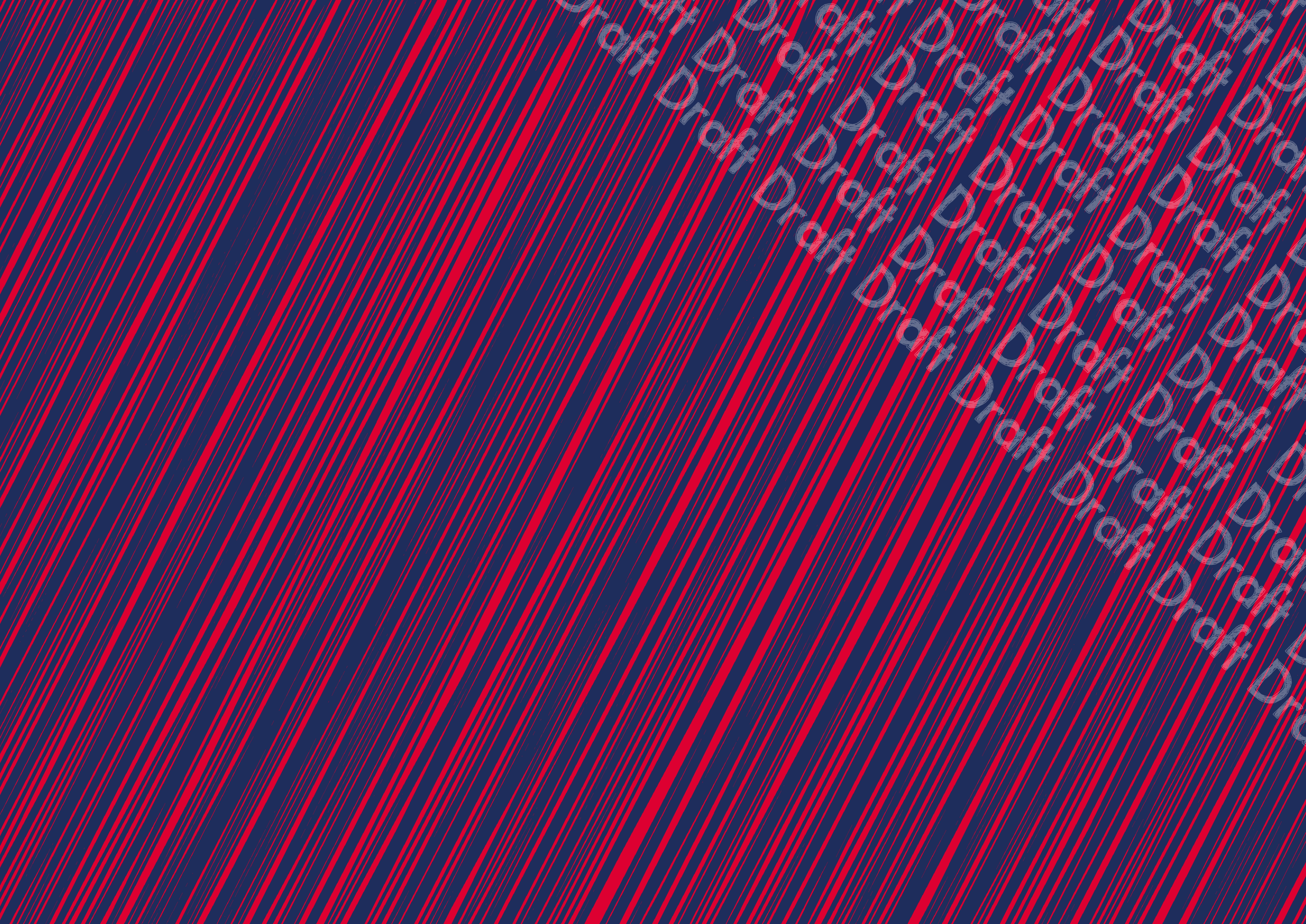


Primary Language Curriculum

Curaclam Teanga na Bunscoile

Stages 3 and 4
Céim 3 agus 4
Draft/ Dréacht



1. Introduction / Réamhrá

This document presents the draft Primary Language Curriculum/ Curaclam Teanga na Bunscoile for stages 3 and 4. The specification begins with an abridged Introduction, Rationale and Aims of the Primary Language Curriculum. This is followed by the draft Learning Outcomes for English LI Oral Language, Reading and Writing and Torthaí Foghlama don Ghaeilge T2 for Teanga ó Bhéal, Léitheoireacht and Scríbhneoireacht, as well as the draft Progression Continua/ Contanaim Dul chun Cinn for the three strands. The Learning Outcomes/Torthaí Foghlama for junior infants to second class are included to help show continuity and progression through the eight years of primary school. Similarly, Progression Steps used with the junior classes are included in this document to demonstrate continuity between the junior, middle and senior classes. It is likely that teachers will draw on many of these Progression Steps when working with children in the middle and senior classes, especially with children in third and fourth classes. Yellow highlighting is used with the Learning Outcomes/Torthaí Foghlama and the Progression Continua/Contanaim Dul chun Cinn to show the material developed as part of the new specification for stages 3 and 4.

Who is the Primary Language Curriculum for?

The Primary Language Curriculum is for teachers of children of all abilities in all school contexts. The school contexts for this curriculum include English-medium schools, Gaeltacht schools, Irish-medium schools and special schools

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

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

Why is there a new Primary Language Curriculum?

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

Findings have highlighted the need for a new Primary Language Curriculum which

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

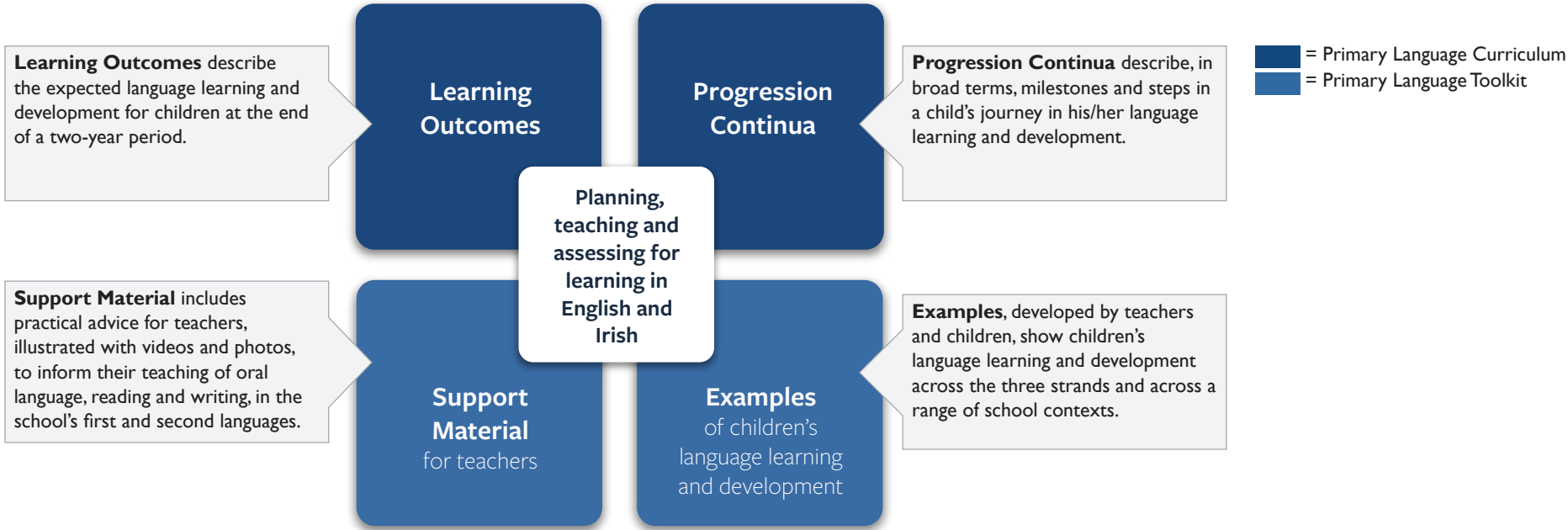


Figure 2: The four interconnected components of the Primary Language Curriculum

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

The structure of the Primary Language Curriculum differs from the 1999 curriculum for English and Irish in several respects, outlined in (Figure 1).

What are the four interconnected parts of the curriculum?

Section 6 of the Primary Language Curriculum, English and Irish: Stages 1 and 2, describes four interconnected components— Learning Outcomes, Progression Continua, Support Material and Examples of children's learning and development (see Figure 2).

2. Rationale and Aims\ Réasúnaíocht agus Aidhmeanna

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

The Primary Language Curriculum (pp.18-20) describes four principles of language learning:

- Language shapes who we are
- Language learning is a developmental process
- Language learning is an integrated process
- Children learn language through interactions.

The aims of the Primary Language Curriculum (pp.26-27) are presented in three groups: focusing on children and their lives, children's communications and connections with others, and children's language learning and development.

1. Children and their lives

The Primary Language Curriculum aims to support teachers to

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

2. Children's communications and connections with others

The Primary Language Curriculum aims to support teachers to

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

3. Children's language learning and development

The Primary Language Curriculum aims to support teachers to

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

3. Planning, teaching and assessing for learning/ Pleanáil, teagasc agus measúnú le haghaidh foghlama

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

Together, the Learning Outcomes and the Progression Continua provide important reference points for teachers to plan for, and make judgements about, children's language learning, and to decide on the next steps in teaching and learning to help children progress in English and Irish. The Learning Outcomes and Progression Continua support teachers when reporting the child's learning progress to colleagues, parents and others during the year, and to other teachers as part of the transfer process within or across primary schools.

Second language learning

Most children travel along predictable pathways to learning a second language. Irish is no exception, and children learn Irish as a second language in primary school in individual, but predictable ways. Children learning English as an additional language will also follow the same trajectory, but with more opportunities to interact with the language outside the school context. Initially, children gradually realise that communication and meaning can be made in other languages and they begin to demonstrate understanding. Once children have acquired some words in the new language, they begin to mix and use L2 words in L1 sentences giving mixed utterances. If the new language is acquired in a familiar setting, children will learn words and phrases that are regularly used throughout the day.

Over time, children acquire common familiar words and phrases in their second language. It is important that children have opportunities to repeat these words and to develop more creative speech. Supports for teachers which outline and illustrate

developments and teaching supports for children's second language learning are published in the Primary Language Toolkit.

The communicative approach

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

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

The learning experience with each task is discussed by the teacher and children as part of their review of the three phases. Supported by the teacher, children are encouraged to identify any aspects of the language that may have been required and were not at their disposal. For the teacher, information gathered through the review may inform the initial phase of a subsequent lesson, or planning to teach new material informally, e.g., grammar. A lesson may start with any of

the three phases of the communicative approach because these are cyclical and continuous.

The overriding goal for the teacher is to support the learner to talk and to communicate in the second language as early and as often as possible.

Functions of language

The functions of language are central to second language learning. A person's use of language to achieve some communication goal is called a 'language function'. In order for children who are learning a second language to function in their new language and communicate effectively, it is important that they have mastery of a number of functions of language.

Functions of language enable children, for example, to introduce themselves to others, greet, ask questions, express, request and to structure their responses to others. A person is fulfilling language functions when this communication is taking place. The child can fulfill the language functions not only in real situations but also in imaginary situations such as role play and socio-dramatic drama. The examples of the language functions cannot be used in a vacuum and so, in order to attend to the interests and language needs of the children, it is recommended to teach the language in the context of themes which relate to the children's lives. The themes will create realistic contexts for using and teaching examples in the Irish lesson. Support for teachers for the language functions is available in the Primary Language Toolkit.

Language and cultural awareness

Language awareness draws children's attention to different modes and languages people use to communicate. Nurturing children's awareness of, and interest in, other modes of communication and languages encourages them to actively engage with the new languages they encounter. Where possible, children should be encouraged to explore different modes of communication and language, and to recognise similarities and differences between their home language and other languages. An awareness of the culture and

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

Linguistic Diversity and the Primary Language Curriculum

Primary classrooms have changed greatly in recent times, welcoming children from a range of cultural and linguistic backgrounds. Language and cultural identity are inextricably linked and the importance of affirming and acknowledging children's home languages in Irish primary schools has previously been highlighted (NCCA, 2005). The Primary Language Curriculum reflects the linguistic diversity found in primary schools by acknowledging languages to include English, Irish and other languages. Reference to 'other languages' enables teachers to draw on and support the linguistic abilities of children in their classrooms. For example, children may be encouraged to read and write texts in their home languages and to share these texts with peers. Encouraging children 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, to include English and/or Irish and other languages helps children to develop an awareness of the structures of languages.

Immersion

Immersion occurs where language learners are immersed in a language that is different from their home or native language. In an immersion environment, the child acquires the language of the immersion environment in addition to their home language.

Following a period of immersion in the new language, children should be encouraged to transfer the skills they have learned in the new language to other languages and vice versa.

Children from non-Irish speaking families who attend a Gaelscoil or Gaeltacht school are in an immersion setting. To facilitate the practice of immersion education in Irish-medium schools, for learners of Irish, and to support continuity in the development of native speakers' competence in the language, these schools will have the option of implementing a period of total early immersion up to the end of senior infants, subject to the approval of the school's board of management and following consultation with the patron, teachers, and parents' association. The teaching of English and formal literacy skills in the school's L2 will not begin until after the period of total early immersion decided by the school. Children for whom English is an additional language (EAL) are immersed in the language of the school. For children immersed in a language of the community, where this differs from the language of the home, parents and the school can play a key role in celebrating and maintaining the child's home language.

Content and Language Integrated Learning (CLIL)

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

Learning Outcomes/Torthaí Foghlama

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

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

Understanding the Learning Outcomes

How are the Learning Outcomes presented?

