where necessary. AL, CL, DL,		
	recognise and pronounce a range of sounds and sound patterns relevant to the language being learned and compare them across languages. AC, AL, M.		
Exploring and using language	produce common words, formulaic expressions and phrases to give very basic/basic information on concrete objects, and personal, and familiar topics, using visuals, gestures, and supports to aid communication. AC, C, W.		
	prepare and recite very short and simple texts*, like a statement, poem, rhyme or song. C, CL,W.		
	gather, create, and share texts* using English, Irish, the L3, and other languages to demonstrate and celebrate what they have learned about their own and other cultures. AC, C, DL.		

6. The Primary Language Curriculum in Practice

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

Second and additional language learning

Most children travel along predictable pathways to learning their first language. Second and additional language learning is no exception and children learn Irish (and the L3 from Stage 4) in individual, but predictable ways. The learning of English as an additional language (EAL) will also broadly follow the same trajectory, but with greater exposure to the language and more opportunities to use it outside the school context.

Initially, children gradually realise that communication and meaning can be made in other languages and they begin to demonstrate understanding. Once they have acquired some words in the new language, they begin to mix and use these words in L1 sentences giving mixed utterances. If the new language is acquired in a familiar setting, they will learn words and phrases that are frequently used throughout the day. Therefore, in terms of Irish, it is recommended that Irish be used regularly during the day outside the timetabled Irish lesson. It can be used in school and the classroom as a language of communication and management. For example, to send a message, ask a question or seek help. A similar approach can be taken with the school's L3 from Stage 4.

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

MFL (Stage 3 and Stage 4)

MFL forms part of the Primary Language Curriculum for Stage 3 and Stage 4.

Stage 3 (Third and fourth classes)

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

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

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

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

Stage 4 (Fifth and sixth classes)

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

To ensure progression in learning the L3 at Stage 4, the same language will be taught to 5th and 6th classes. Exposure to the target language is a key feature of effective language instruction. Therefore, the use of the L3 as the principal medium of learning and teaching the L3 and the informal use of the L3 throughout the school day is also encouraged. It is acceptable for preparation and planning for the L3 to be demonstrated through the language of the school

The points below include some important considerations for children's second and additional language learning. All references to the L2 also apply to the learning of additional languages by young children. These processes similarly apply more implicitly to children's L1 as they continue to develop their L1 language skills throughout their years in primary school.

Children's second* language learning: Key principles

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

• Children become more autonomous and motivated language learners through opportunities for enjoyable interaction with others.

• Children learn key oral vocabulary and phrases through opportunities for imitation through stories, songs, play and daily routines.

• Children are engaged through opportunities for meaningful communication where they use contextual cues and prior knowledge for a real purpose.

• Children can avoid reinforcement of errors through explicit teaching of form, including certain features of grammar.

• Children's initial focus on meaning to develop implicit knowledge of the L2 is later supported by a focus on form.

• Children are taught through the target language, for example, Irish is taught through Irish in English-medium schools.

• Children's prior knowledge, stage of development, and interests are important starting points for planning their language learning.

• Children's L2 learning will increase and accelerate in line with increased exposure to the L2, for example, using Irish informally throughout the day.

• Children's language learning is increased through opportunities to produce language orally, non-verbally and in writing, in meaningful contexts, throughout the school day.

• Children's next steps in language learning are shaped by the extent to which their individual differences are recognised and responded to.

• Children's language progression is assessed through independently-produced language as well as teacher-led assessments.

The Communicative Approach

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

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

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

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

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

While the teacher may consider the early communicative phase as an appropriate starting point when introducing a new topic, language teaching, in general, may move fluidly across the phases.

The overriding goal for the teacher is to support the learner to communicate in the target language(s) as early and as often as possible.

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

Functions of Language

The functions of language are central to second and additional language learning. A person's use of language to achieve some communication goal is called a 'language function'. In order for children who are learning a second and additional language to function in their new language and communicate effectively, it is important that they have mastery of a number of functions of language. Functions of language enable children, for example, to introduce themselves to others, greet, ask questions, express, request and to structure their responses to others. The type of language a child uses will change depending on the child's role in the conversation, the people the child is talking to, and the context of the interaction. As such, there are many ways of fulfilling a language function.

A child is fulfilling language functions when communication is taking place. The child can fulfil the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. Language functions cannot be used in a vacuum and so, in order to attend to children's interests and language needs, it is recommended that the language is taught in the context of topics which relate to children's lives. The topics will create realistic contexts for using and teaching examples in language lessons. The teacher may teach specific expressions and phrases that are based on the needs and stage of the children. Progression in complexity of phrases should be evident as children become more proficient language users. In addition to this, children should be encouraged to use language creatively to fulfil these functions in situations that encourage spontaneous and authentic language use, drawing on their existing knowledge of language to do so. Further information on the functions of language is provided in Appendix 2, where six broad categories are further broken down. Support for teachers in working with the language functions is available in the Primary Language Toolkit.

Content and Language Integrated Learning (CLIL)

CLIL refers to situations where curriculum areas / subjects or parts of subjects are taught through an additional language. These lessons have dual-focused aims, namely the learning of content and the simultaneous learning of the target language, for example, teaching Art through Irish. CLIL affords children the opportunity to learn concepts, dispositions and skills in a particular curriculum area through Irish, and to develop their confidence by using their new language skills in authentic communicative contexts outside of the discrete language lesson. For teachers, it provides opportunities for integrating Irish across the curriculum in an active and meaningful way and also increases children explosure to the language. An important consideration in this regard is the teacher's confidence and proficiency in the language. Teachers may begin their planning by choosing a subject in which they are comfortable communicating through Irish, that lends itself to CLIL and that offers opportunities for discussion and active engagement by children in groups. The language that children will need to take part in the CLIL lesson should be introduced in

language lessons, and then revisited and revised over the course of the school day and, finally, used and reinforced in the CLIL lesson where it is used to learn subject content. A Support Material on using CLIL for Irish across all stages (and the school's L3 in Stage 4 if deemed appropriate by the teacher) is available in the Primary Language Toolkit.

Immersion

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

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

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

Language awareness and intercultural awareness

Language awareness and intercultural awareness are a fundamental component of the Primary Language Curriculum. Although evident in the Learning Outcomes across all stages in the PLC, there is a particular emphasis on this aspect of language learning in the Learning Outcomes pertaining to the element Building an Awareness of Languages and Cultures (from Stage 3). Language awareness encompasses a wide range of activities including:
- the exploration of similarities and differences between languages
- an awareness of how languages work
- the development of general language learning skills and strategies

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

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

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

An awareness of the culture and heritage associated with other languages children encounter (including the L3 from Stage 4) engages children and gives them an appreciation of cultures and customs different to their own. When they can actively engage to some degree in the culture associated with a language, their level of interest in the language intensifies. It is important that children have opportunities to build an awareness of Irish culture. For children who are speakers of a language different to the majority in a class, or native speakers of a target language, it is important for the teacher to affirm their language skills. It is also important to provide opportunities to share the culture and customs of the country/heritage of their language. The home language of these children is thus affirmed, and they see that their language(s) are equally important.

Transfer of skills, strategies and knowledge across languages

Languages by their nature are interconnected. There is an underlying conceptual understanding, or knowledge base, that is common across languages. This makes possible the transfer of concepts, literacy skills, and learning strategies from one language to another. The vast majority of children can speak at least one language on commencing school. This ability in one language affects how they will learn subsequent languages. Some features of the first language such as pronunciation and syntax may impact on how the child will speak the second language. Other features such as similarities in the alphabet and letter sounds can transfer from one language to the other and thereby help the child learn the second language.

Although it is necessary to maintain a separate space for the school's L1, L2 and L3, it is also important to teach for transfer across languages. Some concepts and skills that transfer across languages include knowledge about conventions of print, skills and strategies for the comprehension of texts and skills and strategies associated with the writing process. In the initial stages, teachers may need to draw children's attention to the connections across the languages that they are learning. Once activated and with experience, children can begin to do this for themselves. This process helps children to learn a second and subsequent language more efficiently and to gain a greater understanding of the structure of their first language. The process of learning a second and additional languages can therefore be supported if teachers devote some

instructional time to teaching for transfer across languages rather than viewing each language in isolation, or as separate "subjects". A focus on transfer enables children to make connections between languages and develop an awareness of how languages work.

Transfer of skills for children who learn EAL

For children who learn EAL, it is vitally important that the use of the child's home language(s) is supported in school. It is equally important that it is maintained in the home in order to ensure that children remain proficient in their language(s). This is to ensure a strong foundation upon which additional language learning will be built. Furthermore, many skills, including key literacy skills that children have in their home language(s) are transferrable to the school's languages and vice versa. Teachers should encourage parents to continue to use and read in the home language in order to support transfer and reinforce the inherent value of their home language(s).

Linguistic and cultural diversity

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

The Primary Language Curriculum reflects the linguistic diversity visible in primary schools by acknowledging languages to include English, Irish and other languages, and through the introduction of MFL at Stage 3 and 4. Each child comes to school with their own unique linguistic repertoire and opportunities lie in drawing on all children's knowledge of language. Reference to 'other languages' across all stages in the curriculum enables teachers to draw on and support the linguistic abilities of all children and to provide exciting opportunities for them to explore, examine and compare languages. For example, they can be encouraged to read and write texts in their home languages and to share these texts with peers. Encouraging them to use their home languages and to share their knowledge of languages promotes language awareness in the classroom. Discussing the similarities and differences between languages helps children to develop an awareness of them and to gain insight into the links that exist between language and culture.