- The Learning Outcomes are presented by the school's first language, English (L1), followed by the school's second language, Irish (L2).
- The Learning Outcomes are grouped by strand, beginning with oral language, reading and writing.
- The Learning Outcomes are presented across four two-year stages from junior infants to sixth class.
- The Learning Outcomes are listed in order using the three elements, beginning with Developing communicative relationships through language, followed by Understanding the content and structure of language, and Exploring and using language.
- Many of the Learning Outcomes in one language have concepts and skills which transfer across Learning Outcomes in the school's other language. A link symbol listed after the relevant outcome shows where transfer occurs. The link symbol is followed by the number of the linked Learning Outcome in the school's other language. Learning Outcomes for each stage are connected with relevant Progression Milestones (early a-j) on the

Progression Continua. The span of Progression Milestones differs depending on the stage, the strand and the language—whether it is the L1 or L2. For this reason, suggested Progression Milestones are highlighted at the top of each stage above the Learning Outcomes.

Progression Continua: English and Irish/Contanaim Dul chun Cinn: Béarla agus Gaeilge

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

There are three Progression Continua, one for each of the three strands—oral language, reading and writing. Each continuum consists of eleven Progression Milestones (early a-j), which describe, in broad terms, children’s language learning and development. Progression Milestone j in particular is intended to support high-achieving children in primary schools. Each Progression Milestone has Progression Steps which, together, mark significant achievement by children in their language-learning journey. The steps describe what children’s learning and development look like as they move along the continuum towards achieving Learning Outcomes.

Children’s language learning and development in a given strand and language may lie within a Progression Milestone for varying lengths of time, with children achieving different aspects of a milestone over time. Some children may not always progress to the next Progression Milestone and may remain within a milestone for longer periods

of time. Depending on children’s language skills and development, they may be demonstrating aspects of language development within different progression steps for different Learning Outcomes. From time to time, children may move forwards and backwards across the Progression Continua and not always in a linear step-by-step manner. The continua support teachers to make decisions based on the evidence available to them at a point-in-time. The evidence may indicate the need to reinforce, revisit or extend a particular concept or skill.

It is not generally expected that classroom teachers would assess the progress of individual children using progression milestones. Rather they provide information to support periodic planning as well as holistic assessment of children’s and young people’s learning.

Using the Progression Continua in different school contexts

The Progression Continua offer schools flexibility in identifying expectations for children’s language learning and development, based on their particular language learning and demographic context and in line with the Learning Outcomes for each stage. While the Progression Continua are broadly the same for children across the three language-learning contexts, they are flexible, so schools can locate children’s progression across classes and set goals appropriate to their own language context.

Tables 1 to 3 outline what the majority of children are expected to achieve at the end of each stage in the school’s first and second languages. Each table focuses on one of the three school-language contexts described in the Rationale, i.e., English-medium schools, Irish-medium schools (Gaelscoileanna) and Gaeltacht schools.

Table 1: Progression Milestones for the end of stages 1, 2, 3 and 4: English-medium schools

	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth class	Stage 4: Fifth and sixth class
L1 (English): Oral language	e	f	g	h
L1 (English): Reading and writing	d/e	f	g	h
L2 (Irish): Oral language	c	d	e	f
L2 (Irish): Reading and writing	b	c/d	d/e	e/f

Table 1 indicates what the majority of children in an English-medium school might be expected to achieve in L1 and L2 at the end of each stage.

Table 2 indicates what the majority of non-native Irish speaking children in an Irish-medium school might be expected to achieve in L1 and L2 at the end of each stage

Table 3 indicates what the majority of native Irish speaking children in an Irish-medium school might be expected to achieve in L1 and L2 at the end of each stage.

Table 2: Progression Milestones for the end of stages 1, 2, 3 and 4: Non-native Irish speakers in Irish- medium schools

	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth class	Stage 4: Fifth and sixth class
(Irish): Oral language	d	e/f	f/g	g/h
L1 (Irish): Reading and writing	d/e	e/f	f/g	g/h
L2 (English): Oral language	d	f/g	g	h
(English): Reading and writing			g	h

Table 3: Progression Milestones for the end of stages 1, 2, 3 and 4: Native Irish speakers in Irish- medium schools *

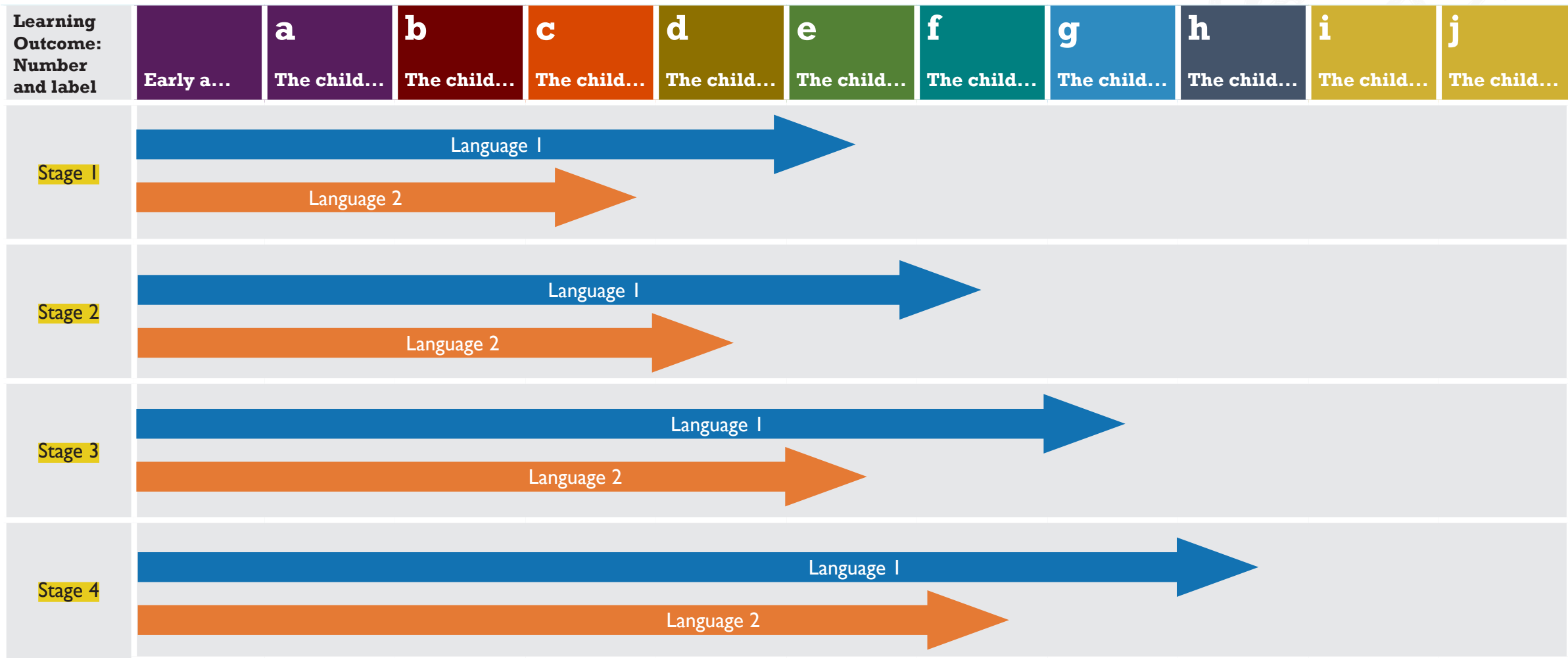
	Stage 1: Junior and senior infants	Stage 2: First and second classes	Stage 3: Third and fourth class	Stage 4: Fifth and sixth class
L1 (Irish): Oral language	e	f	g	h
(Irish): Reading and writing	d/e	f	g	h
(English): Oral language	d	f/g	g	h
(English): Reading and writing	c	f/g	g	h

*The Department of Education & Skills recognises early-immersion education to be an effective and successful system and schools are permitted to postpone formal English-language instruction until, at least, the end of term 1 of senior infants. The period of immersion advised for schools in Gaeltacht areas is longer. Circular 0033/2017 outlines the DES Policy on Gaeltacht Education 2017-2022 Gaeltacht School Recognition Scheme for Primary Schools and Special Schools in Gaeltacht Language Planning Areas. In order to be designated a Gaeltacht school under the terms of the Recognition Scheme, primary schools must implement a two-year total-immersion programme through Irish in infant classes, during which no English will be taught and all subjects are taught through the medium of Irish. This enables the fuller development of children's Irish-language capacities in infant classes.

Where a significant period of tumoideachas/immersion is implemented, the timeline for pupils' progression from Stage 1 and 2 for English (T2) will be different from schools without tumoideachas. The length of the immersion period being implemented by the school will determine this. If English is not introduced until 1st class, the teacher in 1st class will begin English with a focus on Stage 1. The pace of proceeding through many of the learning outcomes at this stage should be relatively fast for the majority of pupils due to 'traschur scileanna'. Many of the learning outcomes will already have been achieved in/through Irish and these skills automatically transfer to English. It could be anticipated that the child may quickly move on to Stage two for many of the learning outcomes.

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

Figure 3: General range of Progression Milestones across all three strands for stages 1, 2, 3 and 4: English-medium schools*



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

Draft - Learning Outcomes: For Oral Language (English L1)

Strand: Oral Language					
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to*	Stage 4: Fifth and sixth class Children should be able to*
Communicating	1. Engagement, listening and attention	Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose. TF1, C1+2		Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others. Express their individuality orally (including the use of various languages) Listen actively and extract meaning and enjoyment from conversations and texts** in a range of genres and where possible, in various languages	Listen actively and evaluate how the purpose, situation and audience/listener influence the speaker's register, dialect and accent
	2. Motivation and choice	Choose, listen to, respond to and create texts** in a range of genres across the curriculum for pleasure and interest		Choose, listen to, critically respond to and create texts** in a range of genres across the curriculum for pleasure, interest and specific purposes	
	3. Social conventions and awareness of others	Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally. TF2, C1 Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences. TF3, C1+2	Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. TF2, C2	Use social conventions of language flexibly and with empathy while initiating, sustaining and engaging in conversations on personal and curriculum-based topics Adapt language style, tone, pace, vocabulary, gestures, facial expressions and body language to various audiences whilst communicating orally in a range of genres	Explore how culture and identity can influence how people communicate with others, verbally and non-verbally Listen and speak with confidence and skill to work collaboratively with others and to share feedback, ideas, decisions and outcomes with a range of audiences
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, C2		Vary sentence length, structure and grammar, moving fluidly between simple, compound and complex sentences, as appropriate to audience, purpose and language being spoken	
	5. and 6. Acquisition and use of 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. TF5, C1+2 Use sophisticated oral vocabulary and phrases, including the language of text**, topic and subject-specific language, and express and use decontextualized language. TF6, 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	Critically select and use a wide-ranging oral vocabulary and phrases for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose
	7. Demonstration of understanding	Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining. TF7, C1+2		Demonstrate understanding by listening actively to, understanding and analysing conversations and texts in a range of genres Respond creatively and critically to what they have heard and seen	Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres

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

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

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

Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Draft - Learning Outcomes: For Oral Language (English L1)

Strand: Oral Language				
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to* Stage 4: Fifth and sixth class Children should be able to*
Exploring and using	8. and 9. Requests, questions and interactions	Express personal needs and preferences, and make requests with confidence		Express personal needs, opinions and preferences, explaining and justifying their perspective
		Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking		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 to ask and answer a variety of questions – open, closed, leading, rhetorical – with clear purpose
	10. Categorisation	Name, describe and categorise people, objects and experiences showing increasing depth of knowledge and improved understanding	Use social conventions of language appropriately in order to initiate, sustain and engage readily in conversations on personal and curriculum-based topics and use a language style and tone suited to the audience. TF2, C2	Explain and justify categorisation, across the curriculum, as appropriate, and demonstrate understanding that categories are fluid and can vary
	11. Retelling and elaboration	Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary		Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate
	12. Playful and creative use of language	Listen and respond to the aesthetic and creative aspects of language and use language playfully and creatively		Listen to, identify and respond to the aesthetic and creative aspects of language at sound, word, sentence and text level Use language playfully and creatively in their own texts
	13. Information giving, explanation and justification	Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language		Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading
	14. Description, prediction and reflection	Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts		Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts

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

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

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

♦ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Progression Steps - Oral Language

Element	Learning Outcome: Number and label	Early a...	a The child...	b The child...	c The child...	d The child...	e The child...	f The child...	g The child...	h The child...	i The child...	j The child...
Communicating	1. Engagement, listening and attention	indicates awareness of sensory stimuli in the learning environment shows consistent patterns of attending to stimuli/personnel/activities in the immediate environment engages in an activity requiring joint attention with one or more	attends to stimuli, keeps eye gaze and tracks adult's gaze to visually attend to an object jointly. imitates actions and sounds.	attends for longer to interesting or familiar stimuli including: actions, gestures, tone of voice, conversations and stories read aloud, and joins in with rhymes, songs and games.	takes part in conversation or familiar eye-contact while attending to body language, gestures and tone of voice and uses these cues with context to understand new words/phrases. listens to factual accounts.	listens to new information on an unshared experience including fiction for enjoyment and of increasing complexity. listens to an adult modelling a new language where many words may be unknown.	listens to definitions and descriptions using tone, gestures and a few understood words to interpret main messages. attends to textually presented information (books, audio etc).	attends to verbal and non-verbal communication in a variety of contexts and listens to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of same.	gains insight from listening to new information on a wide range of subjects.	listens to information being presented from both sides of an argument.	Listens carefully to others, interjecting with questions, insights and opinions when appropriate Further develops their listening skills by engaging with oral texts Listens for and discusses the impact of culture, identity, situation, purpose and audience/listener on how people communicate	Embraces and evaluates own and others' individual style of listening and speaking
	2. Motivation and choice		demonstrates interest in, enjoys and responds to texts using facial expressions, voice, sounds and gestures.	listens to texts and takes part in conversations with others on topics of interest and personal choice using multi-word utterances and basic sentences.	Initiates a conversation with others and chooses texts to listen to for enjoyment and based on personal interests.	Identifies a purpose for listening based on personal interests and sets personal goals for listening, with support, to gain information on a topic of interest.	Chooses to join in or take part in a conversation based on personal interests, in pairs or in groups. Listens to chosen texts for enjoyment and interest and expresses preferences.	Identifies a variety of purposes for listening to texts and for engaging in conversations based on personal interests.	Enjoys engaging in conversations and chooses to listen to particular oral and aural texts for a specific purpose.	Chooses and engages with oral and aural texts for specific purposes and evaluates these texts with a purpose in mind.	Creates and engages with texts, based on own interests and for specific purposes. Identifies aural/oral texts which will extend vocabulary, knowledge and interests	chooses and evaluates aural/oral texts to facilitate learning across the curriculum Evaluates the choices made while selecting aural/oral texts for a listening preference or for a specific purpose
	3. Social conventions and awareness of others	shows awareness of and/or uses tone, body language, gestures, pace, vocalisations and volume to interact communication. demonstrates verbal/nonverbal turn-taking with a communicative partner. initiates verbal/non-verbal communication with a familiar adult/peers. engages in and enjoys a meaningful verbal/nonverbal exchange with a communicative partner.	responds to and seeks adult attention and recognises, responds to and says own name. responds to stimuli using voice, sounds and gestures demonstrates a smile and uses facial expressions, sounds, gestures, signs or speech to communicate.	takes part in imitative and turn-taking games, rhymes and songs. speaks audibly and coherently at appropriate volume, interacting over a short number of turns with individuals and beginning to communicate readily with others in class. initiates and initiates communication with familiar adult.	shares personal anecdotes and responds to conversation on an unshared experience. greets and responds appropriately to questions and discussion topics and begins to show some appreciation of listener's needs. takes part in small group discussions on a familiar topic and builds upon a group of listener-speaker rules and is able to list these.	initiates conversations on an unshared experience. responds to questions but omits some information and begins to make indirect requests. switches style of speaking to suit audience takes part in small group discussions on a familiar topic and builds upon a group of listener-speaker rules and is able to list these.	uses appropriate turn-taking, eye contact and body language to contribute to and extend a topic, to build a coherent story or factual account. converses on thoughts and feelings of others and takes part in conversation with an unfamiliar adult adopting appropriate language, style and tone. works in pairs/groups and participates in and builds upon a group discussion.	adds increased detail to help the listener understand the context. uses gestures, expressions and signs where appropriate. recognises the impact of gestures, tone of voice and body language on listeners. works in pairs/ groups and reports the main points of discussion to an audience.	provides enough detail to help the listener understand the context. works as part of a group, establishing each person's role and adapting to it.	presents relevant ideas, organised coherently and omits unnecessary detail. makes polite indirect requests and uses a range of formal and informal terms of address. gathers feedback from others in their group on a group project on an unfamiliar area and reports the main points to an audience.	adapts style of listening and speaking to a variety of situations and genres, using social conventions effectively recognises and responds to cultural and individual differences in how people communicate communicates with peers when making decisions and sharing responsibilities during project or task work. Interacts with the audience/listener to clarify and/or to provide more detail as requested	Adapts style of listening and speaking to respond empathetically, as necessary, to a variety of audiences/listeners for a range of purposes works interdependently within the group, recognises constructive feedback, responds critically and creates when discussing the project or task and when adapting and developing it to present to an audience / listener(s)
Understanding	4. Sentence structure and grammar		uses single-word utterances and combines these with vocalisations.	uses multi-word utterances and short common phrases and uses basic sentences when initiating or chorusing with someone.	uses complete basic sentences and speaks audibly and with clear articulation as appropriate to developmental stage. uses some basic connectives to begin to join short sentences. completes familiar rhymes and repeats short rhymes.	uses lengthier sentences with correct word order for the most part, basic connectives and uses plurals and simple pronouns. mostly places the verb in the correct place in the sentence.	uses past, present and future tenses in longer and more complex sentences while self-correcting. uses prefixes and both subject and object pronouns correctly.	flexibly uses appropriate tenses, affixes and reflexive pronouns and clearly articulates multi-syllabic words. uses less common adjectives and lengthier connectives to elaborate.	uses qualifiers to elaborate sentences. uses less-frequently used connectives.	uses a range of less familiar adverbial conjunctions and pronouns correctly and uses clauses and qualifiers to support answers. increasingly speaks hypothetically using 'if' and 'so' clauses.	demonstrates an understanding of the impact of varying types and lengths of sentences when listening and speaking uses functions of grammar effectively (for example, relative pronouns and adjectives, clauses, qualifiers, modifiers and connectives) to communicate simple and complex ideas, including proposing, hypothesising and theorising	demonstrates an understanding that sentence structure and grammar conventions are less rigid in spoken (as opposed to written) language and vary depending on the audience, purpose and language being spoken selects language and structures most suited to the purpose, audience/listener and language being spoken
	5. & 6. Acquisition and use of vocabulary	shows recognition of personal and/or standardised objects of reference. attends and responds to increased vocabulary in texts ¹ .	recognises people and objects and uses appropriate gestures to refer to an object, linking actions with objects.	uses single words and common phrases and understands common pronouns and prepositions begins to describe properties of familiar objects and, with help, uses words and phrases from a story when retelling it.	uses a wider range of single words and short, simple sentences. requests objects and recurrence or change in activity, uses question words appropriately and uses greetings and farewells, and protests. understands vocabulary and phrases from a range of stories and factual accounts and uses these words and phrases appropriately in context.	infers the meaning of a new word by using gestures and context and infers the meaning of stories of increasing depth from context. uses words or phrases to refer to feelings. uses words and phrases acquired from stories and in contexts beyond that in which they were originally acquired.	uses words for objects never seen and acquires new vocabulary through others' descriptions. uses specific language for spatial, temporal and location contexts along with basic adjectives and adverbs and uses a range of question words appropriately. understands and uses an expanding vocabulary of words and phrases from stories, factual accounts and curriculum-based topics and begins to use these words in new contexts.	uses an expanding vocabulary acquired from texts ² and explains the meaning of a word and topic-specific term. refers to events in the future and begins to use figurative language. begins to use lengthier adjectives/adverbs to elaborate along with some simple idioms and metaphors.	uses words to convey less familiar meanings and recognises when words are used that sound the same but have a different meaning, using context to differentiate. describes objects and experiences using descriptive language creatively.	uses more figurative idioms and metaphors and a range of less commonly used adverbial conjunctions. uses more complex words and links these to more abstract concepts and meanings. names words with the same and opposite meanings.	discusses various strategies used to decipher words and phrases in unknown languages recognises and appreciates differences between subjective and objective language and demonstrates this understanding in conversations and when selecting vocabulary to create spoken texts recognises vocabulary which portrays prejudice, stereotyping or bias and is mindful of this while listening and speaking	draws upon existing vocabulary to decipher words and phrases in unknown languages recognises and appreciates differences between subjective and objective language and demonstrates this understanding in conversations and when selecting vocabulary to create spoken texts recognises vocabulary which portrays prejudice, stereotyping or bias and is mindful of this while listening and speaking
	7. Demonstration of understanding	responds to verbal and nonverbal cues related to familiar communicative routines. consistently responds to familiar factual questions.	recognises and uses appropriate gestures to refer to an object, linking actions with objects.	follows one-step instructions and shows understanding in a variety of contexts by attempting to imitate what they have seen and heard.	responds to familiar and non-fiction instructions. Shows understanding of family story content, characters and vocabulary, and of factual accounts and step-by-step processes.	listens to fiction and non-fiction of increasing complexity and responds to instructions with meaning from context. can follow three-step instructions and respond appropriately to phrases used regularly in the school environment.	asks and responds to a wider range of questions and responds to questions with more than three steps.	responds to a series of instructions containing a variety of clauses and concepts.	analyses and reflects on a topic with others recognising there are multiple dimensions and events and gives a series of complex instructions.	analyses information prior to responding, disregarding unnecessary information. paraphrases, reflects on and reframes what has been heard, identifying the genre and purpose of texts; the main ideas and how they are sequenced; and the register and techniques used	listens to and analyses conversations and aural texts uses what they have heard to inform their own creation of texts	compares and evaluates conversations and aural texts, reflecting on the effect of the language, ideas, register and techniques used on the audience/ listener(s) infers meanings which are not explicitly stated uses aesthetic features of aural language (for example rhymes, puns, alliteration, assonance, sound effects, music) in their own conversations and texts
Exploring and using	8. and 9. Requests and questions	indicates preferred objects and/or activities and/or preferences and makes non-preferred items. requests repetition and/or more of and/or change of objects or events. verbally and/or makes a request and/or expresses a need, verbally or non-verbally	uses speech, sounds and/or gesture to show preferences, make choices and make requests. clearly indicates preferred objects and makes clear self-directed choices, requesting repetition, change of objects or events.	makes simple choices and requests and asks simple questions. requests objects and makes clear self-directed choices, requesting repetition, change of objects or events.	with support, engages with an unfamiliar adult to gain information or recall an event. asks and responds to familiar questions.	asks questions to clarify others' thoughts or actions, and to gain new information and get help. uses complete sentences to express personal needs and asks and responds to speculative questions leading to drawing inferences.	uses language confidently to refer to their own and third parties' thoughts. uses open and closed questions and states reasons for personal requests.	invites and responds to questions on actions and information and elaborates on reasons for personal requests.	explains and justifies their responses.	questions new information presented and defends their position and presents a case for a personal view and perspectives, including those from other cultures	analyses and clearly expresses personal needs, opinions and preferences, whilst being open to alternative views and perspectives, including those from other cultures examines and discusses different question types; recognises that questions are asked in a variety of ways and adapts their questioning to suit their purpose	reflects on feedback in relation to their personal needs, opinions, preferences and biases, evaluating and adjusting their perspective, if necessary analyses and interprets their own and others' questions, to inform further questioning and responses frames questions effectively and asks them at chosen moments, to achieve a clear purpose
	10. Categorisation		attends to familiar toys and objects.	names familiar toys and objects.	categorises familiar objects in the environment.	categorises a range of objects.	explains reasons for category membership.	gives reasons for category membership and exclusion.	describes and categorises unexperienced objects and events using appropriate language to topic to explain categorisation.	describes and categorises unfamiliar objects, events and experiences explaining meaning and showing knowledge of an unexperienced topic or subject.	analyses and explains how and why categories are used across the curriculum (for example, in relation to vocabulary) to organise their thinking and to identify and verbalise similarities and differences	re-constructs categories depending on new criteria, appraising and justifying their new categories Evaluates the pros and cons of using categories to organise their thinking
	11. Retelling, and elaborating	participates in the verbal/non-verbal sharing of a familiar or personal story, activity or event	with help, uses voice, sound, gesture and props to join the adult in singing songs, reciting rhymes, retelling stories, providing accounts, initiating communications and presenting objects and news.	with help, shares a familiar or personal story, activity or event using single or multiple words. constructs a story drawing on experiences and events verbally and maintains a group with support.	exchanges information on a shared experience. with help, identifies main characters and sequences a visible object in a narrative. constructs a story drawing on experiences and events verbally and maintains a group with support.	retells the main points of an unshared event or conversation using a clear structure to an audience of peers. creates a short story, identifying main characters and events and tells main points of their own news. retells a familiar story sequencing key events. explains a factual account from direct experience to a group, introduces a topic, outlines and describes processes.	sequences events of own news in the correct order and responds to questions on it. names and describes a problem giving main details and possible solutions. retells a wider range of events in the past, present and future and predicts outcomes.	uses more narrative plots. retells stories, explaining events and outcomes, describing problems and identifying solutions. begins to sequence events forwards and backwards. describes news and events elaborating to add detail to improve understanding for the listener.	shows a clear structure in making effective use of aesthetic, imaginative and figurative language uses backwards and forwards referencing to elaborate on points made. describes problems and suggests solutions, predicts outcomes and identifies and discusses the moral of the story.	creates long and detailed narratives on complex concepts and events not encountered daily. retells stories, using the language of the text: identifies possible solutions, sequencing, register, intonation, pace, gestures, body language and imagery describes problems and suggests solutions, predicts outcomes and identifies and discusses the moral of the story.	creates engaging oral narratives, using the language of the text: identifies possible solutions, sequencing, register, intonation, pace, gestures, body language and imagery watches and listens attentively in order to retell complex stories and events, keeping the tone and register purposefully	discusses and reflects on their own and others' style of oral storytelling, and the influence of culture and identity on how stories are told analyses, synthesises and spontaneously retells stories and events, editing and/or elaborating for specific purposes
Exploring and using	12. Playful and creative use of language		listens and attends to familiar rhymes and songs.	listens to and joins in with rhymes, songs and language games.	responds to poetry, rhymes and songs through gesture, action and props. distinguishes between and has fun with nonsense words and real words. In pretend play, uses language to create simple imaginary scenarios with peers and adults.	uses language playfully and creatively in providing alternative endings for rhymes while maintaining the rhyme. In pretend play, uses language from experiences and texts ³ to create elaborate imaginary scenarios.	uses a growing bank of vocabulary and uses this imaginatively in oral texts ⁴ .	uses some specific words and phrases to share an idea in a particular way drawing on a range of experiences and texts ⁵ .	uses creative or imaginative language for a specific meaning or feeling, drawing on a range of experiences and texts ⁶ .	uses a range of bank of vocabulary from different sources to extend ideas and add more detail and effect. uses figurative language so an oral text ⁷ has particular impact on a listener.	identifies and plays with aesthetic features of aural and figurative language (for example, tongue twisters, rhymes, puns, alliteration, assonance, onomatopoeia, music and songs, sound effects, similes, metaphors) for pleasure, interest and to enrich their own conversations and texts	experiments with aesthetic and creative features of language, inventing new sounds, words and texts, often spontaneously and without prompt
	13. Information giving, explanation and justification	communicates to express feelings verbally or nonverbally expresses interests and opinions through a range of verbal or non-verbal communication methods	chooses objects of reference to show understanding and to share meaning, and extends meaning by linking objects of reference.	tells what they are doing and names and describes familiar people, toys and activities. when retelling a familiar story with adult support, uses language removed from the current context to explain, describe problems and suggest possible solutions.	provides a description or explanation about a visible object or person. when retelling a familiar story with adult support, uses language removed from the current context to explain, describe problems and suggest possible solutions.	names, explains and describes familiar objects, people, events, concepts and subjects giving main points or functions. uses language suited to topic to explain how to play, construct, explain a process, play a game or toy. gives brief explanations and justifications for their opinions or responses showing their individuality and voice.	explains and informs on a subject or historical event, reflecting the main idea and informs on the thoughts of third parties. shows increasing independence in providing explanations and justifications for their opinions or responses showing their individuality and voice.	informs and reflects on their thoughts and those of third parties. explains and informs on the thoughts of third parties. interpreting information and drawing inferences. names, describes and elaborates on a problem, providing a solution.	interprets new information, drawing inferences and relating information to previous experience. names, describes and elaborates on a problem, providing a solution.	uses language suited to the topic to give clear explanations and descriptions, sequencing main events and using backwards and forwards referencing to clarify. provides and justifies opinion about an event.	listens to, analyses and selects language and information to verbalise thoughts and beliefs about a subject, adapting their tone and register purposefully justifies their perspective and opinions based on evidence and personal experience	listens to, interprets and reflects on others' thoughts and beliefs about complex subjects evaluates, adjusts, reiterates and/or justifies their views, as appropriate
	14. Description, prediction and reflection	shows signs of anticipating next steps in a familiar activity when presented with a stimulus. predicts outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes.	chooses objects of reference to show understanding and to share meaning, and extends meaning by linking objects of reference.	says what they are doing and names and describes familiar people. recalls/describes something they have completed in class to other members of the group.	identifies a problem and explains the problem to express own thoughts and to show awareness of others' thoughts.	when telling a familiar story, identifies main points of real and imagined actions and events.	uses language confidently to refer to their own and third parties' thoughts. describes and explains main points of real and imagined actions and events.	discusses and reflects upon real and imagined actions and events and elaborates on possible predicted outcomes.	explains problems and solutions and predicts future events for predicted outcomes.	reflects on their own news and events from evidence of past events. provides a number of predicted outcomes for each.	analyses and discusses their own and others' feelings, experiences and actions, with empathy, as appropriate describes and predicts possible outcomes to real and imaginary experiences and events	reflects on and evaluates their own and others' feelings, experiences and actions, both real and imaginary