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

Playful approaches

Playful approaches generally happen in three different ways: play that is completely directed by the child/children; playful activities that are planned and led by the teacher; and times when the teacher and the children share play activity. These are all opportunities to experience and use all aspects of their developing language and literacy in an integrated way. While the benefits of play for children's oral language are very obvious to an observer, play and playful activity provide rich opportunities for the other literacy practices- reading and writing. When they play, particularly when they are in charge of their own play, children will bring reading and writing into the scenario if the opportunity is provided. The teacher can have a discussion with the children in advance about the things they need for their play. This raises the children's awareness of the uses and usefulness of reading and writing in everyday life. For example, when younger children are playing doctors, they need to write prescriptions, the waiting room needs reading material, the receptionist needs an appointment book and so on. Older children might create scripts for dramas that evolve from role play or write text to accompany photographs of constructions they have made with blocks. Teachers who are able to join the children's play as a player have the chance to model real-world literacy by, for example, writing shopping lists and prescriptions and taking notes of the children's talk during role play to use for script development. Play is where children practise real-world reading and writing and this is where positive dispositions towards literacy can be nourished.

Play makes a major contribution to literacy in the opportunities it provides for the development of the children's oral language, which is an important contributor to developing overall literacy. For example, the availability and accessibility of phones prompts make-believe conversations about imaginary situations. This not only promotes oral language development but also abstract thinking, and as we know, for young children, talking and thinking are often the same process. This is consistent with and reflective of the approaches supported by Aistear: the Early Childhood Curriculum Framework.

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

Cross curricular and disciplinary literacy

Learning language and literacy are closely intertwined. The tools provided by language support learning in a way that extends across and beyond the school day. Looking across the curriculum, we can see that important concepts, dispositions and skills influence how we communicate in different subjects. For example, explaining a food chain in science requires vocabulary and language structures that are quite different to those used to describe the elements present in a musical composition. The texts we associate with the visual arts can be contrasted with the print-based text structures children might encounter in a novel. Comprehending a primary source in history requires skills that are different to those needed to appreciate a poem.

Disciplines communicate in different ways. Teaching language and literacy throughout the curriculum, in a manner that supports thinking and learning in different subjects, is termed disciplinary literacy. Learning in other curriculum areas offers rich potential for the meaningful and critical application of language and literacy skills. Engaging children in inquiry in another subject gives an authentic context for development in oral language, reading and writing. Planning for, and teaching language in this way supports both linguistic development and understanding of a discipline. The Primary Language Curriculum encourages the integration of language and subject-based learning across the school day, week and year.

Critical literacy

Meaningful and active engagement with literacy requires us to go beyond traditional conceptions of what it means to understand what we read. Children encounter a range of texts in different forms and modes on a daily basis. It has become increasingly important for them to be aware of the underlying biases that influence the perspectives presented in these texts. As every text has been created by at least one author, every text is shaped and constructed by social factors. Critical readers not only understand what they are reading, they question it. Who is represented in the text? Who is not? What ideas are given prominence? What ideas are ignored? Adopting a resistant stance helps children to identify power imbalances in the texts that shape their world and society at large.

Critical literacy involves actively identifying, analysing and challenging the perspectives offered in texts. It also involves questioning the influence of these viewpoints on our everyday lives. From a teaching perspective, it is supported by reading and listening to multiple texts, from multiple perspectives. Teachers facilitate critical literacy through carefully considering the texts that children encounter in their classroom and helping children to analyse who and what the texts represent. Children can also be supported to produce texts that consider alternative perspectives, that challenge the norm, or that explore under-represented voices. In applying their language and literacy skills in this way, they come to be active, thoughtful and critical contributors to the world in which they live.

Digital literacy

As new technologies continue to emerge and as a result of living in a society and culture increasingly influenced by digital technologies, digital literacy is an important aspect of children's learning. The curriculum supports children's abilities to engage with technology to acquire, comprehend and communicate knowledge to and with a variety of audiences and in a variety of contexts. Essential to the development of digital literacy is the child's ability to locate, select and critically analyse relevant information in multiple modes to include text, visual and audio. It also includes the capacity to engage with digital technology in creative and imaginative ways.

The curriculum recognises that technology can be used as a tool for literacy and language development and learning. The definition of 'text' in the curriculum refers to all products of language use including electronic and digital. Appropriate use of digital technologies in the classroom can help children to demonstrate knowledge, skills and understanding in accordance with the Learning Outcomes for all three strands of the curriculum. By enabling them to engage with digital technologies from the start of primary school, teachers can support children to foster

a positive attitude towards the use of digital technologies and to use technology responsibly and appropriately. As children become digitally literate, they can use a variety of digital technologies to develop understanding and to source, critique and manage information as engaged thinkers and active learners.

Technology provides the opportunity to bring language to life through accessing authentic resources (such as train timetables or comics which were developed for use in the countries where the MFL is spoken) as well as pedagogical content and resources (such as levelled dialogues and stories which were developed for language learning purposes). In a language learning context, technology offers a window into the authentic use of the language being learned, as well as cultural insights. This is particularly relevant where the local linguistic landscape does not include access to the MFL being learnt.

For children who speak other languages at home or in the community, technology offers a wealth of resources in these languages, such as reference tools like dictionaries, literary sources like stories, poems or recipes and cultural resources from countries they can relate to. Increased access to and use of other languages in the classroom reinforces their value and empowers children to use their full linguistic repertoire for learning across the curriculum.

7. Primary Language Toolkit – Uirlisí Úsáide Teanga na Bunscoile

The Primary Language Toolkit supports teachers in using the Learning Outcomes by providing practical support in planning for and providing rich language learning experiences for children. The three components of the toolkit are described in the following section– Examples of Children's Language Learning, Progression Continua and Support Materials for Teachers.

The toolkit is found at www.curriculumonline.ie.

7.1 Examples of Children's Language Learning - Samplaí d'Fhoghlaim Teanga na bPáistí
The Primary Language Toolkit includes a range of Examples of Children's Language Learning in English (L1) and Irish (L2). Annotated by teachers, these Examples give insights into how teachers work with Learning Outcomes to make decisions about what they teach, the types of activities, experiences and pedagogies they use, and the information they gather on how well children are doing in their language learning. They illustrate how individual learning events can provide teachers with rich information about children's language learning in the two languages and support them in planning for the next steps in 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 online toolkit. The number of Examples will be increased over time to provide teachers with a rich bank of material showing language learning and development across the three strands in primary classes.

7.2 Progression Continua - Contanaim Dul chun Cinn
The Learning Outcomes in the Primary Language Curriculum describe the expected learning and development for children at the end of a period of time. To help teachers in using the Learning Outcomes to plan for, and provide activities and experiences that support children's language learning over this period of time, the Progression Continua describe aspects of the Learning Outcomes in more detail.

There are three Progression Continua, one for each of the three strands, and there are two versions of each Continuum—an English version and an Irish version. Collectively, the Continua describe a learning journey in language throughout primary school. Children may be in different places on the Continua for different Learning Outcomes and in different strands. This reflects the complex nature of language learning. In addition, children may move forwards and backwards across the Continua. The Continua provide practical support to teachers in building rich pictures of children's language learning and in using these pictures to support children's progression towards the Learning Outcomes in English and Irish. It is not expected that class teachers would assess the progress of individual children using progression milestones. Rather they provide information to support planning as well as holistic assessment of children's learning. In this way, they are a practical resource for differentiation as teachers work with children of a wide range of abilities in the three language contexts.

7.3 Support Material for Teachers - Ábhar Tacaíochta do mhúinteoirí
Teacher-child interactions are at the heart of the work of schools in supporting children's language learning and development. The Primary Language Toolkit includes Support Material on a

range of teaching strategies and methodologies for helping children to learn English (L1) and Irish (L2). The Support Material is published at www.curriculumonline.ie as printable PDFs illustrated with videos and photos to inform the teaching of oral language, reading and writing. Some of these materials focus on language concepts and skills specific to English or Irish, while others focus on concepts and skills that underpin both languages. Together, the Support Material items outline examples of practice grounded in research. Teachers are encouraged to reflect on how they might implement and adapt the practices in a manner appropriate to their own class and school context.

The toolkit will continue to be populated over time as needs and new practices and resources for teaching English and Irish are identified.

8. Glossary

Aesthetic *Aeistéitiúil*	The aesthetic dimension of language relates to the use of language imaginatively, creatively and artistically.
Affixes *Táthmhíreanna*	Affixes are morphemes that are attached to a root word to form a new word, e.g., *build+er*, *un+happy* or a grammatical variant of a word, e.g., *cat+s*, *walk+ed*.
Alphabetic principle *Prionsabal aibítre*	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 *Frithchiallaigh*	An antonym is a word opposite in meaning to another word, e.g., *bad* and *good*.
Audience *Lucht léitheoireachta, féachana agus éisteachta*	The audience is the intended group of readers, listeners, or viewers that the writer, designer, or speaker is addressing.
Authentic Texts	Authentic texts are created and published for the public. They may include songs, poems, tongue twisters, rhymes, short videos, timetables, leaflets, brochures, posters, menus, basic forms, etc.
Book terminology *Téarmaíocht na leabhar*	Book terminology is the vocabulary associated with books, e.g., *author*, *blurb*, *illustrator*, *contents page*, *glossary*, *chapter*, *publisher*, etc.
Browse *Brabhsáil*	Browse in this context means to 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 *Ceisteanna dúnta*	Closed questions are lower-order questions that have a narrow focus and require short, factual answers, e.g., *who, what, where and when*. They are used to elicit specific information.
Cluster *Slabhra (Cnuasach)*	A cluster refers to two or more letters making two (or three) sounds, for example the first three letters of 'straight' are a consonant cluster or consonant blend.
Cognates	Words in two or more languages that are similar in form and meaning (e.g., apple, der Apfel). Cognates are an example of positive transfer of knowledge from one language to another.
Common underlying language proficiency *Buninniúlacht choiteann teanga*	As a children learn one language, they acquire metalinguistic skills which they can draw upon when learning another language.
Complex sentences *Abairtí casta*	A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator (also known as a subordinate conjunction) such as *because, since, after, although*, or *when* or a relative pronoun such as *that, who*, or *which*, e.g., *The students are studying* because *they have a test tomorrow.*