¹ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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.

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

Snáithe: Teanga ó Bhéal					
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-c) Trí eispéiris chuí foghlama spraiúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*
Cumarsáid	1. Rannpháirtíocht, éisteacht agus aird	Spéis agus comhaird a léiriú agus éisteacht ghníomhach a dhéanamh le Gaeilge shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi, cé nach gá go dtuigfeadh siad gach focal. LO1, S1	Spéis agus comhaird a léiriú agus agus stór focal a shealbhú trí éisteacht ghníomhach a dhéanamh le Gaeilge shaibhir á labhairt i réimse comhthéacsanna ar mhaithe le spraoi agus cúiseanna faoi leith, cé nach gá go dtuigfeadh siad gach focal. LO1, S1+2	Éisteacht go gníomhach le comhráite agus le téacsanna** i réimse seánraí agus i dteangacha éagsúla (nuair is cuí). Brí agus taitneamh a bhaint as na comhráite agus na téacsanna** sin.	
	2. Inspreagadh agus rogha	Roghnaigh téacsanna, éist leo, freagair dóibh, agus cruthaigh téacsanna** i réim seánraí trasna an churaclaim i gcomhair pléisiúir agus suime.		Éisteacht go gníomhach le réimse réimeanna teanga, canúintí, agus blasanna ar mhaithe le cuspóirí ar leith.	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.
	3. Gnásanna sóisialta agus feacht ar dhaoine eile	A aithint go n-athraíonn stíl cainte ag brath ar an ngaol idir dhaoine agus ag brath ar an lucht éisteachta. LO2, S1	Leas a bhaint as noirm shóisialta chuí chun comhrá gearr a thosú, taitneamh a bhaint as, agus le tacaíocht ó chainteoir bheith ábalta é a choimeád ar siúl ag úsáid roinnt focail/frásaí Gaeilge in abairt Bhéarla agus/nó Ghaeilge in éineacht le geáitsí chun eolas i dtaobh ábhar nó eispéiris a bhfuil cur amach acu air a roinnt. LO2, S1+2	Téacsanna** ó bhéal i réimse seánraí trasna an churaclaim a roghnú ar mhaithe le pléisiúr, spéis, agus cuspóirí ar leith.	Éisteacht leis na téacsanna** agus a gcuid tuairimí faoi na téacsanna** sin a chur in iúl.
		Feidhmniú mar pháirt de ghrúpa agus roinnt focail/frásaí Gaeilge á n-úsáid acu lastigh de ghníomhaíochtaí páirteacha. LO3, S1+2		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.	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.
Tuiscint	4. Struchtúr abairte agus gramadach	Abairtí gearra a tháirgeadh ag úsáid aimsir chaite agus aimsir láithreach na mbriathra go cuí chun eolas a thabhairt agus cur síos simplí a dhéanamh ar rudaí a bhfuil taithí phearsanta acu orthu. LO4, S1+2		Úsáid a bhaint as abairtí leanúnacha leis an aimsir cheart, le hord ceart na bhfocal agus le struchtúr ceart na habairte.	
	5. agus 6. Stór focal a shealbhú agus a úsáid	Éisteacht le cainteoir agus leideanna éagsúla ar nós geáitsí, fíorábhar, nó tuin chainte a úsáid chun teacht ar an bpríomhtheachtairacht agus ar an tuiscint gur féidir cumarsáid a dhéanamh i dteangacha éagsúla. LO5, S1	Ciall a bhaint as focail/ frásaí nua trí úsáid a bhaint as réimse straitéisí ar nós gheáitsí agus thuin chainte an chainteora, focail ghaolmhara, pictiúirí, ghníomhaíochtaí, mímeanna nó ón gcomhthéacs nó trí éisteacht le cur síos ar an bhfocal. LO5, S1+2	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.
		Úsáid a bhaint, le linn spraoi agus comhrá, as roinnt focail/frásaí Gaeilge bunúsacha a chloiseann siad go minic. LO6, S1	Úsáid chuí a bhaint, le linn spraoi, comhrá agus tuairisciú, as stór focal/nathanna bunúsacha a bhaineann le topaicí a bhfuil cur amach acu orthu agus focail/ frásaí Gaeilge a bhaineann leis an timpeallacht scoile agus le saol an pháiste, in abairt Bhéarla agus/ nó Ghaeilge. LO6, S1+2	Úsáid a bhaint as foclóir agus frásaí ó bhéal, ina measc teanga a bhaineann le téacs** agus le topaic.	Úsáid a bhaint as réimse níos leithne d'fhoclóir agus d'fhrásaí i réimse seánraí.
				Straitéisí éagsúla a úsáid chun foclóir agus frásaí a shealbhú ó fhoinsí éagsúla.	Straitéisí éagsúla a roghnú agus a úsáid chun foclóir agus frásaí a shealbhú ó fhoinsí éagsúla.
	7. Léiriú tuisceana	Tuiscint ar chumarsáid cainteora Gaeilge a léiriú trí ghníomh/ trí fhreagra cuí a thabhairt as Béarla, nó trí fhocail/frásaí coitianta Gaeilge a úsáid agus trí threoracha gearra a leanúint. LO7, S1+2		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.	

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.
[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**
** Cuimsíonn 'téacs' gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.
♦ Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d'éirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra. Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d'fhonn athinsint, míniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amhail podchraoltaí, físeáin, fógraíocht, craoladh teilifíse agus raidió.

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

Snáithe: Teanga ó Bhéal					
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-c) Trí eispéiris chuí foghlama spráíúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*
Fiosrú agus úsáid	8. agus 9. Iarratais agus ceisteanna	Úsáid a bhaint as gníomhartha agus / nó as focail choitianta chun riachtanais agus roghanna pearsanta a chur in iúl, chun iarratais a dhéanamh. LO8, S1+2 Tuiscint ar cheisteanna dúnta a léiriú. LO9, S1	Ceisteanna simplí dúnta a chur agus freagraí gearra simplí a thabhairt, chun teacht ar eolas agus ar thuiscint. LO9, S1+2	Riachtanais agus roghanna pearsanta a chur in iúl agus iarratais a dhéanamh ar bhealach muiníneach. Ceisteanna oscailte agus dúnta a chur agus a fhreagairt, chun cabhair a lorg, eolas agus tuiscint a fháil.	Réimse ceisteanna a chur agus a fhreagairt (ceisteanna oscailte, dúnta agus treoircheisteanna) ar mhaithe le cuspóirí éagsúla.
	10. Catagóiriú	Daoine, rudaí agus imeachtaí aitheanta a ainmniú. LO10, S1	Daoine, rudaí, imeachtaí agus eispéiris aitheanta a ainmniú agus cur síos gearr a dhéanamh orthu trí úsáid a bhaint as focail/geáitsí. LO10, S1+2	Daoine, rudaí, imeachtaí, eispéiris, agus tuairimí bunaithe ar ábhair éagsúla a ainmniú, a mhíniú agus catagóiriú a dhéanamh orthu. Na catagóirí sin a mhíniú agus údar a thabhairt leo.	
	11. Athinsint agus mionléiriú	Taitneamh a bhaint as bheith ag éisteacht le scéalta gearra simplí agus tuiscint ar na príomhphointí iontu a léiriú. LO11, S1	Scéalta gearra atá cloiste acu a athinsint, ag úsáid teanga/nathanna ón téacs** agus/nó ag úsáid a gcuid focal féin. LO11, S1+2	Scéalta pearsanta/neamhphearsanta a insint agus a athinsint san ord ceart do lucht éisteachta éagsúil agus iad ag úsáid aimsirí agus stór focal ó bhéal atá feiliúnach don chur síos.	
	12. Teanga a úsáid go spráíúil agus go cruthaitheach	Aird a léiriú, éisteacht le hathrá ar dhánta, ar rannta agus ar amhrán gearr Gaeilge, agus páirt a ghlacadh ann. LO12, S1	Athrá a dhéanamh ar dhánta, ar rannta agus ar amhrán gearr Gaeilge, agus freagairt dóibh le geáitsí/ focail. LO12, S1+2	Éisteacht leis na gnéithe aeistéitiúla agus cruthaitheacha den teanga labhartha i réimse seánraí agus spraoi a bheith acu leo.	Éisteacht leis na gnéithe aeistéitiúla agus cruthaitheacha den teanga labhartha i réimse seánraí agus spraoi a bheith acu leo, chun cuidiú leo forbairt a dhéanamh ar a dteanga labhartha féin.
	13. 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.	Eolas cuí a roghnú agus a úsáid chun tuairimí agus smaointe a chur in iúl go soiléir.
	14. Cur síos, tuar agus machnamh			Cur síos, tuar agus machnamh a dhéanamh ar ghníomhartha, ar imeachtaí agus ar phróisis a bhaineann le comhthéacsanna realaíocha agus samhlaíocha.	

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.

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

** Cuimsíonn 'téacs' gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.

† Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d'éirigh ina ngnáthstruchtúir ar chúiseanna saineúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra.

Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d'fhonn athinsint, míniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amháil podchraoltaí, físeáin, fógraíocht, craoladh teilifíse agus raidió.

Mionchéimeanna Dul chun Cinn - Teanga ó Bhéal

[illegible]

0 Is cineálacha struchtúir téacs bhealaí é bhlóid scríofa iad seánair a d'éirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbionn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhform scéil, áiteachas agus léasna. Chun é a rá go simpli, tagraíonn seánra do rogha foirmeacha é bhlóid agus scríofa d'fhonn athinsin, níos, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoraíocht a thabhairt, insint, áitiú agus tuairim a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha é bhlóid;

Draft - Learning Outcomes: For Reading (English L1)

Strand: Reading					
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to*	Stage 4: Fifth and sixth class Children should be able to*
Communicating	1. Engagement	Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others. TF1, C1+2			Recognise themselves as readers. Develop their interest and enjoyment of literature and reading in a variety of genres [◇] across the curriculum. Engage with texts** of increasing complexity and explore/discover texts** in various languages.
	2. Motivation and choice	Choose, read and communicate about text** in a range of genres for pleasure and interest. TF2, C1	Choose, read and talk about text** in a range of genres for pleasure, interest and specific purposes. TF2, C2	Choose, read, and critically respond to texts** in a range of genres [◇] across the curriculum for pleasure, interest, and specific purposes.	
Understanding	3. Conventions of print and sentence structure	Identify and use basic conventions of print in text**. TF3, C1	Use conventions of print to help understand text**. TF3, C2	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 in various languages.	
	4. Phonological, phonemic, and language awareness	Play with and recognise sounds such as syllables, rhyme, onset-rime and phonemes in spoken words.			Compare sounds and patterns in words found in texts** in various genres [◇] across the curriculum. Recognise and compare sounds in words in English, Irish and other languages. Recognise and discuss dialects and accents in texts**.
	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	Use phonic knowledge and a range of word identification strategies with flexibility and confidence while reading texts**. Use existing language skills and knowledge to decipher text** in other languages. Use syntactic (reader's knowledge of grammar/structure) and semantic (reader's knowledge of the world) cues with flexibility and confidence when reading instructional and independent-level texts** across the curriculum.	
	6. Reading vocabulary	Talk about and use new reading vocabulary as it arises drawing on context, words with similar meaning and words with the same sound but different meaning, to assist understanding. TF6, C1+2	Use a range of vocabulary strategies and knowledge of synonyms, antonyms and homonyms, affixes and root words to clarify and discuss the meaning of unknown words and phrases as they arise. TF6, C1+2	Use a wide range of vocabulary strategies and knowledge of synonyms, antonyms, and homonyms, suffixes, affixes, and root words with flexibility and confidence to clarify and discuss the meaning of unknown words and phrases as they arise in texts**.	