Comprehension strategies *Straitéisí tuisceana*	Comprehension strategies are processes used by readers to make meaning from texts. Key comprehension strategies include • activating and using prior knowledge • predicting • visualising • making connections • questioning • clarifying • determining importance • inferring • synthesising.
Compound sentences *Abairtí comhshuite*	A compound sentence contains two independent clauses joined by a coordinator (also known as a coordinating conjunction). The coordinators are as follows: *for, and, nor, but, or, yet, so*. Except for very short sentences, coordinators are always preceded by a comma when used to join two independent clauses, e.g., *Alex played football, so Mary went shopping*.
Concrete objects	Concrete objects are items which children can see, touch and relate to in their immediate surroundings, e.g., classroom items.
Connectives *Nascaigh*	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: • temporal– to indicate time or sequence ideas (e.g., *first, second, next*) • causal– to show cause and effect (e.g., *because, for, so*) • additive– to add information (e.g., *also, besides, furthermore*) • comparative– e.g., *rather, alternatively* • conditional/concessive– to make conditions or concession (e.g., *yet, although*) • clarifying– e.g., *in fact, for example*.
Conventions of print *Gnásanna cló*	Conventions of print are accepted ways of presenting and organising written text so that this text is consistently and easily understood by all readers.The conventions include the following: • print carries a message • left to right orientation of print • top to bottom orientation of print • return sweep • appropriate spacing, capitalisation, grammar and punctuation. Digital conventions include: • scrolling • swiping left to right • top to bottom orientation of print.

Decontextualised language *Teanga gan chomhthéacs*	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.
Explicit knowledge	Explicit knowledge is knowledge which is learned through a conscious process. It can be described/explained. Explicit *language* knowledge is the conscious learning of, and attention to, grammatical rules and features of the target language.
Expository text *Téacs léiritheach*	Expository text is a type of oral or written discourse where the purpose is to explain, inform or describe.
Extra linguistic skills *Scileanna seachtheangeolaíocha*	Extra-linguistic skills include the ability to use • appropriate eye contact • body language • gestures and facial expression and sign where appropriate.
Familiar topics	Topics relating to everyday life, children's lived experience and cross-curricular topics which are used and reinforced regularly, such as feelings/emotions, games, questions, expressing opinions, numbers, classroom routines, etc.
Form *Foirm*	Form refers to the published formats of a particular genre, e.g., *poem, short story, play, novel, memo, email, film*, etc.
Focus on form	Drawing the learners' attention overtly to linguistic features as they arise incidentally in lessons where the main focus is on communication or meaning.
Functions of language *Feidhm teanga*	A language function refers to how a person uses language to achieve a communicative objective.
Genre *Seánra*	Genre refers to a selection of oral and written forms in order to recount, explain, entertain, inform, give instructions, narrate, persuade and justify opinions. Oral forms include, but are not limited to, storytelling, drama, poetry, speeches, debates, film and digital media such as podcasts, videos, advertising, tv and radio broadcasts. More specifically, genres are types of multi-sentence oral or written texts that have become conventionalised for particular purposes. They have expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre.

Grapheme-phoneme correspondences *Comhfhreagairtí idir graiféimí agus fóinéimí*	Grapheme-phoneme correspondences are the relationships between written symbols and the sounds which they represent. For children to fully acquire this skill it is important that they are able to: • recognise, name and sound all letters, lower and upper case • recognise that letters can work alone or in a group • recognise that the same sound can be represented by different letters • identify similar sounds represented by different letter combinations • recognise different letter combinations and different sounds they represent • recognise less common sound symbol relationships.
Graphic organiser *Eagraí grafach*	Graphic organisers are visual representations of knowledge, concepts or ideas.
High-frequency words *Focail ardmhinicíochta*	High-frequency words are words that appear frequently in texts, e.g., *the, is, are, to, said, come* etc.
Home language(s)	Home language(s) refers to the language(s) of domestic communication and the language(s) acquired in early childhood, including sign languages. The term is used to refer to any and all languages used in a home context and does not imply a value judgment.
Homograph *Homograf*	Homographs are words of the sa.me spelling but with more than one meaning, and/or a different pronunciation, e.g., *bow, record*.
Homonyms *Comhainmneacha*	Homonyms are words that are pronounced the same and have different meanings, e.g., *to, too* and *two, heir* and *air, soot* and *suit*.
Implicit knowledge	Knowledge which people possess intuitively (through non-conscious learning), but which they are unable to articulate. Implicit *language* knowledge is acquired through language input and use.
Independent reading level *Leibhéal léitheoireachta neamhspleách*	Independent-level text is a term for a text which a child can read fluently and comprehend without help of any kind from the teacher. A child should be able to identify 95-100% of the words and comprehend 90-100% of the text.
Instructional reading level *Leibhéal léitheoireachta teagaisc*	Instructional-level text is a term for a text that is appropriately challenging for a child. Instructional-level texts are appropriate for use in guided reading. With normal classroom instruction and appropriate support, a child should be able to identify 90-95% of the words and comprehend 75-90% of the material in the text.
Integration *Comhtháthú*	Integration brings disciplines together in the service of important problems and questions, and where a learner's prior knowledge is incorporated into new understanding. Multidisciplinary: this approach draws on a comprehension of many disciplines yet stays within disciplines boundaries. In this approach a central theme is iden-tified (for example pattern) and it is then used to organise and correlate the subjects being integrated. Interdisciplinary: In this approach the subjects are still relatively clear in their differences and unique contributions but at the

	organising centre are the interdisciplinary key concepts, skills and actions. Emphasis is on big ideas such as sustainability and systems or on big interdisciplinary skills such as communication and problem solving. Boundaries may be blurred where it may not be immediately obvious which subject is being taught at a particular moment. Transdisciplinary: This approach goes beyond the disciplines. The organising centre is the real-world context and learners are expected to explore a problem or an issue. Here the disciplines are valued but transdisciplinarity takes precedence. The disciplines are used to support the understanding of and create a solution to the issue identified. It allows for an emergence of new perspectives while new knowledge gained can transcend existing disciplines. In doing this, it encourages subject boundaries to intersect so that information can be reassembled and then recombined. It encourages learners to generate knowledge that not only addresses societal problem but contributes to an understanding of the actual world.
Intercultural awareness	A focus on intercultural awareness develops an awareness of the child's own and other cultures, values and beliefs. It builds understanding, respect, and acceptance of other people and cultures by focusing on the development of specific knowledge, attitudes and skills.
Invented spelling *Litriú cumtha*	Invented or approximate spelling is a term used when a child uses his/her own combination of letters to make words when creating texts.
Joint attention *Comhaird*	Joint attention is a situation where the individuals involved in a communicative act both focus on the same object. It is more than just looking at an object; the individuals understand that they are attending to the same thing.
Language awareness *Feasacht teanga*	Language awareness enhances the child's general awareness of languages. It refers to the development of the child's understanding and awareness of the content, structure and patterns of language—how language works. It also involves language observation skills where the child compares and contrasts known and new languages, as well as reflecting on their own language learning strategies.
Language exemplars *Eiseamláirí teanga*	Language exemplars refer to relevant structures, vocabulary and language which are necessary to achieve a communicative goal as part of a language function.
Language of discourse *Teanga dioscúrsa*	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.
Language system	Language system: refers to the elements, units, patterns, and principles that make up a particular language. They may include words, sounds, patterns, writing systems (a script and the rules which govern how its characters/graphs go together), etc.
Linguistic repertoire	The set of knowledge and skills a person has in one or more language(s) and its/their varieties. Linguistic repertoires grow and change over time with further exposure to and experience of language(s).
Metalinguistic awareness *Feasacht mheititheangeolaíoch*	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.
Morpheme *Moirféim*	Morpheme is the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Morphemes are very useful in helping students work out how to read and spell words.
Morphology *Moirfeolaíocht*	In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning.
Multilingualism	Multilingualism refers to the presence of two or more languages in a community or society.
Narrative text *Téacs insinte*	Narrative texts are a type of oral or written discourse where the purpose is to tell a story or narrate an event or a sequence of events. Narrative text can be categorised as fiction or non-fiction.
Open questions *Ceisteanna oscailte*	Open questions are higher-order questions that require the respondent to think and reflect. These questions cannot be answered by a yes or a no. They require a more developed answer which takes account of the respondent's own knowledge and/or feelings.
Oral reading fluency *Líofacht léitheoireachta ó bhéal*	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 *Scileanna paraitheangeolaíocha*	Paralinguistic skills include: • audibility • intonation • pitch • pause • emphasis • pace.
Other languages	References to other languages include: • children's home languages, • languages of the school community and wider community, • languages children have had experience with (e.g., from a trip abroad, from writing to a pen pal or class in an eTwinning school, through interactions with other children who speak another language at home, etc.).
Partnership (home-school)	Partnerships between home and school can be expressed through collaboration and coordination that enhances the educational opportunities for children.
Personal word banks *Stóir phearsanta focal*	Personal word banks are collections of words that a writer uses or needs that are related to personal interests and/or commonly misspelled. The words included in the personal word bank are not displayed in the classroom or easily located.
Personal topics	Topics relating to very/basic personal information and children's everyday lives, e.g., myself, my family, my local community, etc.
Phoneme *Fóinéim*	A phoneme is the smallest unit of sound in a word. The word *it* has two phonemes /i/ and /t/. The word *ship* has three phonemes /sh/, /i/, /p/.
Phonemic awareness *Feasacht fhóinéimeach*	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 *Feasacht fóineolaíochta*	Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure, of words. It includes an awareness of words, rhyme, syllables, onset and rime, and phonemes.
Phoneme segmentation *Deighilt fóinéimí*	To split up a word into its individual phonemes in order to spell it, e.g., the word *cat* has three phonemes: /c/, /a/, /t/ and the word *grew* has three phonemes: /g/, /r/, /ew/.
Pluricultural / intercultural	The term "**pluricultural**" refers to individuals who belong to two or more cultural groups. The term "intercultural" refers to a cultural competence that includes: • knowledge about other cultural groups, their products and practices, and the ways in which people of different cultures interact; • attitudes such as curiosity, openness, respect for otherness, and empathy;