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

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

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

◇ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Draft - Learning Outcomes: For Reading (English L1)

Strand: Reading					
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to*	Stage 4: Fifth and sixth class Children should be able to*
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 text** and a wider range of genres justifying preferences and opinions. TF7 , C1+2	Identify and discuss features of text** 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.	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.			Examine and critically reflect on author's intent 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**. TF8 , C1+2 Use a range of comprehension strategies to engage with and create meaning when working with a range of texts** independently or collaboratively. TF9 , C1	Draw on a repertoire of comprehension strategies flexibly and interchangeably to engage with the text**. TF9 , C2	Draw on a range of comprehension strategies flexibly and interchangeably to engage with text** in a variety of genres	Compare, justify, and apply comprehension strategies to engage with text** in a variety of genres across the curriculum. Compare and synthesize 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 fluency and understanding, and self-correct independently. TF10 , C2			Read texts** in a variety of genres accurately and fluently for a variety of audiences and with appropriate expression.

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

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

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

◇ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Progression Steps - Reading												
Element	Learning Outcome: Number and label	Early a...	a	b	c	d	e	f	g	h	i	j
Communicating	1. Engagement	shows signs of engagement and enjoyment with texts*	enjoys listening to stories read aloud and responds to focal points in illustrations.	enjoys read-aloud activities and talks about illustrations, and reads in play scenarios.	enjoys read-aloud activities and identifies detail in illustrations and shares interpretation of these, and uses reading more purposefully in play scenarios.	independently and with others enjoys listening to, reading and exploring a range of genres ¹ , and shares their interpretation of meaning held in both illustration and text.	enjoys exploring a wider range of genres ¹ and uses illustrations and text** to share predictions and infer meaning.	enjoys interpreting text** and illustration and shares these while listening to and questioning others' interpretations.	with others, enjoys evaluating texts** on areas of interest and information, identifies, interprets and summarises main messages in text** and shares these.	interprets the author's intent through illustration and written words, shares these interpretations and defends their opinion.	interprets, discusses, and defends opinions on texts** examines and discusses the enjoyment and purpose of literature and reading.	engages in discussions and debates about texts** evaluates own engagement with texts** ¹ . discusses and evaluates their role as readers.
	2. Motivation and choice	chooses to look at books	picks up and looks at books and chooses favourite ones.	independently and with others, chooses and engages with texts** for enjoyment and interest.	chooses and enjoys favourite books from a range of genres ¹ expressing preferences.	explicitly shares reasons for their book choices.	can identify and select books of interest that are readable by them.	chooses books from a range of genres ¹ identifying a favourite genre ¹ or type of book and shares reasons.	enjoys sharing experiences with texts** on an area of interest, with others and uses key points from texts** for a specific purpose.	chooses and engages with texts** for specific purposes and evaluates texts** with a purpose/ project in mind.	confidently selects texts** based on own interests, reading ability, and for specific purposes. identifies texts** which will extend reading skills and interests.	chooses and evaluates texts** to facilitate learning across the curriculum. Evaluates the choices made while selecting texts** for own reading preference or for a specific purpose.
Understanding	3. Conventions of print and sentence structure	handles books demonstrating familiarity with book handling skills.	understands that print such as signs, logos, pictures and words carry meaning.	understands that illustrations in books carry meaning.	identifies letters as being different from other symbols and reads left to right, top to bottom, page to page and identifies pictures in books.	demonstrates one-to-one correspondence between written and spoken words, identifies letters, words, sentences, capital letters and full-stops and points out cover, title and author in books.	uses correct word order when reading and adheres to full-stops to punctuate their reading.	uses spaces and question marks to punctuate and add intonation to reading.	uses quotation marks and exclamation marks to punctuate and add intonation to reading.	uses commas and punctuation to punctuate and add intonation to reading.	Identifies, names and uses a range of conventions of print in context (for example colon, semicolon, dash, apostrophe, hyphen etc.) examines and discusses various sentence structures (including simple, compound, and complex sentences) and conventions of print in texts** in English, Irish and other languages.	names, and explains a wide range of conventions of print and discusses their purpose. Evaluates the impact of various sentence structures and conventions of print on a readers' understanding of text**.
	4. Phonological, phonemic, and language awareness	identifies familiar sounds	identifies familiar sounds and enjoys listening to and saying nursery rhymes with others.	completes missing lines in nursery rhymes and recognises sounds of familiar letters. identifies words as sound units within sentences. demonstrates the ability to clap a rhythm.	identifies and generates rhyming words, recognising onset-rime. distinguishes between two spoken sounds. demonstrates an awareness of changes in sounds of words.	blends onset-rime and counts, pronounces, segments and blends syllables in spoken words. identifies initial, terminal and medial sounds in words of three phonemes and segments and blends spoken words of two, three, four and five phonemes.	divides words into their onset-rime and reproduces common letter patterns and groups. verbally segments spoken single and multi-syllable words into their complete sequence of individual sounds. verbally deletes and substitutes individual sounds to make new words. recognises consonant/vowel sound patterns in syllables of spoken words.	uses syllables in new words heard to divide and blend. recognises that some words contain silent sounds which are not spoken or written.	with confidence, breaks new words into syllables, recognising for the most part when the syllables make sense.	breaks words into syllables and uses their knowledge of consonants and the vowel sounds to recognise and blend them verbally. recognises patterns in spoken words and uses knowledge of existing words to segment and blend new words.	identifies and discusses sounds and patterns in words in English, Irish and other languages. uses knowledge of patterns and sounds to decipher words found in subject-specific content (for example: comparing place names in English and Irish in Ireland).	examines and discusses sounds and patterns in a wider range of words in English, Irish and other languages. uses knowledge of patterns and sounds to decipher words in subject/topic specific texts**.
	5. Phonics, word recognition, and word study	shows recognition and understanding of symbols, signs, logos, familiar words, letters or visual representations of items.	recognises some letters from own name and names some words and logos in the immediate environment based on their shapes. interprets non-letter signs and symbols around them.	recognises and names familiar letters such as those in own name and in the immediate environment, and recognises some personal and other familiar words. links familiar printed signs or names to objects or people. recognises some similarities and/or differences between a pair of pictures/ objects.	recognises, names and sounds some lower-case and upper-case letters and begins to blend phonemes. recognises a few high-frequency words in familiar contexts and uses one or two letters, often first and last, to identify other words. uses pictorial cues to read some words.	names and sounds all lower- and upper-case letters, recognises short and long vowel sounds, blends phonemes and recognises some common letter patterns. reads a range of high-frequency words and CVC words, and reads short, simple sentences. uses cues from pictures and from sentences to read.	recognises some digraphs and blends and reads words containing short and long vowel sounds. uses their knowledge of sight-words, letter patterns, sounds and cues to read words and sentences. identifies identification strategies with growing confidence. begins to distinguish between letter-sound relationships in LI and L2.	deletes, adds and substitutes letters to create and identify words, recognises similar sounds from different letter combinations and reads a range of words with digraphs, letter patterns and some with consonant and vowel digraphs. uses their knowledge of syllables, prior knowledge and cues from context to read words and uses a growing range of word identification strategies with confidence. identifies similarities in letter-sound relationships in LI and L2.	reads increasingly demanding digraphs, letter patterns and vowel digraphs and uses phonological skills flexibly. uses a range of word identification strategies flexibly and confidently to identify words. identifies some differences in letter-sound relationships in LI and L2.	uses their knowledge of letter sequences, digraphs, syllables, silent letters, prefixes and suffixes to identify a wider range of words. identifies relationships in LI and L2. analyses and discusses the origins of words from a range of subject areas. identifies and discusses syntactic (reader's knowledge of grammar/ structure) and semantic (reader's knowledge of words) cues used while reading.	Identifies and discusses the validity of sources used while reading texts** identifies and discusses vocabulary that is similar in English, Irish, and other languages. evaluates their use of syntactic (reader's knowledge of grammar/ structure) and semantic (reader's knowledge of words) cues while reading texts**.	Assesses a wide range of word identification strategies used while reading texts** uses existing vocabulary that is similar in English, Irish, and other languages. Evaluates their use of syntactic (reader's knowledge of grammar/ structure) and semantic (reader's knowledge of words) cues while reading texts**.
	6. Reading Vocabulary		listens to new words and phrases modelled by the teacher which are needed to understand texts** read to them, and plays with and repeats some of these in their emerging reading.	acquires new vocabulary listening to a teacher and repeats new words and phrases in their emerging reading.	acquires new vocabulary listening to a teacher and repeats new words and phrases modelled by the teacher and begins to demonstrate some understanding.	acquires new words and phrases from a variety of sources and independent-level texts and reads short, simple sentences. uses some new words in responses to texts.	uses a range of strategies to understand and discuss words in texts** and understands that the same idea can be conveyed using different phrases. explores words and cues having the same meaning and words that have the same sound but a different meaning.	identifies and uses new words and phrases appropriately in a variety of contexts and begins to use dictionaries to find word meanings. recognises some synonyms, homonyms, antonyms, prefixes, and root words.	uses dictionaries and other references to find word meanings. flexibly uses a range of strategies including knowledge of synonyms, homonyms, antonyms, affixes and root words to understand unfamiliar words.	uses thesauruses and other references to find word meanings. uses word meanings across the curriculum.	identifies and explains synonyms, homonyms, antonyms, prefixes, suffixes, and root words found in texts**.	identifies and uses a variety of strategies to understand words in texts**.
Exploring and using	7. Purpose, genre ¹ and voice		enjoys listening to stories, rhymes and poems read by others, and indicates favourites.	enjoys listening to stories, rhymes and poems read by others, and indicates favourites.	enjoys listening to a variety of genres ¹ including and uses texts** and uses imaginatively in personal narratives. shows understanding of purpose of reading, for example, in, in play scenarios.	enjoys reading a range of stories, rhymes, poems and non-fictional texts** and begins to distinguish between a story and a poem or rhyme.	enjoys reading a wide range of fictional and non-fictional texts** and identifies differences between stories, poems and non-fictional texts, and uses language playfully and imaginatively in response to texts** read.	begins to read texts** for specific purposes, identifying some differences between genres ¹ and justify preferences and opinions. begins to use a table of contents in simple non-fictional texts** to gather specific information.	reads texts** for specific purposes and justifies preferences and opinions. uses lists and diagrams in simple non-fictional texts** to gather specific information.	selects relevant information from a range of features of non-fictional texts** and recognises emotive language in texts** read.	examines and discusses the validity of sources used to create texts** identifies and describes features of texts** which highlight individual voices. discusses and explains the purpose of texts**.	Evaluates the validity of sources used to create texts**. evaluates and reflects on features of texts** which highlight individual voices. examines and discusses how Irish culture and identity are portrayed in texts**. infers meanings which are not explicitly stated in texts**.
	8. Response and author's intent		responds to a text in a variety of ways e.g. gestures, facial expressions, pictorially, drama	expresses some thoughts and feelings about what has been read in a variety of ways	expresses thoughts and feelings about what has been read and identifies the main idea from the text.	expresses thoughts, feelings and opinions in relation to a text and gives reasons for their opinions based on the information provided in the text.	begins to identify, with support and direction, the author's intent and discusses the point of view being presented in a text. Begins to use evidence from the text to support their views.	expresses personal opinions about texts and about the ideas presented in texts. identifies the author's point of view presented in a text. Uses evidence from the text to support their views.	explains their understanding and interpretation of a text, justifying their responses logically, referring to evidence in the text and discussing the author's intent and point of view	interprets and discusses texts, exploring the ways in which the author can use and manipulate language in order to create effect or to engage/affect the reader. reconsiders an initial response to a text in light of subsequent information that emerges in a text.	conveys personal interpretation of text** recognises the influence of an author's identity on messages being conveyed. discusses and evaluates viewpoints and messages of different texts** on the same topic.	evaluates the influence of the reader's prior knowledge and own identity on interpretation of texts**. assesses the link between the author's intent and the language register chosen.
	9. Comprehension	seeks meaning from combinations of signs, symbols or text* for enjoyment or practical purposes. recalls a story read or personal experience about using objects, marks, gestures or vocalisations.	sequences a story read or a personal experience using 2-3 objects, marks, drawings or mimes. finds specific objects in stories read to them and responds non-verbally and/or verbally to simple statements and questions about a main event or character.	sequences main events and feelings about information and predicts a story based on the front cover and internal illustrations before and during the teacher's reading of it and makes inferences. makes connections between points in a story while listening to the teacher read.	begins to determine the importance of information and identifies the main points of a story in sequence. predicts the story/topic based on title while drawing on their prior knowledge and identifies the main points while listening to the teacher read a story or informational text**. retells familiar stories accurately using key details and asks questions about events, characters and setting. shows some understanding of informational texts** read aloud by the teacher.	listens to stories, poems and informational texts** and retells the main points with some sequencing. modifies predictions based on new information and draws inferences while listening to stories and informational text**. recounts orally key points of information in expository text**. with others, reads and discusses stories, poems, simple instructions, and informational texts** showing understanding. demonstrates the ability to visualise the story while listening to it, through their modified predictions and inferences during the story and in their retelling of the story.	uses language from texts** to retell main points adding key details. shows knowledge of the structure of a range of narrative and procedural text** genres ¹ and identifies the central idea or theme of a text**. takes part in class discussion while responding to narrative and expository text, and discusses questions, predictions and clarifies their reasons. with help, uses simple graphic organisers to identify key points in expository texts**.	uses language from texts** to retell main points adding key details. generates and responds to questions on text** in a range of genres ¹ , clarifies their responses and provides justifications drawing on prior knowledge. uses some text** features such as table of contents and sub-headings, to identify key points of information and adds supporting detail using an appropriate graphic organiser. discusses miscomprehension in a text**. uses text** features such as indexes to locate key facts and information.	summarises key points from a range of genres ¹ determining the importance of unnecessary information when summarising key points/facts and reflects on and synthesises information. responds to questions disregarding information, infers drawing on prior knowledge and information and cites specific textual evidence to clarify their inferences and to support a particular viewpoint. uses text** features such as indexes to locate key facts in a variety of genres ¹ efficiently. questions actions and sequences and accuracy of content.	determines importance of information and justifies disregarding of unnecessary information when summarising key points/facts and reflects on and synthesises information. shows some understanding that language features, images and vocabulary shape interpretation of texts** and that this may be different to others' interpretations. uses text** features including bold print, glossaries, electronic menus and icons to locate key facts in a variety of genres ¹ efficiently. questions actions and sequences and accuracy of content.	examines and discusses how various media sources present information on the same event/story. identifies how language, images, and vocabulary shape interpretation of texts**. Describes and explains the strategies used to locate key facts and sources.	discusses and evaluates how language, images, vocabulary, sources, presentation, and identity can shape interpretation of texts**. synthesises information from various sources and formats and uses this information to form opinions about various topics.
	10. Fluency and self-correction		handles books and takes part in group activities with familiar texts** begins to track the direction of reading with their eyes, attending to each page change in books read to them by others.	understands that text** tells the same story each time it is read. tracks the direction of reading with their eyes, attending to lines read in books read to them by others.	recognises when a word has been omitted or read incorrectly in repetitive familiar texts** read to them. begins to track pictures and words using their finger or object.	shows a reasonable pace reading repetitive language patterns and some familiar sight vocabulary. reads texts** word by word tracking with finger or object and rereads familiar or independent-level texts** supported by illustrations, building fluency. self-corrects using pictorial/sound, visual and contextual cues.	tracks words in texts** read with their eyes. reads texts** at independent-levels with good pace, phrasing expression and understanding. recognises when a line or word is lost and self-corrects using syntactical cues.	maintains a reasonable pace reading text** with support from phonic knowledge, sight vocabulary and common letter patterns and initial sound cues.	maintains a reasonable pace with decodable text** using phonic knowledge, sight vocabulary and common letter patterns, and word by word loses their place.	maintains a reasonable pace with lengthier and more complex unfamiliar texts** using expression and intonation while drawing on a range of phonic, sight and context cues when unknown words are encountered.	Uses intonation, expression and pace appropriate for the genre ² and audience. Evaluates and adapts intonation, expression and pace used while reading.	

◊ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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.

Dréacht - Torthaí Foghlama: Maidir leis an Léitheoireacht (Gaeilge T2)

Snáithe: Léitheoireacht					
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chuí foghlama spráíúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*
Cumarsáid	1. Rannpháirtíocht	Taitneamh a bhaint as a bheith ag éisteacht le scéalta gearra simplí á léamh. LO1 , S1	A thuiscint go gcuirtear brí in iúl trí chiall a bhaint as focail scríofa agus as léaráidí. LO1 , S1+2	Páirt a ghlacadh i léitheoireacht agus sult a bhaint as a bheith ag éisteacht léi. Taitneamh a bhaint as téacsanna** a léamh agus brí na bhfocal, na bhfrásaí, agus na léaráidí i dtéacs** a phlé. Téacsanna** i dteangacha éagsúla a fhiosrú.	lad féin a aithint mar léitheoirí. A suim/sásamh sa litríocht agus sa léitheoireacht i réimse seánraí trasna an churaclaim a fhorbairt.
	2. Inspreagadh agus rogha	Téacs** a roghnú ar mhaithe le pléisiúr nó spéis. LO2 , S1	Téacs** gearr simplí a roghnú ar mhaithe le pléisiúr nó le spéis agus é a phlé ina bhfocail féin, le tacaíocht. LO2 , S2	Téacs** i réimse seánraí a roghnú, a léamh, agus a phlé ar mhaithe le pléisiúr, le cuspóirí ar leith agus le spéis.	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.
Tuiscint	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 , S2	Gnásanna an chló a úsáid chun brí a bhaint as téacs**. Struchtúr abairte a thabhairt faoi deara agus a phlé. Comparáid a dhéanamh idir struchtúr abairte na Gaeilge agus struchtúr abairte i dteangacha eile.	Staidéar a dhéanamh ar struchtúr na habairte, lena n-áirítear abairtí simplí, abairtí comhshuite agus abairtí casta, i dtéacsanna**.
	4. Feasacht fhóineolaíoch, fhóinéimeach agus feasacht teanga		Imirt le fuaimeanna ar nós siollaí, ríme, comhfhuaim rím agus fóinéimí i bhfocail labhartha, agus iad a aithint. LO4 , S1	Fuaimeanna ar nós siollaí, rím, túsfhoghar agus foghar deiridh, agus fóinéimí i bhfocail labhartha agus scríofa a aithint. Comparáid a dhéanamh idir fuaimeanna na Gaeilge, fuaimeanna an Bhéarla, agus na fuaimeanna i dteangacha eile.	Canúintí agus blasanna éagsúla a bhíonn i dtéacsanna** aithint agus a phlé.
	5. Fónaic, aithint focal agus staidéar ar fhocail		Feasacht foghraíochta bhunúsach a úsáid agus tús a chur le roinnt straitéisí aitheanta focal a úsáid is iad ag léamh téacsanna** ar a leibhéal teagaisc agus leibhéal neamhspleách. LO5 , S1+2	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.	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.

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.
[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**
** Cuimsíonn 'téacs' gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.
◊ Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d'éirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra. Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d'fhonn athinsint, míniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amhail podchraoltaí, físeáin, fógraíocht, craoladh teilifíse agus raidió.

Dréacht - Torthaí Foghlama: Maidir leis an Léitheoireacht (Gaeilge T2)

Snáithe: Léitheoireacht						
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chuí foghlama spráíúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*	
Fiosrú agus úsáid	6. Foclóir léitheoireachta	Stór focal a shealbhú trí bheith ag éisteacht agus ag plé le téacsanna** éagsúla le chéile. LO6 , S1+2		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 théacs** chun focail nua a thuiscint agus a shealbhú.	Úsáid a bhaint as réimse straitéisí tuisceanna agus eolais chun brí fhocail/fhrásaí nua a dheimhniú agus a phlé.	
	7. Cuspóir, seánra agus guth	Tuairimí mar gheall ar théacs** a chur in iúl trí úsáid a bhaint as geáitsí agus/nó focail.		Taithí a fháil ar ghnéithe aeistéitiúla, cruthaitheacha agus samhlaíocha téacs** i réimse seánraí agus freagairt dóibh.		
	8. Freagairt agus intinn an údair	Éisteacht le téacs** agus a gcuid tuairimí agus a gcuid smaointe a roinnt agus a phlé.		Éisteacht le téacs** agus a gcuid tuairimí agus a gcuid smaointe a roinnt agus a phlé	Na tuiscintí éagsúla a bhaineann le téacs** a aithint agus a phlé.	
	9. Tuiscint	Éisteacht leis na sonraí is tábhachtaí i dtéacs** gearr simplí agus tuiscint orthu a léiriú.	Éisteacht le téacs** agus na sonraí is tábhachtaí a thabhairt chun cuimhne.		Sonraí tábhachtacha i dtéacs** a aithint, a phlé agus a athinsint san ord ceart.	Úsáid a bhaint as straitéisí tuisceana chun dul i ngleic le téacs** go neamhspleách agus i bpáirt le daoine eile.
		Léaráidí i dtéacs** a úsáid mar áis chun eolas breise a fháil faoin téacs**. LO9 , S1	Úsáid a bhaint as réimse straitéisí tuisceana chun dul i ngleic le téacs** agus brí a bhaint as le linn a bheith ag obair ar réimse téacsanna** go neamhspleách nó i bpáirt le daoine eile. LO9 , S2			
10. Líofacht agus féincheartú	Téacsanna** atá ar a leibhéal teagaisc agus ag leibhéal neamhspleách a léamh agus iad ag éirí níos cruinne agus níos líofa de réir a chéile. LO10 , S1+2		Téacsanna** i réimse seánraí, ag a leibhéal teagaisc agus ag leibhéal neamhspleách, a léamh go líofa agus tuiscint acu ar a bhfuil á léamh acu. Féincheartú neamhspleách a chur i bhfeidhm le linn léitheoireachta.			

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.
[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**
** Cuimsíonn ‘téacs’ gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.
◇ Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d’éirigh ina ngnáthstruchtúir ar chúiseanna saineiúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra. Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d’fhonn athinsint, míniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amhail podchraoltaí, físeáin, fógraíocht, craoladh teilifíse agus raidió.

Mionchéimeanna Dul chun Cinn - Léitheoireacht												
Gné	Toradh Foghlama: Uimhir agus lipéad	a Luath...	a Gníomh an pháiste...	b Gníomh an pháiste...	c Gníomh an pháiste...	d Gníomh an pháiste...	e Gníomh an pháiste...	f Gníomh an pháiste...	g Gníomh an pháiste...	h Gníomh an pháiste...	i Gníomh an pháiste...	j Gníomh an pháiste...
Cumarsáid	1. Rannpháirtíocht	Leiríonn an páiste go bhfuil sé/sí gafa le téacsanna ^{aa} agus ag baint taitneamh astu.	Taitníonn sé leis an bpáiste bheith ag éisteacht le scéalta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, aithníonn sé/sí mionsonraí faoi léaráidí agus léam i suíomhanna súgartha.	Taitníonn gníomhaíochtaí ina léitear os ard leis an bpáiste, aithníonn sé/sí mionsonraí faoi léaráidí agus léam i suíomhanna súgartha.	Ina aonar agus i gcomhar le daoine eile taitníonn sé leis an bpáiste bheith ag éisteacht le réimse seánraí ⁱ , a léamh agus a bhifórsa, agus a chomhrinneann sé/sí a léirínníu ar bhrí atá fíil i léaráidí agus i dtéacs aron.	Taitníonn sé leis an bpáiste réimse níos leithne seánraí ⁱ a fíorú agus aithníonn sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus chun brí a chur in iúl.	Taitníonn sé leis an bpáiste téacs ^{aa} agus léaráidí a léirínníu agus aithníonn sé/sí léaráidí agus téacs chun tuair a chomhroinnt agus aithníonn sé/sí léirínníu daoine eile agus á cheistiú.	I gcomhar le daoine eile taitníonn sé leis an bpáiste téacsanna ^{aa} a bhfuil spás aige iontu le daoine eile a bheith ag éisteacht le réimse seánraí ⁱ , a léamh agus a bhifórsa, agus a chomhrinneann sé/sí léirínníu daoine eile agus á cheistiú.	Leirínníonn an páiste intinn an údair trí léaráidí agus focail scríofa, comhrinneann na léirínníthe sin agus coslúinn a thuairim.	Baineann an páiste an t-ábhar a léamh le pléann sé iad, agus tugann sé údar lena chuid tuairimí faoi na téacsanna ^{aa} sin.	Bionn plé ag an bpáiste le daoine eile faoi réimse éagsúla téacsanna ^{aa} . Déanann an páiste machnamh criticiúil ar an gcaoi a dtéann sé féin i ngleic le téacsanna ^{aa} . Pléann sé a ról mar léitheoir agus déanann sé measúnú ar an ról sin.
	2. Inspireadh agus rogha	Roghnaíonn an páiste feachaint ar leabhair.	Piocann an páiste suas leabhair, breathnaíonn orthu agus fíoragráinn na cinn is fearr leis.	Roghnaíonn an páiste agus téann i ngleic le téacsanna ^{aa} go n-ádhúl agus aithníonn sé/sí an bheith le sult agus le spás.	Roghnaíonn an páiste agus téann i ngleic le téacsanna ^{aa} go n-ádhúl agus aithníonn sé/sí an bheith le sult agus le spás.	Roghnaíonn an páiste agus téann i ngleic le téacsanna ^{aa} go n-ádhúl agus aithníonn sé/sí an bheith le sult agus le spás.	Comhrinneann an páiste go fóllach na cúiseanna atá taobh thiar de na leabhair a roghnaigh siad.	Is féidir leis an bpáiste leabhair a bhfuil spás aige iontu, agus atá sé/ sí ábalta a léamh, a aithint agus a roghnú.	Roghnaíonn an páiste leabhair a bhfuil spás aige iontu, agus atá sé/ sí ábalta a léamh, a aithint agus a roghnú.	Taitníonn sé leis an bpáiste bheith ag comhroinnt taitní le téacsanna ^{aa} a bhfuil spás aige iontu le daoine eile agus úsáidann sé/ sí príomhphointí na cúiseanna atá taobh thiar de na roghanna sin.	Roghnaíonn an páiste téacsanna ^{aa} agus téann i ngleic le téacsanna ^{aa} a bhfuil spás aige iontu, agus aithníonn sé/sí an bheith le sult agus le spás.	Roghnaíonn an páiste téacsanna ^{aa} agus téann i ngleic le téacsanna ^{aa} a bhfuil spás aige iontu, agus aithníonn sé/sí an bheith le sult agus le spás.
Tuisceint	3. Gnásanna cló agus struchtúr ábairte	Laimhsealann an páiste leabhair agus eil ag taispeáint go bhfuil taitní aige/ aici ar bheith ag laimhseal leabhair.	Tuigeann an páiste go mbeannann brí le comharthaí cló, cosúil le lógó, lógó, pictiúr agus focail.	Tuigeann an páiste go mbeannann brí le léaráidí i leabhair.	Tuigeann an páiste go mbeannann brí le léaráidí i leabhair.	Aithníonn an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Léiríonn an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Úsáidann an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Úsáidann an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Úsáidann an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Aithníonn an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.	Aithníonn an páiste go dtéann a taobh thiar de na leabhair a roghnaigh siad.
	4. Feasacht fhóineolaíoch, fhóineimeach agus feasacht teanga	Sainaitníonn an páiste fuaimneacha agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Aithníonn an páiste fuaimneacha agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Taitníonn sé leis an bpáiste bheith ag éisteacht le scéalta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste bheith ag éisteacht le scéalta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Cumasann an páiste tuisioghar agus foghar deiridh.	Comhrinneann an páiste tuisioghar agus foghar deiridh.	Comhrinneann an páiste tuisioghar agus foghar deiridh.	Comhrinneann an páiste tuisioghar agus foghar deiridh.	Comhrinneann an páiste tuisioghar agus foghar deiridh.	Comhrinneann an páiste tuisioghar agus foghar deiridh.
Fócair	5. Fócair, aithníonn focal agus staidéar ar fhocail	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Aithníonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.
	6. Foclóir léitheoireachta	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Aithníonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.	Aithníonn agus gineann an páiste focal rime agus aithníonn tuisioghar agus foghar deiridh.
Fiosrú agus úsáid	7. Cuspóir, seánra ^o agus guth	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.
	8. Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair	Freagairt agus intinn an údair
Fiosrú agus úsáid	9. Tuisceint	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.	Taitníonn sé leis an bpáiste a bheith ag éisteacht le scéalta, rann agus dánta a léamh os ard agus fíoragráinn sé/sí do phointí focail i léaráidí.
	10. Liofacht agus féincheartú	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.	Leiríonn an páiste go n-aithníonn agus go dtuigeann focal agus eil ag taispeáint go bhfuil cúlra aige/ aici ar bheith ag laimhseal leabhair.