	• skills of interpreting and relating, for example, interpreting a practice from another culture, and relating it to practices within one's own culture; • skills of discovery such as the ability to search out and acquire new knowledge about a culture and its practices and products; • critical cultural awareness, that is, the ability to evaluate critically the practices and products of one's own and other cultures.
Plurilingual and intercultural education	Plurilingual and intercultural education supports the development of linguistic repertoires in which languages interrelate and interact. It encourages learners to draw on their linguistic and cultural resources and experiences to participate more fully in social and educational contexts.
Plurilingual repertoire	Plurilingual repertoire refers to the different languages an individual can use to support their learning and communication. The languages may have been learnt in different contexts (in the home, through social contact, at school, etc.); they may be used for different purposes (communicating with the family, socialising with neighbours, learning at school). It is usual to have different levels of competence in the various languages of a linguistic/plurilingual repertoire.
Root words *Fréamhfhocail*	A root word is a form of a word after all affixes and grammatical inflections have been removed, e.g., *door, run, sad, build, hair*. Many other words can be created using root words: • inflected words: root + grammatical inflection, e.g., <u>door</u>s, <u>run</u>ning • derived words: root + affix, e.g., <u>sad</u>ness, <u>build</u>er • compound words, e.g., <u>hair</u>dresser.
Semantics *Séimeantaic*	Semantics is concerned with meaning; meaning is expressed by the relations between words.
Semantic cues *Leideanna séimeantacha*	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 *Braistint ghutha*	Sense of voice refers to the development of the child's own voice and self-expression (agency).
Social functions *Feidhmeanna sóisialta*	The social functions of language are those where language is used for the purpose of everyday social interaction such as greeting, expressing appreciation, expressing sympathy and concern, saying sorry and welcoming visitors with confidence.
Sound *Foghar (Fuaim)*	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 *fan, laugh* and *phone*; a sound can be represented by more than one letter, such as the sound /k/ in *cat* and *walk*. The word ship has three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students distinguish clearly between the two items.

Spelling strategies *Straitéisí litrithe*	Phonetic and conventional spelling strategies can be used for unfamiliar words when creating texts. These strategies include: • using knowledge of grapheme-phoneme correspondences • using syllabication • using visual memory • using common spelling strings and patterns.
Synonyms *Comhchiallaigh*	A synonym is a word that has the same or similar meaning as another word e.g., *happy, joyful, elated*.
Syntax *Comhréir*	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 *Leideanna comhréire*	Syntactic cues are clues to word meaning that can be gleaned from knowledge of word order, sentence structure and word relationships.
Texts *Téacs/ téacsanna*	Text to include all products of language use: oral, gesture, sign, written, Braille, visual, tactile, electronic, digital and multi-modal.
Text organisational structure *Struchtúr eagraíochtúil téacs*	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 *Na téamaí*	Among the themes for Irish are: myself, at home, school, food, television, shopping, pastimes, clothes, the weather and special occasions. The teacher can select lots of topics from the themes. These topics could be extended to also include subjects that the child finds interesting.
Vocabulary development *Forbairt stóir focal*	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 *Straitéisí foclóra*	Vocabulary strategies assist to determine or clarify the meaning of unknown words and phrases, including: • 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 *Straitéisí aitheanta focal*	Word identification strategies allow children to read unknown words with increasing automaticity. These strategies include: • 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 *Próiseas na scríbhneoireachta*	The writing process involves the teacher explicitly teaching children how to work and learn actively as writers. Steps in the writing process include: • plan for writing by selecting topics and ideas with minimal help • compose text using appropriate text organisational structure • re-read text written to check it makes sense and meets its purpose • edit and modify the text by rewriting to add or delete details to clarify meaning • edit written work further in response to feedback from others.

9. References

Department of Education and Science (1999). Primary School Curriculum: Introduction. Dublin: Government Publications. Accessed at: http://www.ncca.ie/uploadedfiles/Curriculum/Intro_Eng.pdf

Department of Education, WA (2013). First 005. Speaking and Listening Resource Book. Addressing Current Literacy Challenges. Department of Education, Government of Western Australia. Accessed at: http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/first-steps-literacy/speaking-and-listening-resource-book.en?catid=13601995

Government of Ireland (2010). 20-year strategy for the Irish language 2010-2030. Dublin: Stationery Office. https://www.chg.gov.ie/app/uploads/2015/07/20-Year-Strategy-English-version.pdf

Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhilips, T., Marsh, J., O'Connor, M. and Shiel, G. (2012). Literacy in Early Childhood and Primary Education (3-8 years). Research Report No. 15. NCCA: Dublin. Accessed at: http://ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/Primary-Education/Primary_Developments/Language/Review-and-Research/litreport.pdf

National Council for Curriculum and Assessment (2007a). Assessment in the Primary School Curriculum: Guidelines for Schools. NCCA: Dublin. Accessed at: http://www.ncca.ie/uploadedfiles/publications/assess%20%20guide.pdf

National Council for Curriculum and Assessment (2007b). Guidelines for Teachers of Students with General Learning Disabilities. Accessed at: http://www.ncca.ie/uploadedfiles/Publications/SEN_Introduction.pdf

National Council for Curriculum and Assessment (2009). Aistear: the Early Childhood Curriculum Framework. NCCA: Dublin. Accessed at www.ncca.ie/earlylearning

National Council for Curriculum and Assessment (2012). Executive Summaries: A compendium from commissioned research on primary language. NCCA: Dublin. Accessed at: www.ncca.ie/en/Curriculum_and_Assessment/Early_Childhood_and_Primary_Education/PrimaryEducation/Primary_Developments/Language/Review-and-Research/c1.pdf

Ó Duibhir, P. and Cummins, J. (2012). Towards an Integrated Language Curriculum in Early Childhood and Primary Education (3-12 years). Research Report No. 16. NCCA: Dublin. Accessed at: http://www.ncca.ie/en/Publications/Reports/Towards_an_Integrated_Language_%20Curriculum_in_Early_Childhood_and_Primary_Education_.pdf

Shiel, G., Cregan, Á., McGough, A. and Archer, P. (2012). Oral Language in Early Childhood and Primary Education (3-8 years). Research Report No. 14. NCCA: Dublin. Accessed at: http://ncca.ie/en/Publications/Reports/Oral_Language_in_Early_Childhood_and_Primary_Education_3-8_%20years_.pdf

10. Appendices

Appendix 1: Language skills and elements

The language skills that have particular application to each element are shown in the table below. The skills in the table relate to children's language learning and development throughout their primary school experience from Stage 1-4. They are developed as appropriate to each school context and each child's stage in learning in first and second languages.

Table 6: Stage 1–4 Language concepts, dispositions and skills
Céim 1–4: Coincheapa teanga, meonta agus scileanna teanga

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

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Understanding/ Tuiscint	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 organisaiton - 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, semantice cues and syntactical cues - word identification strategies	using phonological and orthographical knowledge to spell words accurately - spelling
	verbal memory		

	Oral Language Teanga ó Bhéal	Reading Léitheoireacht	Writing Scríbhneoireacht
Exploring and using/ Fiosrú agus úsáid	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

Feidhmeanna Teanga

In the teaching of a second language a significant emphasis is placed on the importance of oral language as a critical part of the teaching of the language. The functions of language can be used as a starting point for this. Focusing on the functions of language helps develop children's ability to communicate, thereby aiding the acquisition of Irish and other languages where appropriate in its use as a classroom language.

Support material is available online for the teaching of the functions of language in Irish. In order to aid the practical use of the material, the functions of language have been divided along the following categories and examples of each category has been provided. The categories draw on Halliday's seven functions of language and are adapted to suit the requirements of Irish classrooms. The functions of sign language are exactly the same as for oral language. Picture Exchange Communication System (PECS) can also be used effectively to communicate needs, information and feelings. The categories below may be updated and adapted based on emerging understandings of language learning.

Tábla 7: Feidhmeanna Teanga

Déanaimid cumarsáid chun ... We communicate to …	Úsáidimid teanga chun .... We use language to …	
Caidreamh sóisialta a dhéanamh Initiate and maintain social interaction	· Bualadh le duine · Slán a fhágáil · Glaoch ar dhuine · Aird a lorg · Beannú do dhuine · Cur in aithne · Comhghairdeas a dhéanamh · Comhbhrón a dhéanamh	
Soiléiriú a lorg i gcomhrá Seek clarification in conversation	· Easpa tuisceana a léiriú · Cabhair a lorg · Litriú a lorg · Athrá a lorg	
Dul i gcion ar dhaoine eile Influence others	· Cead a lorg · A thabhairt · Agus a dhiúltú · Buíochas a léiriú · Smaoineamh a chur chun cinn · Iarraidh ar dhuine rud éigin a dhéanamh	· Duine a ghríosadh · Magadh faoi dhuine · Cuireadh a thabhairt · A dhiúltú, glacadh leis nó fiosrú faoi · Foláireamh a thabhairt do dhuine · Stádas a fhógairt nó a cheistiú · Maíomh · Dúshlán duine a thabhairt
Dearcadh a léiriú agus a lorg Describe and seek an opinion	· Eolas nó easpa eolais, cuimhne nó easpa, cuimhne a léiriú agus fiosrú fúthu · Cinnteacht, éiginnteacht nó féidearthacht a léiriú agus fiosrú fúthu · Leibhéal dóchúlachta a léiriú agus a fhiosrú · Taitneamh nó easpa taitnimh a léiriú · Mianta a léiriú nó fiosrú fúthu · Rogha a léiriú nó fiosrú fúithi · Leithscéal a ghabháil	· Sásamh nó míshásamh a léiriú nó fiosrú fúthu · Aontú nó easaontú le ráiteas · Ábaltacht nó easpa ábaltachta a léiriú · Séanadh, Maithiúnas a léiriú · Tacaíocht a léiriú · Díomá a léiriú, Dóchas a léiriú · Ligean air/uirthi · Scéalta a chumadh nó a insint · Léiriú gur gá rud éigin a dhéanamh, nó fiosrú faoi
Eolas a thabhairt agus a lorg Give and seek information	· Aithint, Tuairisciú, Teachtaireacht a thabhairt · Ceartú · Ceisteanna a chur agus a fhreagairt	
Struchtúr a chur ar chomhrá Structure a conversation	· Oscailt · Féincheartú a dhéanamh · Cur síos a dhéanamh céim ar chéim · Coimriú · Deireadh a chur le comhrá	

Appendix 3: Sample Support Materials

The following are sample support materials to illustrate supports for teachers in preparing for and providing MFL language learning experiences for children in Stages 3 and 4. The intention is that support materials such as these would be made available in the Primary Language Toolkit at www.currriculumonline.ie

Example 1 – Support Material on Language Awareness

Example 2 – Support Material on Intercultural Awareness

Example 3 – Support Material on Developing Communicative Competence in an L3

Example 4 – Support Material on Understanding Myself as a Language Learner

Example 1 – Developing Language Awareness

Title	Comparing and Contrasting Sentences - Understanding myself as a language learner
Element	Building an awareness of languages and cultures
Stage/class	Stages 3 and 4 (3rd – 6th classes)

Learning Outcomes	Key Competencies
Through appropriately playful and engaging learning experiences, children should be able to • use knowledge, strategies and skills already mastered in one language to assist understanding, and communication in other language(s). **AL, M.** • recognise similarities and differences between languages to help make connections (e.g., word order, cognates, sound patterns). **AL, M.**	**Being an active learner (AL)** • Reflecting on language learning and identifying the most personally effective strategies. • Learning with and from others in the classroom and appreciating the knowledge that children with different home languages bring to the classroom. **Being mathematical (M)** • Exploring and understanding sound patterns, letter and word shapes, syllables, etc.

Introduction

Language learning is interconnected. Children's existing knowledge of languages, the skills they use to interact and engage with those languages, and the strategies they use to further develop their language competence are transferrable across all language learning. Activating children's awareness of the knowledge, skills, and strategies they use in one language to support their understanding of new languages is known as *Language Awareness*.

The aim of activating children's language awareness is:

- to develop a sense of **how languages work,** e.g. what languages are made up of – sounds, symbols/characters/signs, words, word groups/parts of speech. How languages are put together – syntax, word order the meaning of words – synonyms, antonyms, cognates, etc.
- to explore **how we learn languages,** e.g. strategies such as mnemonics, word association and flashcards/images for remembering new words and how to spell them using predictions and scanning for familiar words to try to figure out what a text might be about, etc.
- to provide opportunities for children to **develop their curiosity** about all languages, e.g. through word play where children need to decode meaning in new language(s), through music and song, through exploring the cultures associated with the countries where other languages are spoken, by comparing and contrasting known and new languages, etc.

Benefits of Developing Language Awareness

There are many advantages to focusing on Language Awareness.

Developing language awareness:
- is a way of introducing children to the presence of linguistic diversity in their classroom and beyond.
- serves as a support to language learning throughout the children's school life and beyond.
- supports literacy development of all children.
- supports further language learning by activating children's existing language knowledge and language learning strategies.
- helps children make sense of new words and texts.
- develops children's confidence to make an attempt or take a risk.
- helps to develop more active and autonomous learning.

A learning and teaching experience to develop children's language awareness

Comparing and contrasting the same sentence across a selection of languages.

1. The teacher and children choose a sentence to examine, e.g. **"There are 8 planets in the solar system."** It is helpful to choose a sentence which will contain identifiable features, e.g. numbers, Scientific words, borrowed words (e.g. ball), etc.

2. The sentence is translated into a number of languages. Children with different home languages can help with this, or online translators can be used. The translations could include languages of the classroom, school or local community, such as Irish, Polish, Portuguese, Lithuanian, Spanish, etc.

Sample sentence translated into different languages

There are 8 planets in the solar system	English
Hay 8 planetas en el sistema solar	Spanish
Tá 8 bpláinéad sa ghrianchóras	Irish
Există 8 planete în sistemul solar	Romanian
W układzie słonecznym jest 8 planet	Polish
Há 8 planetas no sistema solar	Portuguese
Saulės sistemoje yra 8 planetos	Lithuanian
Il y a 8 planètes dans le système solaire	French
Es gibt 8 Planeten im Sonnensystem	German
Ci sono 8 pianeti nel sistema solare	Italian
在太阳系中有 8 颗行星	Simplified Chinese
Υπάρχουν 8 πλανήτες στο ηλιακό σύστημα. (Ypárchoun 8 planítes sto iliakó sýstima.)	Greek

1. The children can spend some time examining the sentence in the different languages (the school's first language is not included in this activity) and are encouraged to work out the meaning together.

2. The teacher can facilitate the children's learning by discussing the **similarities and differences** between the sentences. Children will use a variety of **strategies** as they explore different parts of the sentence in the different languages. These strategies can be shared with the class to enhance children's understanding of how we learn languages.

Sample questions to decode the language sentences

- Which words are similar/familiar to you?
- Which words look new/different to you?
- Are there any similarities/differences between these languages and the ones you learn? (focus on accents (e.g. use of Irish fada), characters/script used, use of capital letters, etc.)
- Which word is a verb?
- Which word(s) is a noun?
- Which words might sound similar?
- Can you say/write this sentence in any other language(s)?

  Children can be encouraged to identify which languages are represented in the different sentences.

Reflection on strategies used

- What did you do to work out what the sentence meant?
- What did you observe about the different sentences and languages?
- Do you use this strategy when learning other languages/subjects?

Reflective questions for teachers

- Think about the kinds of learning strategies you have used in your own language learning journey. How have they helped you to learn?
- What kind of learning strategies do the children in your class use to learn English and Irish?
- How can you integrate these strategies into future learning experiences?
- Can you recall a time that you used language awareness to support your understanding of an additional language?

Decoding language sentences – A discussion sheet for children	

Take a look at the following sentences and see if you can work out

1. **Which language is used in each sentence?**
2. **What the sentences mean?**

Hay 8 planetas en el sistema solar

Tá 8 bpláinéad sa ghrianchóras

Există 8 planete în sistemul solar

W układzie słonecznym jest 8 planet

Há 8 planetas no sistema solar

Saulės sistemoje yra 8 planetos

Es gibt 8 Planeten im Sonnensystem

Il y a 8 planètes dans le système solaire

Ci sono 8 pianeti nel sistema solare

在太阳系中有 8 颗行星

Υπάρχουν 8 πλανήτες στο ηλιακό σύστημα.

(Ypárchoun 8 planítes sto iliakó sýstima.)

Think about …	**Record your thoughts here**
Reflect on the strategies you use to decode the sentences • What did you do to work out what the sentence meant? • What did you notice about the different sentences and languages? • What do you find useful when learning languages?	
Sample questions to decode the language sentences • Which words are similar/familiar to you? • Which words look new/different to you? • Are there any similarities/differences between these languages and the ones you speak/know? • Which word is a verb? • Which words are nouns? • Which words might sound similar? • Can you say/write this sentence in any other language(s)?	

This sample support material was developed in collaboration with Post-Primary Languages Ireland (PPLI).

Example 2 – Building intercultural awareness through the theme of food

Title	Food explorers - Developing intercultural awareness
Element	Building an awareness of languages and cultures
Stage/class	Stages 3 and 4 (3rd – 6th classes)

Learning Outcomes	Key Competencies
Through appropriately playful and engaging learning experiences, children should be able to: • explore and celebrate their own and other cultures across the classroom, school, local community and wider world, discussing them sensitively and respectfully. AC, C, W, AL. • demonstrate an understanding of the connection between linguistic communities and their associated cultures, as well as other factors which can influence the development of culture(s). AC, C, W.	**Being creative** (C) • Exploring and using language with curiosity, open-mindedness and imagination. **Being an active citizen** (AC) • Exploring knowledge about language and culture to develop respect for our world and society. **Being well** (W) • Embracing the value and importance of all languages and cultures in the classroom to foster self-acceptance and self-awareness. **Being an active learner** (AL) • Learning with and from others in the classroom, and appreciating the knowledge that children with different home languages bring to the classroom.

Introduction

Children can build their intercultural awareness through explorations of day-to-day items such as food. We are surrounded by products, words and phrases which we have absorbed into our cultural and societal norm. If we provide opportunities to reflect on the origins of these products, words and phrases, we can start to activate and recognise our existing place in a multicultural society and as global citizens.