o Is cineálacha struchtúir téacs ilabairte a bhéil nó scríofa iad seánraí a d'áirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbonn patrún a mbíonn ar mbeirtear agus dáil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhform scéil, faisnéiseach, áittheach agus léidhna. Chun é a rá go simplí, táirgeann seánra do rogha foirmeacha ó bhéal agus scríofa d'fhonn aithnínn, minú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treora a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, éirí, díospóireachtaí, scannáin agus meán amháil podchraoltaí, físeán, fógraíocht, craoladh teilifíse agus raidió.

Draft - Learning Outcomes: For Writing (English L1)

Strand: Writing				
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to* Stage 4: Fifth and sixth class Children should be able to*
Communicating	1. Engagement	Take part in and have fun mark-making, drawing and writing to communicate with others. TF1 , C1	Take part in and enjoy writing to communicate with others. TF1 , C2	Take part in and enjoy creating text** to communicate with others. Engage positively and purposefully while creating text** in a variety of genres∅ across the curriculum. Use writing as a tool to clarify and structure thought and to express individuality (including the use of various languages).
	2. Motivation and choice	Choose appropriate tools, content and topics for their own writing and select texts** for sharing with others. TF2 , C1+2		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.
Understanding	3. Conventions of print and sentence structure	Use basic conventions of print and sentence structure. TF3 , C1	Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing. TF3 , C2	Select and justify appropriate conventions of print and sentence structure to create text** of increasing complexity in various genres∅ for a variety of purposes and audiences.
	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 a wide range of high frequency words accurately and use spelling strategies for unfamiliar words. TF4 , C1+2	Identify and evaluate spelling strategies and apply these strategies when creating and editing text**. Identify and compare words and patterns within and across languages (English, Irish, and other languages) and genres∅.
	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.	Use a more sophisticated range of vocabulary from many sources and explore the aesthetic, creative and imaginative dimensions of language in their writing. TF5 , C2	Examine, select, and justify appropriate vocabulary to create text** across a range of genres∅ for a variety of purposes and audiences. Examine, select, and justify appropriate vocabulary to create text** of increasing complexity across a range of genres∅ for a variety of purposes and audiences. Evaluate the aesthetic, creative, and imaginative dimensions of language in their writing. Evaluate how vocabulary is used in various contexts in their writing.

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

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

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

∅ Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Draft - Learning Outcomes: For Writing (English L1)

Strand: Writing				
Element	Learning Outcome: Number and label	Stage 1: Junior and senior infants (Progression Milestones a-e) Through appropriately playful learning experiences, children should be able to*	Stage 2: First and second classes (Progression Milestones d-h) Children should be able to*	Stage 3: Third and fourth class Children should be able to* Stage 4: Fifth and sixth class Children should be able to*
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 develop an individual voice to share their thoughts, knowledge and experiences. TF6 , C1 +2		Explain, justify, and evaluate choices made while creating texts** across a range of genres and for specific subject areas. Further develop and demonstrate an individual voice to share their thoughts, knowledge, and experiences while creating texts** across a range of genres for specific purposes and audiences. Recognise and discuss how dialects and accents can be used in creating text**.
	7. Creating text**	Use the writing process when creating texts** collaboratively or independently. TF7 , C2		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 [∆] across the curriculum for a variety of purposes and audiences. Use appropriate language to evaluate and discuss revisions/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	Elaborate on the meaning of their own writing and discuss the texts** of others showing an emerging recognition of the author's intent. TF8 , C2	Examine and critically reflect on their own intent and influences as authors. Discuss and evaluate other's interpretation of their texts**.
	9. Handwriting and presentation	Write upper and lower case letters as separate, flowing letters.	Write using cursive script.	Write legibly and fluently using cursive script. Select, justify, and recommend appropriate writing and presentation styles to create and present texts** in a range of formats.

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

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

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

[∆] Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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

Progression Steps - Writing

Element	Learning Outcome: Number and label	Early a...	a The child...	b The child...	c The child...	d The child...	e The child...	f The child...	g The child...	h The child...	i The child...	j The child...
Communicating	1. Engagement	has fun making marks and uses gestures, sounds or words to focus attention on these showing signs of understanding that texts ^o carry meaning	has fun making marks and uses gestures, sounds or words to focus attention on these.	enjoys drawings and letter-like forms and shares meaning through naming some features in their texts ^o .	enjoys creating their own early written texts ^o and explains the main messages in these.	enjoys writing and shares meaning through reading and discussing their texts ^o .	enjoys writing for self-selected and different purposes with help from basic genres ^o structures.	enjoys writing in a wider range of genres ^o , exploring his/her own style, adding detail to ideas and verbally discussing these with others.	enjoys using personal style of writing in a range of genres ^o , elaborating on details, developing characters further and using language creatively and imaginatively and sharing these with others.	enjoys using own style of writing in a range of genres ^o ; drawing on figurative language and creating vivid images to impact on a reader, and discusses and shares their work.	examines and discusses personal style, purpose, and enjoyment of creating text ^o collaboratively and/or individually. further develops their own style of creating text ^o by working collaboratively with peers to create and develop texts ^o in a variety of genres ^o .	evaluates and critiques own style of creating text ^o and shares their experience as a creator of text ^o with others. discusses and reflects on the development and progression of their skills as authors to create more complex texts ^o .
	2. Motivation and choice	chooses to engage with mark-making	uses gestures, sounds or words to draw attention to preferred texts ^o created by themselves.	plays with a variety of implements and materials to create texts ^o on a topic of their choice and selects texts ^o to share with others.	uses a variety of implements and materials to create texts ^o on a chosen topic and selects texts ^o to display.	with increasing independence, chooses a topic and appropriate implements to create texts ^o and selects texts ^o to publish and display.	chooses from a wider range of topics and, with support, selects content and different presentation formats to share their writing.	chooses and refines ideas and content for their texts ^o , and selects from a range of presentation formats to share their writing.	begins to research and chooses content to write about less-familiar topics and selects from a wider range of presentation formats to share their writing.	researches and chooses content to write about less-familiar topics and selects appropriate presentation formats to share their writing.	compares and selects appropriate information from various sources for the intended purpose and audience. analyses feedback for use in redrafting text ^o . selects the appropriate genre ^o for intended purpose and audience.	Analyses appropriate sources of information and selects most relevant source for the intended purpose and audience. critically selects appropriate feedback to redraft text ^o . justifies genre ^o selected to create text ^o for an intended purpose and audience.
Understanding	3. Conventions of print and sentence structure	places marks, signs, symbols or texts ^o in the correct orientation and/or sequence to infer meaning	uses shapes in mark-making to communicate.	distinguishes between letters and pictures.	distinguishes between reading and writing and writes left to right, top to bottom, page by page.	uses some correct word order, sentence structure and letters, spaces, words, sentences, full-stops, and begins to use capital letters appropriately.	uses correct word order, sentence structure, capitals and complete sentences.	uses question marks, basic connectives, some correct verb tenses, and begins to use paragraphs.	uses quotation marks, exclamation marks, some paragraphs, connectives and different correct verb tenses.	uses commas, possessive apostrophes, contractions, paragraphs, compound and complex sentences, and mostly correct verb tenses.	Uses a wide range of conventions of print (for example colon, semicolon, dash, hyphen etc.) examines how conventions of print and sentence structure aid meaning, conveys a message, and enhances the readers' experience. recognises and compares differences in sentence structure in English, Irish, and other languages. uses digital formats to convey variance in conventions of print across languages (e.g. é, þ, ù, & etc.).	selects and justifies appropriate conventions of print and sentence structure to aid meaning; to convey a message; and to enhance the readers' experience. discusses sentence structure in English, Irish, and other languages. demonstrates an understanding of the impact of varying types and lengths of sentences when creating text ^o .
	4. Spelling and word study	uses signs, symbols or text ^o to infer meaning	uses shapes in their mark-making.	recognises some letters in familiar words and uses these and other symbols to represent text ^o . recalls features/ differences of pictures and/or objects.	connects the letter symbol to the sound for some case letters, and uses random strings of letters showing emerging awareness of letter sounds to represent text ^o . understands the connection between the written and the spoken word. begins to copy print.	uses some phonetically correct letters, common letter patterns and familiar words. begins to distinguish between short and long vowel sounds. recognises similarities and differences between some letters.	sounds and names all upper- and lower-case letters, uses some correct consonants and vowels in approximate spellings and spells some high-frequency and familiar words. demonstrates an awareness of sounds covered through sounding out unfamiliar words while spelling. recognises consonant/vowel sound patterns in syllables of spoken words.	uses digraphs and letter strings and a range of familiar words, draws on visual memory for high-frequency words and begins to use dictionaries. begins to understand that some words are spelled differently from how they are pronounced.	uses strategies including syllabification, strings and patterns, and dictionaries to spell a wider range of words and self-corrects more often. understands that some words are spelled differently from how they are pronounced.	uses a range of strategies flexibly to spell unusual and difficult words.	identifies and discusses similarities and differences between words in different languages. discusses and evaluates the purpose of standardised spelling. analyses and discusses the origins of words from a range of subject areas. identifies, explains, and uses a range of strategies to spell unusual and difficult words to create texts ^o .	reflects on sources and strategies used to aid spelling and assesses their use. Discusses differences between standard English in Ireland and in other countries.
	5. Vocabulary		uses marks and shapes to share a personal experience.	uses language from their personal experiences and uses it playfully and imaginatively in texts ^o created with the teacher as scribe.	uses new vocabulary and phrases from texts ^o read and uses language playfully and imaginatively in texts ^o created through shared writing with the teacher.	uses language from their personal experience, planning, and the environment and uses language playfully and imaginatively in texts ^o created independently.	uses language removed from their personal experience and encountered when creating texts ^o and uses this language imaginatively in their own texts ^o .	uses topic-specific words and phrases to convey a particular idea in a particular way, drawing on a range of experiences and texts, and begins to add detail using adjectives and adverbs.	Intentionally uses vocabulary to convey a specific meaning, mood, feeling using creative and imaginative language, drawing on a range of experiences and texts ^o .	selects vocabulary from a range of sources and uses it to extend ideas, add more detail and create an effect, mood or image, and begins to use figurative language so that a text ^o has a particular impact on a reader.	discusses strategies used to learn and acquire vocabulary for use in creating text ^o . discusses strategies used to source vocabulary (including subject specific vocabulary) from a range of sources to create fictional/ non-fictional texts ^o . identifies, explains, and uses creative, aesthetic, and imaginative language to create texts ^o and discusses the purpose of using these aspects of language in their texts ^o .	Assesses strategies to source vocabulary and to learn and acquire vocabulary for use in creating text ^o . recognises and appreciates differences between subjective and objective language found in various genres ^o when selecting vocabulary to create text ^o . recognises vocabulary which portrays prejudice, stereotyping, or bias and is mindful of this when creating text ^o .
Exploring and using	6. Purpose, genre ^o and voice	uses signs, symbols or text ^o to share experiences, thoughts, opinions, preferences and thoughts with their peers with growing confidence	shares thoughts, knowledge and experiences with others through their marks.	begins to share thoughts, knowledge and experiences for a particular purpose, and audience using marks, drawings and some letters.	writes and draws for a particular purpose and audience while sharing thoughts, knowledge and experiences.	writes for a wider range of purposes and audiences while sharing thoughts, knowledge and experiences.	begins to write in a range of genres ^o using a basic structure appropriate to a particular genre, matching language to purpose, genre ^o and audience.	writes in a range of genres ^o providing detail, elaborating on key points and using appropriate language while exploring their own style.	writes in a range of genres ^o elaborating on details and developing characters and ideas further using appropriate language and structure while exploring their own style.	writes in a range of genres ^o using the structure flexibly to best suit their intent while using language creatively and conveying their own style.	examines and discusses the validity of information gathered to create text ^o . identifies and describes features of their texts ^o specific to their own individual voice. selects the appropriate language register (including the use of dialects/accents) to create texts ^o for a specific purpose and audience. discusses and explains the purpose of texts ^o and how this impacted on decisions made when creating text ^o .	Evaluates and justifies sources used to create text ^o . evaluates and reflects on features of their texts ^o specific to their own individual voice. examines and evaluates a variety of opinions, perspectives, and cultures for use in creating text ^o . justifies decisions made while creating texts ^o for a specific purpose and audience.
	7. Creating texts ^o		uses personal experiences and interests as stimulus for their texts ^o .	begins to take part in collaborative writing with the teacher as scribe.	uses familiar topics as a stimulus for texts ^o while creating texts ^o jointly with the teacher.	collaboratively plans texts ^o orally; sequences and writes texts ^o with other children; reads and talks about their writing.	independently plans, sequences and writes texts; reads and talks about their writing with the teacher to check if it makes sense and begins to suggest simple changes to improve it.	independently plans and gathers information to create texts ^o with a beginning, middle and end; reads and discusses their writing, identifying changes to improve it.	draws on a range of texts ^o sources, and begins to use graphic organisers to plan writing; composes, proofs and edits to include feedback.	draws on a wider range of text ^o sources and uses graphic organisers to plan independent writing; composes, proofs and self-edits to improve texts ^o . reflects on strategies and skills used during the writing process and assesses their effectiveness.	evaluates and assesses feedback from others and selects relevant feedback to redraft text ^o . uses proofing and editing aids to revise/redraft text ^o . reflects on strategies and skills used during the writing process and assesses their effectiveness.	explains and justifies feedback incorporated to redraft text ^o . evaluates and justifies proofing and editing aids used to revise/ redraft texts ^o . explains and justifies strategies and skills used during the writing process.
	8. Response and author's intent	uses gestures, sounds or words to show that their marks have personal meaning	uses gestures, sounds or words to show that their marks have personal meaning and to respond to others' texts ^o shown or read to them.	talks about their own texts ^o and begins to respond to others' through talk, marks and drawings.	talks about and shares their detailed drawings in their own texts ^o and gives more detail in responses to others' texts ^o .	uses more elaborate drawings to share detail and identifies simple, explicit pieces of text ^o in response to specific questions. shares a personal interpretation of another person's text ^o .	discusses their plans giving reasons for selection of topic and content. discusses the work of others relating it to familiar experiences.	shares their work with others, elaborating on details. responds to the work of others, discussing main points raised in greater depth and relating it where relevant to their own experiences.	verbally discusses, shares their work with others, connecting with characters created in their own stories in greater detail. discusses characters and key events in the stories of others, predicting and inferring characters' motives for key actions.	shares their work for use of particular words/ phrases used for effect/mood/ impact. interprets main messages being conveyed in the work of others and infers author's reason for these.	compares their own intention as authors with others' interpretation of their text ^o . recognises the influence of an author's culture and identity on messages being conveyed. examines and investigates a variety of methods and styles to portray the authors' message and intent.	evaluates the influence of their own culture and identity (as well as cultures in their community) when creating texts ^o . Assesses the link between the author's intent and the language register chosen.
	9. Handwriting and presentation	engages with the mechanics of markmaking exercises to create a form of text ^o according to ability, using motor or eye gaze skills as appropriate. explores a variety of implements and surfaces for creating texts ^o	explores implements to make marks.	uses some muscle control to make letter-like forms.	uses good muscle control. writes some upper- and lower-case letters.	writes some upper- and lower-case letters legibly and as separate flowing letters.	writes most upper- and lower-case letters as separate flowing letters.	writes legibly and fluently using separate flowing letters.	writes legibly with cursive script.	writes legibly with cursive script.	examines and discusses presentation styles, strategies and formats when creating texts ^o . discusses and has fun with alphabets and scripts associated with different languages.	presents texts ^o in a creative and engaging way for a variety of purposes and audiences.