Children will be asked to
- reflect on their favourite foods,
- discuss these foods across the class,
- look to their locality for food/drinks (e.g. pizza, pasta, latte, cappuccino, baguette, salami, sushi, taco and food available from Chinese/Italian/Indian/Greek restaurants) which originate from other countries/areas of the world.

These activities facilitate children in building their awareness of the origins of everyday foods in their environments. Children can also be facilitated in exploring the role of food in shaping cultural identities and how tasting and sharing different foods/drinks can be an enjoyable way to experience and facilitate cultural exchange.

During class discussions it is important to foster a learning environment where all opinions and viewpoints can be expressed in a respectful, safe and open environment, free from negative judgement

A learning and teaching experience to develop intercultural awareness

1. **Food reflections** –children are presented with a series of open-ended queries around food. These can be explored by children in small groups or pair work. Children can record their discussions and observations.

> What are your favourite foods?
> Which countries do these foods typically come from?
>
> What restaurants/cafes do we have in our local area?
> What types of food and drinks do they serve?
> Which countries do these foods typically come from?
> Can you identify any words used in the food names or cafe/restaurant names which come from other languages?
>
> Have you ever seen foods from other countries in a supermarket?
>   If so, which foods?
>   Where do these foods typically come from?

2. **Whole-class discussion** - children are encouraged to share their group observations with the class. Responses can be categorised by country of origin, by food type or by map location. Responses could also be presented in a chart by frequency of occurrence across the groups.

3. Create a **whole-class project** on responses from class discussions. Divide the class into new groups and allocate a task to each group:
   - Draw a map of the local area
   - Draw pictures of the foods/drinks which are available locally
   - Create labels and descriptions for the foods/drinks which are available locally. Each one should describe where the food/drink typically originates from.

4. **Extend the project to illustrate a world map** with the same pictures and labels showing the typical country of origin for the foods/drinks found locally.

Ideas to further develop children's intercultural awareness

Recipe book challenge

Children can record their favourite recipe, noting any special ingredients, unique preparation methods, cultural significance or interesting facts about their food/recipe choice. Children can be encouraged to share their recipe and facts with their classmates. The class recipes could also be compiled into a class cookbook.

Food evolution

Children can survey their parents, grandparents, neighbours and friends about food and how the selection of foods in a particular locality changes over time. Children can analyse their responses and present them in a graph/table/chart. The responses from each class can be compared and used as the stimulus for a discussion on the influences of culture/food from other countries/cultures.

Their favourite foods.

What they typically eat for breakfast, lunch and dinner now.

What they typically eat for special days/holidays like birthdays, Christmas or Easter dinner now.

What their favourite foods were as children.

What they typically ate for breakfast, lunch and dinner as children.

What they typically ate for special days/holidays like birthdays, Christmas or Easter dinner as children.

Explore the origins of different food, cooking and baking terms which originate from other languages/cultures

Many of the food, cooking and baking terms that we use originate from other cuisines and languages. Sometimes their direct translation or meaning can help to decode previously unknown words. Reflecting on and exploring these words and terms can help children to become more aware of the global cuisine they enjoy (or don't enjoy!) each day.

Digital and online resources can provide many examples to get discussions started. Some examples are provided below.

English words borrowed from other languages	Source language
Bratwurst, Emmenthal, frankfurter, noodle, pretzel, pumpernickel, sauerkraut, schnitzel, strudel	German
Apricot, coffee, couscous, falafel, orange, saffron, shawarma, spinach, syrup, tahini, tajine	Arabic
Beef, caramel, casserole, cream, croissant, custard, fillet, fondant, gratin, gateau, marmalade, mayonnaise, mustard, meringue, mustard, pastry, salad, sauce.	French
Anchovy, avocado, banana, barbecue, burrito, chocolate, chorizo, churro, cocoa, guacamole, nacho, paella, quinoa, papaya, salsa, taco, tortilla, vanilla	Spanish
Baguette, barista, bergamot, broccoli, cauliflower, espresso, farfalle, lasagna, latte, macaroni, mozzarella, ravioli, risotto, spaghetti, tiramisu.	Italian
Pilaf, yogurt, bulgur, dolma, hummus, kefir, shish kebab, caviar, baklava	Turkish

Food/ cooking/ baking term	Meaning	Origin
Sauté	To cook food quickly in a small amount of oil or fat over high heat	French, meaning "jumped" or "bounced," referring to the tossing or flipping of ingredients in the pan.
Al dente	Refers to pasta or rice that is cooked to be firm when bitten	Italian, literally translating to "to the tooth."
Mise en place	The practice of preparing and organising ingredients before cooking	French, meaning "everything in its place."
Ceviche	Raw fish or seafood that is "cooked" in citrus juices, typically lime or lemon.	Derived from Spanish, but popularized in Peru
Umami	A savory or meaty taste sensation, considered one of the five basic tastes alongside sweet, salty, sour, and bitter	Japanese, translating to "pleasant savory taste."

Roux	A mixture of flour and fat (usually butter) used as a thickening agent in sauces and soups.	French, meaning "reddish" or "rusty."
Frittata	An Italian omelette typically made with eggs, cheese, and various ingredients, often baked or broiled	Italian, from the verb "friggere," meaning "to fry."
Bain-marie	A water bath used for slow and gentle cooking, typically for custards and delicate sauces.	French, literally translating to "water bath."
Pesto	A sauce made of crushed garlic, pine nuts, basil, Parmesan cheese, and olive oil.	Italian, from the Genoese word "pestâ," meaning "to pound" or "to crush."
Tiramisu	A popular Italian dessert made with layers of coffee-soaked ladyfingers and mascarpone cheese.	Italian, literally translating to "pick me up" or "cheer me up."

(The examples listed in this table were generated using an AI platform with the prompt: *"Could you compile a list of cooking and baking terms which originate from other languages and include their meanings and origins please? Thank you"*

Reflective questions for teachers

- How can an atmosphere of trust and support be fostered in the classroom, so that children are encouraged to discuss their favourite foods while being sensitive and respectful the opinions/choices of others?
- How do the learning experiences above support the development of the key competencies – Being an active citizen, Being creative, Being well, Being an active learner?
- All children come to school with existing knowledge of languages and cultures, can you think of some examples of this in your school setting?

Example 3 – Building communicative competence: Focusing on body parts in German

Title	Total Physical Response (TPR) activity for learning body parts in German
Element	Building an awareness of languages and cultures
	Communicative Competence in the L3
Stage/class	Stages 4 (5th - 6th classes)

Learning Outcomes	Key Competencies
Through appropriately playful and engaging learning experiences, children should be able to: Use knowledge, strategies and skills already mastered in one language, to assist understanding and communication in other language(s). (AL, CL). Participate in very simple classroom routines, activities, tasks and interactions, including very simple games using the L3. (AL, C, CL). Recognise and demonstrate understanding of very short and simple words, questions, prompts, and instructions in the L3 related to everyday concrete objects, and personal, and familiar topics, drawing on supports where necessary. (AL, CL). Produce common words, formulaic expressions and phrases to give basic information on concrete objects, and personal and familiar topics, using visuals, gestures, and supports to aid communication. (C).	**Being a communicator and using language** (**CL**) Using language as a basic means to understand and interpret meaning. Building communicative skills in language to collaborate and connect with others. **Being an active learner** (**AL**) Learning with and from others in the classroom. Appreciating the knowledge that children with different home languages brig to the classroom. **Being creative** (**C**) Engaging with playful and creative use of language. Exploring language with curiosity and imagination.

Introduction

This support material aims to provide an example of learning and teaching to support children's communication and competence in a third language (L3).

In this example children will learn body parts (Körperteile) in German through playing the game Simon Says / Pumpernickel sagt. Pumpernickel sagt uses the Total Physical Response (TPR) method (see below). While a fun and simple method, learning can be incremental – commencing with simple words and phrases and progressing to alternative topics and more complex linguistic structures.

This activity allows children to draw on their prior language knowledge across English, Irish and other languages, as well as develop new vocabulary in the L3.

The teacher models each of the commands which include the vocabulary for parts of the body, acting out the response until the children recognise them independently. At this stage, the teacher

can use the verbal cues alone. After the TPR activity, the new vocabulary and commands can be explored in more detail. Over time, as the children start to produce the verbal cues themselves, they can take turns to provide the verbal cues.

A pedagogical approach to support learning and teaching in the L3

Total physical Response (TPR) is an action-orientated method which supports comprehension. Children are encouraged to listen to prompts and physically respond to show their comprehension of the prompt. Underpinning this method is the idea that language understanding precedes its use in communication. In other words, children need to understand the meaning of words in the L3 before they can use them to communicate.

The focus is on making the activity enjoyable and accessible for all learners. Whilst a simple method, it can be used to develop simple as well as more complex words and concepts in languages. Learning can centre around those simple words (such as nouns like body parts or classroom items, adjectives like colours) and commands (the imperative, such as *'open'*, *'close'*, *'shake'*, for example). However, learning can also progress to more advanced concepts such as action sequences (a series of commands or operations such as getting ready for bed), compound tasks (a few tasks performed in a sequence, such as '*take out your Maths book and open it on page 43*'), extended dramatical performances and further skills like writing a letter.

TPR can be used to revise and reinforce vocabulary as part of a planned learning experience in the L3. It can also be used in a more spontaneous way as part of classroom games and routines, for example to facilitate a movement break.

A learning and teaching experience to develop communicative competence in the L3

The teacher introduces the activity by explaining to the children that they are going to learn to play Simon Says or 'Pumpernickel sagt' in German.

1. The teacher **introduces new words using the TPR method**. The teacher introduces 6-10 new body parts by pointing to different parts of the body and naming them using full sentences, for example,

- The teacher points to their head and says, "Das ist der Kopf" (that is the head).
- The teacher shows their hand and says, "Das ist die Hand" (that is the hand).

It is useful to teach words that sound similar to English first, e.g. "der Finger" (the finger), "das Knie" (the knee) or der Fuß" (the foot). The teacher can ask the children to repeat the words out loud.

Das ist…			
der Finger (finger)	die Hand (hand)	das Ohr (ear)	die Haare (pl.) (hair, plural)
der Fuβ (foot)	die Nase (nose)	das Auge (eye)	
der Mund (mouth)	die Backe (cheek)	das Kinn (chin)	
der Rücken (back)	die Schulter (shoulder)	das Knie (knee)	
der Kopf (head)	die Zunge (tongue)	das Bein (leg)	

2. The teacher then asks the children to listen carefully to the body parts and point to the correct body part themselves.

They can use questions and prompts like

Wo ist das Auge? (where is the eye?)
Zeige auf dein Auge … (point to your eye)
Berühre dein Auge… (touch your …)
Klopfe auf deinen Bauch … (pat your stomach).

These prompts can be extended over time.

3. The teacher introduces Simon Says/Pumpernickel sagt by **modelling actions and responses** as he/she says them.
Children are prompted to listen for 'Pumpernickel sagt' and only respond if they hear this being said. If they respond when it is not said, they can sit down and continue to participate in the learning experiences by observing the actions and responses of others.

Children are also prompted to listen and watch the teacher modelling the responses when the new words for body parts and commands are used.

4. Once the children have become used to hearing the new words and commands, the teacher stops modelling the actions and **just uses the verbal prompts**.

5. Once the children have understood the new words and commands, they can begin to produce them by **taking turns to prompt the rest of the class**.

6. **The teacher presents the children with a written list of 10-20 body parts in German** to examine the words in their written form**.**

Before any of the words are described, children are asked to
- see if they can guess what any of the words mean
- reflect on how they might recognise some of the words
- explore words for body-parts in other known languages (e.g. Irish and home languages).

7. **The teacher encourages and facilitates the children to explore the new words further.**
Children can use their knowledge of other languages to identify similarities between languages and unique features of the L3.
- Words that we can recognise from other languages as they are similar to languages we know (e.g. Der Finger (the finger), Das Kinn (the chin))
- Words which are false friends – they look similar to words we know in English but don't mean the same thing (e.g. die Backe which resembles the English for 'back' but means 'cheek' in German)
- Accents in languages: Umlauts, fadas
- Noun gender in German
- Noun capitalisation in German
- Unique characters in languages: β

The new vocabulary can be reinforced through additional activities, such as writing tasks (see sample worksheets below).

Development

1. **Visual displays of body parts and associated games**
   Using large sheets of craft paper, children can trace around a full body to create an empty template. One or more body shapes can be developed. With the children's assistance, create body labels to attach to each of the outline bodies. These can be created in the target language, English, Irish and other languages of the classroom.
   As well as being used for display, children can take turns to add their set of labels to the body outlines. This can be done in groups and pairs to support children's understanding, use and communication in a collaborative and interactive way.

2. **Memory game**
   Task the children with creating a set of flashcards with an individual body drawn on each, and a second set with the corresponding body part label in different languages.
   Match the labels to the pictures or match the labels by language (if you are using more than one language across your labels).

3. **Charades**
   Reverse the Pumpernickel sagt order by asking children to act out different prompts and the rest of the class provide the verbal cue.

Ideas for learning and teaching experiences to develop vocabulary and phrases

- **Task-based language teaching** (e.g. provide tasks for children where they have to use the correct body part to complete the task - '*Pumpernickel says, you are playing the piano with your fingers.*')
- **Multi-sensory learning** (e.g. Engage multiple senses by using visuals like flashcards or diagrams to accompany the commands. This reinforces the connection between the German words for body parts and their visual representations.)

Reflective questions for teachers

- How can children of all levels of ability be included using this approach?
- How does this approach support children in transferring knowledge and skills between English, Irish, the L3 and other languages?
- How might you use and access the children's knowledge of languages without requiring/having a personal knowledge of these languages?

Körperteile - Body Parts

Die Haare

Das Auge

Der Kopf

Die Backe

Das Ohr

Die Schulter

Die Nase

Der Daumen

Der Mund

Der Finger

Der Arm

Der Bauch

Die Hand

Das Knie
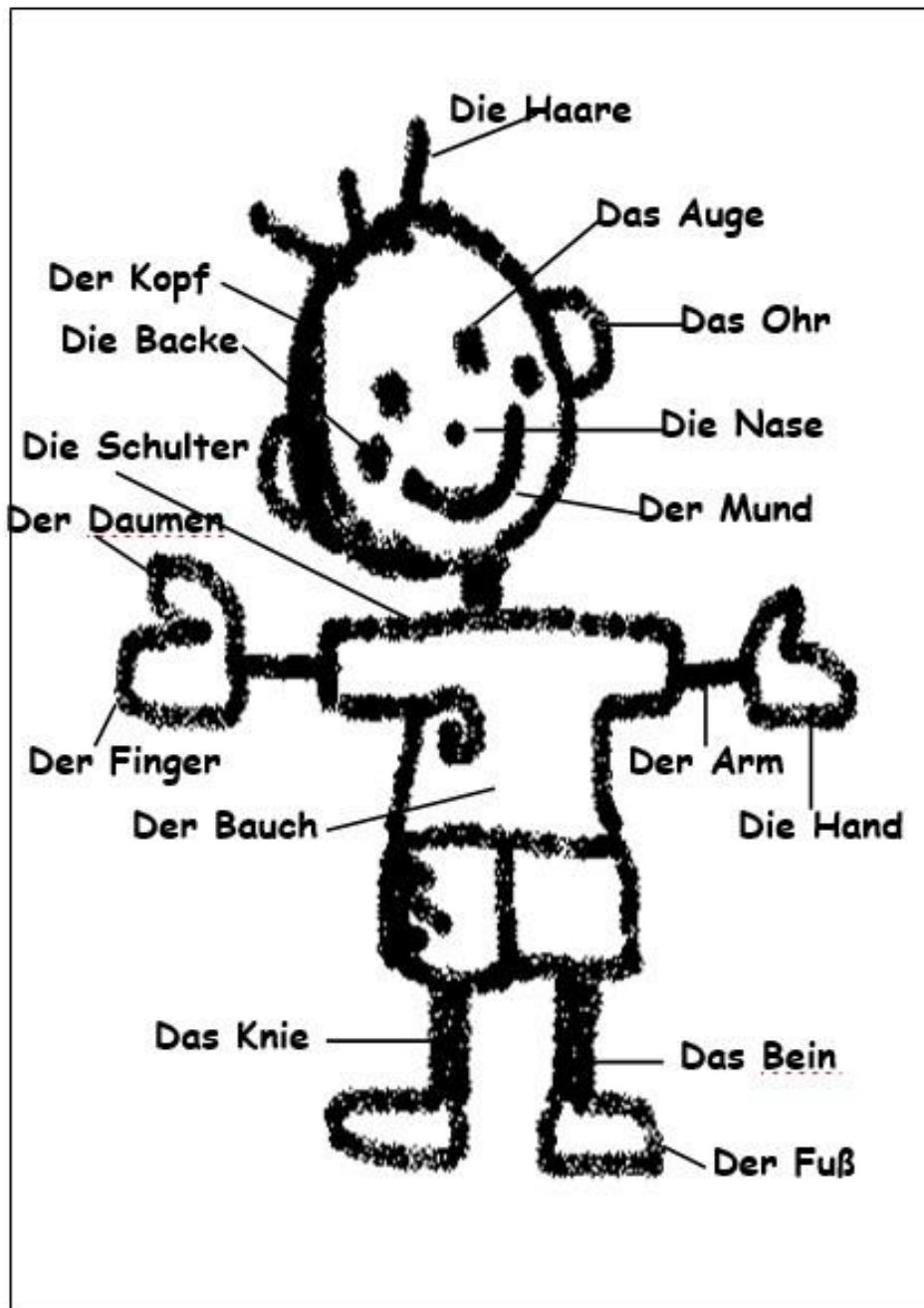
Das Bein

Der Fuß

Name: _____   Datum: _____

Körperteile - Body Parts

Der Kopf	Die Haare	Das Auge
Der Daumen	Die Backe	Das Ohr
Der Finger	Die Schulter	Das Bein
Der Bauch	Die Hand	Das Knie
Der Mund	Die Nase	
Der Arm		
Der Fuß		