^o Genres are types of multi-sentence oral or written text structures that have become conventionalised for particular purposes with expected organisational patterns, as well as language features related to register, e.g. narrative, informational, persuasive and multi-genre. Simply put, genre refers to a selection of 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.

Dréacht-Torthaí Foghlama: Maidir leis an Scríbhneoireacht (Gaeilge T2)

Snáithe: Scríbhneoireacht					
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chuí foghlama spráíúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*
Cumarsáid	1. Rannpháirtaíocht	Taitneamh a bhaint le linn spraoi as a bheith páirteach i scriobláil, i líníocht agus i scríbhneoireacht éiritheach. 🔗 LO1, S1	Páirt a ghlacadh sa scríbhneoireacht pháirteach agus taitneamh a bhaint aisti. 🔗 LO1, S2	Páirt a ghlacadh i scríbhneoireacht agus taitneamh a bhaint aisti, chun cumarsáid a dhéanamh le daoine eile.	Taitneamh a bhaint as téacsanna** a chruthú chun cumarsáid a dhéanamh le daoine eile. Dearcadh dearfach agus cuspóir éagsúla a bheith ag páistí agus iad ag cur a smaointe in iúl i réimse seánraíð. Scríbhneoireacht a úsáid chun smaointe a shoiléiriú, agus chun a bhféiniúlacht a chur in iúl.
	2. Inspreagadh agus rogha	I gcomhpháirt leis an múinteoir, a gcuid líníochtaí nó scríbhneoireacht éiritheach a phlé le daoine eile. 🔗 LO2, S1	I gcomhpháirt leis an múinteoir, uirlisí cuí a úsáid agus topaic agus ábhar a roghnú chun téacs** páirteach a chumadh agus a roghnú le roinnt le daoine eile. 🔗 LO2, S1+2	Rogha a dhéanamh maidir le topaic, ábhair, uirlisí cuí don scríbhneoireacht pháirteach nó neamhspleách. Téacsanna** a roghnú le roinnt le daoine eile.	Uirlisí, straitéisí agus ábhar a mheas agus a roghnú chun téacs** a chruthú i réimse seánraíð .
Tuiscint	3. Struchtúr abairte agus gnásanna cló	Gnásanna an chló a aithint. 🔗 LO3, S1	Roinnt abairtí gearra iomlána a scríobh le tacaíocht, ag baint úsáide as gnásanna an chló. 🔗 LO3, S1+2	Struchtúr abairte agus gnásanna cló cuí a úsáid agus iad ag cumadh téacsanna** i bpáirt nó go neamhspleách.	Úsáid a bhaint as struchtúr abairte, aimsirí cearta na mbriathra, agus nascaigh ina gcuid scríbhneoireachta i seánraíð éagsúla.
	4. Litriú agus staidéar ar fhocail		Úsáid a bhaint as roinnt litriú ceart agus tarraingt ar an eolas atá acu faoi phatrúin fuaime agus patrúin litreacha chun buille faoi thuairim a thabhairt faoi litriú (litriú cumtha). 🔗 LO4, S1+2	Litreacha ó aibítear na Gaeilge a aithint, a ainmniú, agus a fhuaimniú. Úsáid a bhaint as roinnt litriú ceart, ag tarraingt ar an eolas atá acu faoi phatrúin fuaime agus patrúin litreacha. Tosú ar thuiscint a thaispeáint ar athruithe gramadaí agus iad a úsáid i bhfrásaí coiteanna ina gcuid scríbhneoireachta.	Réimse focail ardmhinicíochta a litriú go cruinn agus straitéisí litrithe a úsáid chun focail neamhaitheanta a litriú. Straitéisí litrithe a ainmniú agus a mheas. Na straitéisí sin a chur i bhfeidhm agus téacs** á chruthú nó chun eagarthóireacht a dhéanamh ar théacs**. Aithint go n-athróinn focail Gaeilge uaireanta de réir comhthéacs 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 seánraíð éagsúla a aithint.
	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+2	Úsáid a bhaint as stór focal óna dtaithí phearsanta agus óna dtaithí ar a bheith ag plé le téacs**. Teanga a úsáid ar bhealach spráúil agus cruthaitheach.	Teanga agus stór focal ábhartha a roghnú chun téacsanna** a chruthú i réimse seánraíð ar mhaithe le cuspóirí agus lucht éisteachta/léite éagsúla. Cúiseanna a thabhairt leis na roghanna sin.

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.

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

** Cuimsíonn ‘téacs’ gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.

🔗 Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d’éirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra. Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d’fhonn athinsint, míniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, teoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amhail podchraoltaí, físeáin, fógraíocht, craoladh teilifíse agus raidió.

Dréacht - Torthaí Foghlama: Maidir leis an Scríbhneoireacht (Gaeilge T2)

Snáithe: Scríbhneoireacht					
Gné	Toradh Foghlama: Uimhir agus lipéad	Céim 1: Naíonáin bheaga agus naíonáin mhóra (Mórchéimeanna Dul chun Cinn a-b) Trí eispéiris chuí foghlama spráíúla, ba cheart do pháistí a bheith in ann*	Céim 2: Rang 1 agus rang 2 (Mórchéimeanna Dul chun Cinn a-d) Ba cheart do pháistí a bheith in ann*	Céim 3: Rang a 3 agus rang a 4 Ba cheart do pháistí a bheith in ann*	Céim 4: Rang a 5 agus rang a 6 Ba cheart do pháistí a bheith in ann*
Fiosrú agus úsáid	6. Cuspóir, seánra agus guth	Líníocht a dhéanamh go minic a mbeidh cuspóir éagsula léi. LO6 , S1	Líníocht a mbeidh cuspóir éagsula léi a dhéanamh agus giotáí gearra simplí a scríobh chun a smaointe a chur in iúl agus an múinteoir ag gníomhú mar scríobhaí. LO6 , S1 +2	Téacsanna** simplí a chruthú i réimse seánraíð.	Téacsanna** i réimse seánraíð a chruthú agus iad ag diriú ar an gcuspóir agus an lucht éisteachta. A nguth pearsanta a fhorbairt agus téacsanna** á gcruthú acu chun a gcuid tuairimí, eolais, agus taitní a roinnt le daoine eile.
	7. Ag cruthú téacs**		Próiseas na scríbhneoireachta a aithint agus tús a chur le leas a bhaint as chun téacs** a scríobh i gcomhpháirt leis an múinteoir: LO7 , S1 +2	Téacsanna** a chruthú i gcomhpháirt le daoine eile agus/nó go neamhspleách agus leas á bhaint as próiseas na scríbhneoireachta	Scileanna agus straitéisí a bhaineann leis an scríbhneoireacht mar phróiseas a úsáid chun téacsanna** a chruthú go neamhspleách agus/nó le daoine eile, i réimse seánraíð
	8. Freagairt agus intinn an údair	Tuiscint ar théacsanna** gearra simplí a léadh dóibh, agus mothúcháin ina leith, a léiriú trí learáidí /pictiúir a tharraingt. LO8 , S1	A gcuid pictiúr agus scríbhneoireacht phearsanta a roinnt le daoine eile agus iad a phlé, le tacaíocht. LO8 , S2	Brí a gcuid téacsanna** féin a roinnt. Freagairt do théacs** dhaoine eile chun tuiscint a thaispeáint.	Brí a gcuid téacsanna** féin a roinnt. Freagairt do théacs** dhaoine eile chun tuiscint a thaispeáint. Tuairimí dhaoine eile ar a gcuid téacsanna** a phlé.
	9. Peannaireacht agus cur i láthair			Úsáid a bhaint as scríbhneoireacht reatha.	Scríobhann an páiste go hinléite agus go líofa agus úsáid á bhaint aige as scríbhneoireacht reatha. An stíl agus an leagan amach is oiriúnaí/cuí don téacs** a roghnú.

* Nuair a chuirtear cumais agus cúinsí éagsúla san áireamh.
[LO](#) Is féidir na scileanna atá foghlamtha sa toradh foghlama seo a aistriú ó thoradh in T1 na scoile. **LO=Learning Outcome. S=stage.**
** Cuimsíonn ‘téacs’ gach toradh ar úsáid teanga: ó bhéal, geáitsíocht, comharthaí, scríofa, Braille, físiúil, tadhlaigh, leictreonach agus digiteach.
◊ Is cineálacha struchtúir téacs ilabairte ó bhéal nó scríofa iad seánraí a d’éirigh ina ngnáthstruchtúir ar chúiseanna sainiúla ina mbíonn patrúin a mbítear ag dúil leo, le cois gnéithe teanga a bhaineann le réim, m.sh. i bhfoirm scéil, faisnéiseach, áititheach agus ilseánra. Chun é a rá go simplí, tagraíonn seánra do rogha foirmeacha ó bhéal agus scríofa d’fhonn athinsint, miniú, siamsa a chur ar fáil, faisnéis a chomhroinnt, treoracha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní liosta cuimsitheach é, le foirmeacha ó bhéal; drámaíocht, filíocht ó bhéal, óráidí, díospóireachtaí, scannáin agus meáin amhail podchraoltaí, fiseáin, fógraíocht, craoladh teilifíse agus raidió.

[illegible]

◊ Is cineálacha struchtúr teilcís ábhaíle nó bheáil nó scríofa láid seánair a d'éirigh ina gnáthstruchtúir ar chúiseanna sainiúla ina mbonn patrúin a mbeitear ag dúil leo, le cois gnéithe teora a bhaineann le réim, m.á. i bhforcál sí, foinséachas, áitcheathach agus ílseánra. Chuaigh a rú go simplit, tagairtí seánra do ríoga foirmeacha nó bheáil agus scríofa d'fhonn athinsint, minniú, siamsa a chur ar fáil, foinséach a chomhroinnt, teoraacha a thabhairt, insint, áitiú agus tuairimí a chosaint. Áirítear, ach ní llosta cuimsitheach é, le foirmeacha nó bheáil; draíochtaí, fillocht nó bheáil, óráidí, díospóireachtaí, scáindín agus meáin ádhail podchraoltaí, fiseán, fógraíocht, ceadlathá teilifíse agus raidió.