Körperteile - Body Parts

Name: _____ Datum: _____
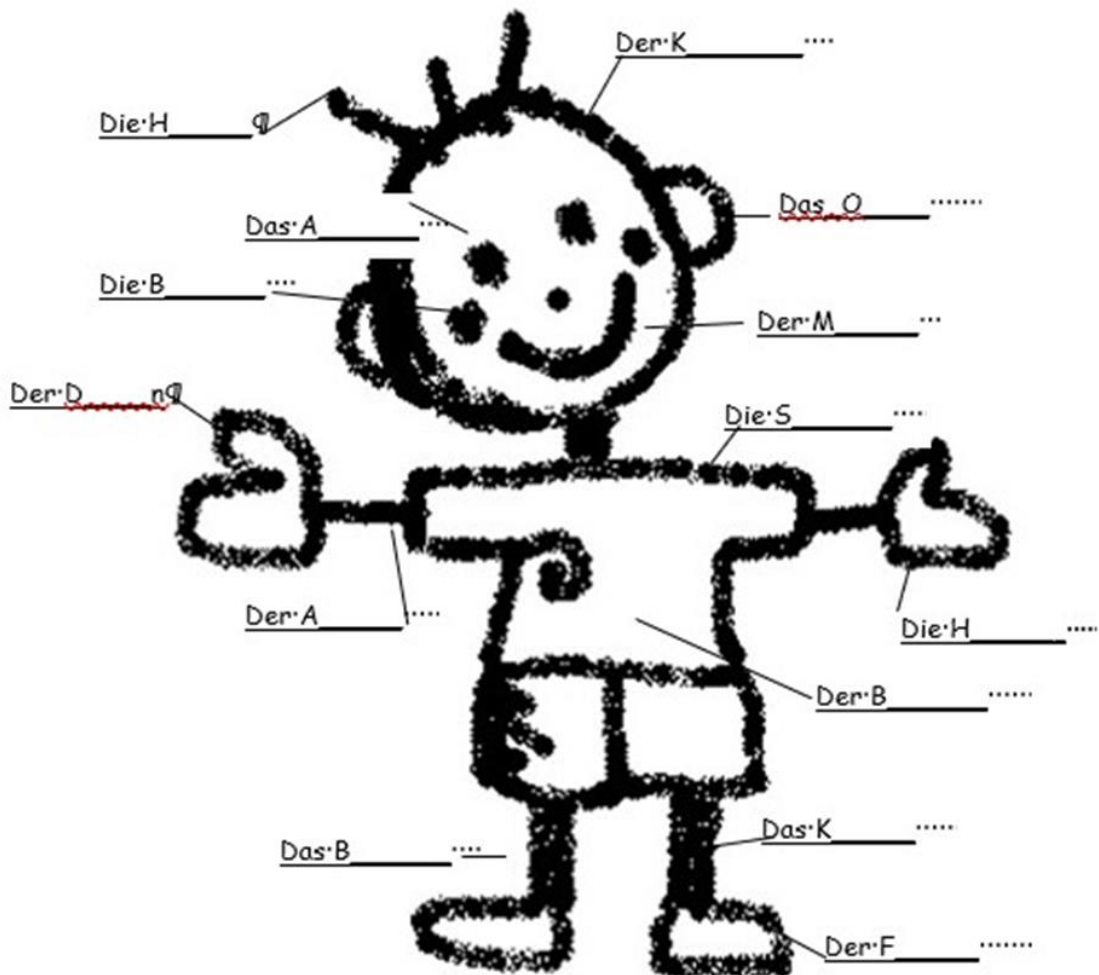
Der K_____ ....

Die H_____ ꟼ

Das O _____ ....

Das A_____ ....

Die B_____ ....

Der M_____ ...

Der D_____ nꟼ

Die S_____ ....

Der A_____ .....

Die H_____ ....

Der B_____ ....

Das B_____ ....

Das K_____ .....

Der F_____ ....

Der Kopf	Die Haare	Das Auge
Der Daumen	Die Backe	Das Ohr
Der Finger	Die Schulter	Das Bein
Der Bauch	Die Hand	Das Knie
Der Mund	Die Nase	
Der Arm		
Der Fuß		

97

Example 4 – Developing Intercultural Awareness

Title	Developing Intercultural Awareness – Individual Identities
Element	Building an awareness of languages and cultures
Stage/class	Stages 3 and 4 (3rd – 6th classes)

Learning Outcomes	Key Competencies
Through appropriately playful and engaging learning experiences, children should be able to: demonstrate an understanding of the connection between linguistic communities and their associated cultures, as well as other factors which can influence the development of culture(s). AC, C, W. explore and celebrate their own and other cultures across the classroom, school, local community and wider world, discussing them sensitively and respectfully. AC, C, W.	**Being an active citizen (AC)** Exploring knowledge about language and culture to develop respect for our world and society. **Being creative (C)** Exploring language with curiosity, open-mindedness and imagination. **Being well (W)** Embracing the value and importance of all languages and cultures in the classroom to foster self-acceptance and self-awareness.

Introduction

Our identity is shaped by the environment we grow up in and our social interactions. In a multi-cultural and multi-lingual society like Ireland, our children hear, see and use multiple languages. Each of these languages carries clues and values from a multitude of cultures.

We all make different associations with the languages in our lives, use them for different purposes and in different contexts, and value them for different reasons. Appreciating linguistic diversity and harnessing its potential as a learning and teaching resource can develop children's understanding and respect for identities and cultures.

The learning experiences suggested in this resource can provide children with an opportunity to reflect on their linguistic makeup, and the associated culture(s) from which their language(s) stem.

Pedagogies to support learning and teaching

A **plurilingual approach** to language learning values all languages of the classroom. This includes languages of the school (English and Irish), children's home languages, and languages of the wider community. These languages are welcomed and included, where possible throughout learning experiences to explore various curriculum topics. Children are encouraged to draw on their full linguistic resources (repertoire) to make connections with the learning taking place.

Language and culture are deeply linked and intertwined. Language will often carry meanings and references relating to culture. When children interact with another language, they are also interacting with the culture relating to that language. Exposure to a variety of languages will provide opportunities for children to develop their understanding and awareness of different cultures.

A learning and teaching experience to develop children's Intercultural Awareness:

Linguistic/cultural identity

1. Encourage children to reflect on their own identity and how this is shaped by the languages they know and have encountered. Children can be encouraged to identify all of the languages that they speak, sign, know a little about, hear and see around them or would like to learn.

Discussion questions:
- What language(s) do you **speak/sign**? – at home / in school / elsewhere?
- What language(s) **do you know** a little about?
- What language(s) do you **hear** around you? – at home / in school / in our community / elsewhere / on holidays?
- What language(s) do you **see** around you? – at home / in school / in our community / elsewhere / on holidays?
- What language(s) would you **like to learn**?

2. A visual aid (see examples below) such as a silhouette can be used by each child to represent their individual linguistic portraits.
   - Children can choose a colour to represent each of the languages they have identified through their reflections and discussions.
   - Next, the children can colour the silhouette according to the importance and role they attribute to those languages in their lives.

3. Children can be encouraged to present and discuss their silhouettes and the reasons they choose each language with their peers and teacher.
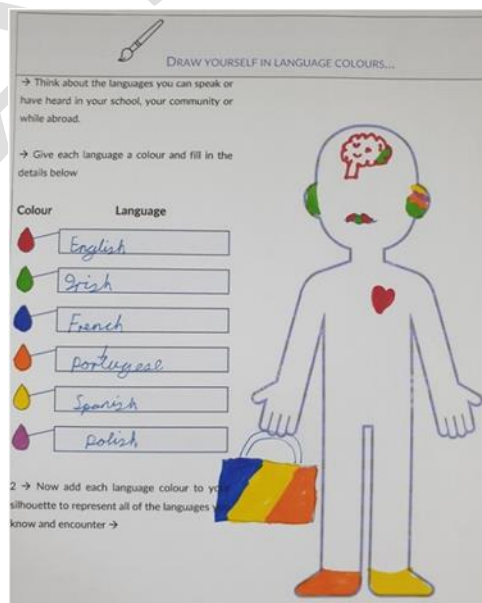
Sample silhouette

Extension activity

Encourage children to discuss specific traits, such as:

- their name and its meaning/origin
- types of food they like
- music and TV preferences
- their hobbies, etc.

Children can be asked to bring or describe objects relating to their traits during show and tell time; or to add images to their silhouette to represent their individual traits. An alternative option would be to create a new project which illustrates details about themselves (see sample provided below). Children's conversations and reflections can support them in appreciating similarities and differences across the various cultures that shape the identities in their classroom.

Sample extension activity

"My name is Alannah; it comes from the Irish for child – leanbh. When you add an 'a' in front, it means "darling child."
I love playing gaa with my local club. We play camogie and football. I also enjoy running.
I like spending time with my friends. Some of them play gaa too.
I enjoy eating pizza, chips and chocolate!
I like listening to music on Spotify and playing piano.
I play Roblox and Minecraft on my iPad, and like watching TV too."
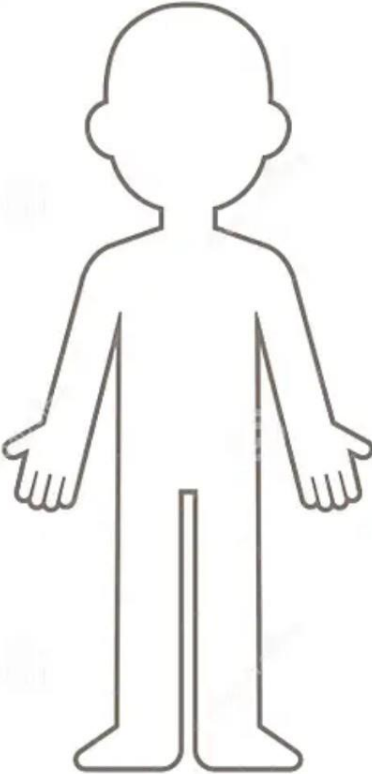
Reflective questions for teachers

- Can you identify ways in which different cultures can be explored and celebrated in your school context?
- How can children be encouraged to identify the links between languages and cultures?
- Is there a particular text or story that the children in your class have engaged with and that could be used to support their intercultural awareness?
- What kind of dispositions do you notice in the classroom when children are learning about different languages and cultures?

Think about ...	Record your thoughts here
• What language(s) do you **speak/sign**? - at home / in school / elsewhere?	
• What language(s) **do you know** a little about?	
• What language(s) do you **hear** around you? - at home / in school / in our community / elsewhere / on holidays?	
• What language(s) do you **see** around you? – at home / in school / in our community / elsewhere / on holidays?	
• What language(s) would you like to learn? Why?	

Draw yourself in language colours...

1. Give each language you have recorded a colour

Colour **Language**

2. Now add each colour to your silhouette →

This sample support material was developed in collaboration with Post-Primary Languages Ireland (PPLI).